

JOURNAL

**THE EFFECT OF WRITE-AROUND TECHNIQUE TO THE STUDENT
WRITING ABILITY AT TENTH GRADE STUDENT OF SMA
MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/ 2017**



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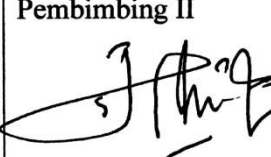
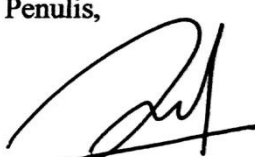
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THE EFFECT OF WRITE-AROUND TECHNIQUE TO THE STUDENT WRITING ABILITY AT TENTH GRADE STUDENT OF SMA MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/ 2017

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ABSTRACT

Writing is the process of expressing ideas by creating or producing a written form in order to communicate with the readers. However, writing also known as a difficult skill for the learners of language. The students were difficult to explore their ideas. In order to solve the students' problem, the researcher offers a solution to teach writing by using Write-around Technique. The purpose of this research were to find out the effect of Write-around Technique to the student writing ability at tenth grade student of SMA MUHAMMADIYAH Kediri in academic year 2016/ 2017. The approach of this research is quantitative research and the technique used by the researcher is experimental research especially the pre-experimental design. To analyze the data he used one group pre-test, post-test design. The instrument this research use test. The population of the research was the tenth grade students of SMA MUHAMMADIYAH Kediri and the sample was X 1 which consist of 26 students. The result of the research shows total score also increased, from total score pre-test is 1362 become 1850 for total score post-test. And mean of test also increased, from mean pre – test is 57,6 to 80,3. The score of sig (2-tailed) is 0,000 is lower than the level significance 5% ($0,000 < 0,05$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Based on the finding above, it can be concluded that write-around technique was effective on students' writing ability.

KEYWORDS : Write-Around Technique, Writing Ability

I. INTRODUCTION

Writing skill is one of the essential language skills, it is due to the act of writing is one way a person can do to communicate with others. A person can express his/her thoughts and ideas to achieve goals and objectives through writing. Through writing, one can tell an idea or ideas, feelings, objects, and even an event to others. According to Harmer (2001:79) writing is a form of

communication to deliver or to express feeling through written form. In addition, Iskandarwassid (2011: 248) the activity of writing is a form of manifestation of abilities and language skills most recently held by language learners after listening skills, speaking, and reading. Compared with three other language skills, the ability to write is hard to master even by native speakers of the languages concerned. This is due to the ability to write requires

mastery of various linguistic elements and elements outside the language itself will be written.

That language is basically written is an undeniable fact. We must get the ability to write the foreign language. We have to understand the grammatically correct use as well. According to Meyers (2005:3) writing is a representation of language through a text using signs or symbols. It is a way of expressing ideas, experiences, thoughts, and feelings. In addition, to express the ideas, students find the different writing conventions including language components such as grammar, vocabulary, and spelling between in Indonesian and English. These aspects make writing skills are considered as the most difficult language skill. This is in line with the statement expressed by Harmