THE IMPLEMENTATION OF TOPICAL APPROACH TO IMPROVE STUDENTS' SKILL IN WRITING CURRICULUM VITAE

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ABSTRACT

This research is Classroom Action Research (CAR). The data were taken from writing test to figure out the students' skill in writing Curriculum Vitae (CV). Furthermore, the researcher used the observation technique to get the data about student's skill in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' writing CV are (a) 66 in pre-test, (b) 72 in post-test I, and (c) 85 in post-test II. It means there is increase. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were 51% students active in post-test I, and 88% students active in cycle II. Based on these data, it can be concluded that applying the Topical approach can improve the writing ability of class XII students at SMK Negeri 7 Semarang.

Keywords: *Writing, Curriculum vitae, and Topical approach*

1. INTRODUCTION

Writing is the process of describing a language for the writer to transmit a message to the reader. Writing is the most challenging aspect of language. In comparison to other language skills, it is also regarded as the most difficult to learn. There are four fundamental abilities that must be learned, according to (Siahaan, 2008). They are speaking, reading, writing, and listening. Writing has a crucial function in learning a second language. A major component of mastering English is writing, a task requiring the researcher's skill to write meaningful information that would be simple for readers to understand.

Thinking and creativity are always a part of the writing process. Writing is difficult skill which the students are required to be mastered of it. This statement related with (Tribble, 1996) in (Septiani, 2018) which stated that writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules.

Vocational Schools are high school levels that prepare graduates to be ready for work. Vocational schools have programs for students to undertake internships as part of their curriculum. The aim of this internship is that, after graduating from vocational school, students are expected to have experience appropriate to the major they are taking.

This internship experience can also support their Curriculum Vitae (CV) when applying for a job.

A CV is a document that consists of personal information, education, skills, and experiences that can be used to support our application letter while applying for a job. This is in line with (Jericho, Ilgen, Smith, Simpson, & Sullivan, 2019) A CV highlights your education, skills, experiences, and achievements (academic, scientific, teaching, and clinical). It is a dynamic document featuring the evolution (and gaps, as applicable) of your training and experience for a particular audience at one moment in time—applying for a fellowship, a position at a medical center, or a grant.

A cover letter is frequently attached with a CV to assist the reader relate your qualifications to the demands of the vacancy and set you apart from other applicants. The precise requirements that various academic institutions and prospective employers have for the structure, organization, and content of a CV present another obstacle to its development. The ability to write a CV is one of the things that must be possessed by vocational graduates.

Apart from mastering the skills in the major they are taking, writing a CV is an important thing that they must master. This is because most vocational school graduates tend to immediately look for jobs rather than continuing their education. They decide to look for work after graduating from vocational school because, during that time, they have gained skills according to their major. But there are still some mistakes made by CV writers, such as typos, the use of non-standard language, excessive CV design, and so on. So the right method is needed to convey material about the CV.

The learning method is a way to deliver lesson plans that have been prepared before. In this modern era, there are many creative learning methods that can be used to convey learning material. However, several teachers still use inappropriate methods to deliver CV material. So there are some students who understand the CV in general. Now teachers can also adjust their learning methods to the material to be delivered.

Based on the problems above, the researcher conducted the study in order to improve the matter using a topical approach. A topical approach is defined in this study as a way to make a good CV. And also help them increase their skills in writing CVs. While other methods explain the CV material generally, the topical approach will explain the topic in detail by discussing it one by one. The researcher tries to investigate the content of the CV, which was made using a topical approach.

TYPE OF ARTICLE

The type of the research used is class action research (CAR). This Classroom Action Research (PTK) begins with a pre-cycle stage or initial data collection, then two cycles are carried out. Each cycle consists of 4 (four) steps, namely (1) planning, (2) acting, (3) observing, (4) and reflecting. . The study lasted for 2 cycles where each cycle had 2 meetings.

Before implementing action research, the researcher looking for the problem in learning process that occur. Next try to determine action to solve the problem. Then this research procedure was carried out in two cycles with each stage.

The performance indicators in this class action research are changes after the action is taken, there is an improvement in the learning process and student learning outcomes, the improvement in the learning process reaches a minimum limit of 75% in the improvement of learning and student learning outcomes at the end of the research increases to reach 75% of the number of students in the class. then the research can be said to be successful.

Based on the background above, it is necessary to conduct classroom action research at this school to give students more detail in their CVs. So the possible way is by creating a different method that is easy, effective, and detailed. Therefore, the researcher may use a topical approach in writing a CV and will conduct research entitled "The Implementation of Topical Approach to Improve Students' Skill in

Writing Curriculum Vitae at the Twelve Grade of SMK Negeri 7 Semarang in Academic Year 2023/2024".

2. RESEARCH METHOD

The research method used in this research is Classroom Action Research (CAR). Classroom Action Research is research conducted by teachers or researchers as an action to improve educational services in handling the teaching and learning process, which has targets or research subjects, namely students. According to the use of CAR, Teachers can improve their performance through self-reflection. This involves identifying weaknesses in the learning process, planning for improvement, implementing changes in line with the adopted program, and finally, compiling and reflecting on the process.

The researcher conducted the study in SMK Negeri 7 Semarang. The subject of this research was the class XII KGS 1 in academic year 2023/2024, consist of 35 students.

This research would apply Classroom Action Research (CAR) that has four stages, those are: planning, action, observation, and reflection.

Planning, in this stage the researcher formulating the problems, making lesson plan (Modul ajar) which will be implemented in the learning activity, make instruments of observation, designing student worksheet, preparing materials and tools which will use in research.

Action, in this stage is the process of carried out the cycle I. The researcher needs asking for help from three observers to observe the learning process. Is the lesson plan suit with the learning activity which conducted by the researcher. The subject of this research is the students of grade XII KGS 1 SMK Negeri 7 Semarang.

Observation, in this stage the researcher and observer have to discuss about the learning activity which conducted by the researcher. They have to find out the impact of the learning process and making observations on the students' activities and learning outcomes.

The last stage is reflection, in this stage the researcher carried out by analyzing the data and concluding what obtained from the implementation of action. The reflection stage includes analysis, interpretation, and evaluation. At this stage the observer and class teacher provide input and ideas to improve the implementation in learning cycle II.

Cycle II was conducted as an improvement from the implementation of cycle I. The stages of Cycle II are the same as those carried out in cycle I. If cycle II is as expected, then the research stops at cycle II. If cycle II is not as expected then the next cycle will be carried out.

Technique used to collect the data in this research is by using test. The researcher conducted Pre-test in order to find out students ability in writing CV. After got the Pre-test score, the researcher gave Post-test to the student to measure the extent to which students' ability in writing CV.

To identify the students' writing skill, the researcher would apply writing test. The test was used to measure student ability in understanding how to make a CV. The test consists of pre-test and post-test with the same type structure. Both tests were in the form of CV and contain some information about the students. Student writing will be assessed using a writing assessment rubric adapted from Brown (2007) which can be seen in the following table.

Table 1 - Rubric Assessment

Assessment rubric adapted from Brown (2007)

RUBRIK PENILAIAN			
Individually	(Writing a curriculum vitae)		
Component	factors	Criteria	
General impression	Attractive format	5 excellent	4 Good	3 adequate
Organization	Structure	5 excellent	4 Good	3 adequate
Content	Relevancy information	5 excellent	4 Good	3 adequate
Language	Effectiveness, grammar, vocabulary	5 excellent	4 Good	3 adequate
Mechanics	Punctuation	5 excellent	4 Good	3 adequate

Total score = (G+C+O+L+M) / 5 x 20 = 100

In this research, the researcher was uses data analysis by taking the average of the pre-test and post-test. To find out the final result, the researcher compared the value of the pre-test and post-test.

The pre-test and post-test score was counted by using the formula, as follow:

$$Score= \frac{(Total\ correct\ answer)}{(Total\ test\ items)} \times 100$$

Calculating the mean score of the students' reading test was by using the following formula:

$$x = \frac{\sum x}{N}$$

Notes:

X = Mean

$\sum x$ = Total of students' score

N = Total of students

Indicators of the success of this study will be declared successful if 75% of the students get score 76. It is because the minimum grade mastery criterion (MMC) of English subject is 76. There will be also changes in attitudes during the learning process is characterized by increased the activity of the students in learning process that can be seen in the observation sheet.

3. FINDING AND DISCUSSION

The results of research that has been conducted on students of class XII KGS 1 SMK Negeri 7 Semarang to answer the problems mentioned in the first chapter.

The test results obtained are in the form of formative test scores, namely formative test I for cycle I and formative test II for cycle II. While the non-test results obtained are in the form of observation data, namely observations of student learning activities. The full research results will be presented in detail as follows:

The data collected during the implementation of cycle I actions was divided into two categories: learning outcome data and observation data collected during the learning process. The learning outcome data is a list of values obtained from the implementation of formative test I, whereas the observation data is a list of values obtained from observations of student learning activities.

Students' formative test results in cycle I before the implementation of *Topical approach* achieved that 25 students (71%) were not passed the test and there were only 10 students (29%) that passed the test. The amount of students who passed the test were fewer that the failed students. Therefore, the researcher used Topical approach to improve students' skill in writing CV.

After implementing *Topical approach* in learning activity, the results can be seen that 22 students (63%) get grade up to standard and 21 students (37%) get grade less than standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 76. Learning process was said successful when 75% students got grade ≥76.

Because there were only 22 students passed the grade, so the researcher doing cycle II.

Based on the results of post-test in cycle II, it could be inferred that all of the students (100%) were successful. All of the students got score more than 76 as the minimum mastery score (MMC). There was no student get low score. It means the research was successful.

From the research which has been carried out that consisting of two cycles, there was a comparison data of the results.

From the comparison above, it showed that the number of students that got score more than 76 were increased and students that got score less than 76 were decrease. In fact, there was no student that got score less than 76 in the Post-test II. It can be concluding that the research was successful.

Figure 1 - Comparison of Percentage the Result of Pre-test,

Post-test I, Post-test II Score
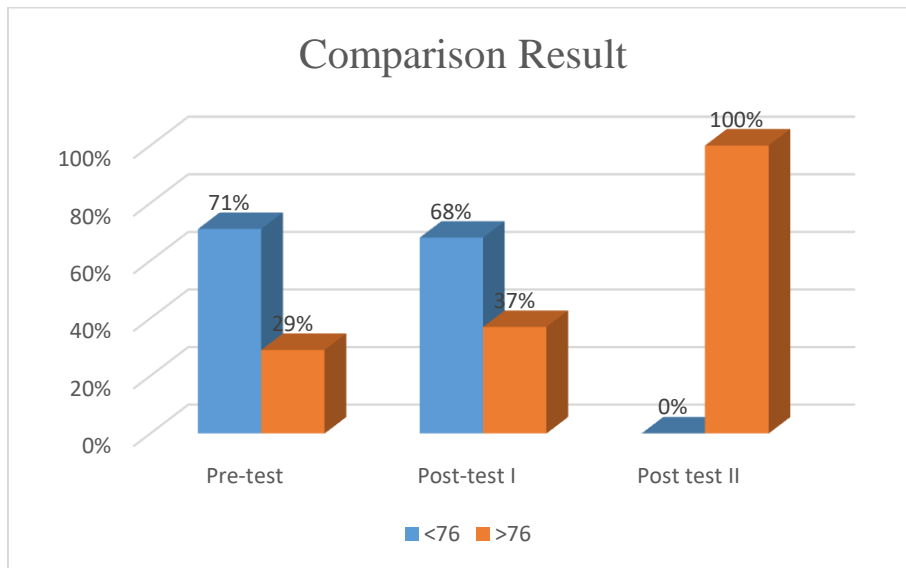
Table 2 - The Frequency of Students' Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1	Not Active	0	0%
2	Less Active	4	11%
3	Active	13	37%
4	Very Active	18	51%

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2.

The table above showed that the students' activity in cycle II was increase. The students' activity that high percentage were the students very active in the class (51%), then the students active in the class 37%, and the last the students who less active in the class (11%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage >70%.

Based on the explanation of cycle I and cycle II, it can be show that the use of Topical approach could improve the students' in writing CV. There is progress from the students gets grade >76 from pre-test 29% or 10 students, post-test I 37% or 13 students and post-test II become 100% or 35 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade>76 were reached.

4. CONCLUSSION

Based on the results of Classroom Action Research (PTK) and discussions that have been carried out in each cycle, learning through Topical approach in grade XII students of SMK Negeri 7 Semarang on Curriculum vitae material, it was concluded that learning with the use of Topical approach can improve the learning outcomes of grade XII students of SMK Negeri 7 Semarang on Curriculum vitae materials. This can be seen from the results of student learning in cycle I, which is 37% increased to 100% in cycle II or increased by 73%.

In addition to improving learning outcomes, the use of Topical approach can also increase students' learning activities which is 51% in cycle I becomes 88% in cycle II.

From the results, it can answer the hypothesis of the research at the begining of the chapter, that Topical approach can improve the learning outcomes of class XII students at SMK Negeri 7 Semarang in English subjects with curriculum vitae material.

5. ACKNOWLEDGMENT

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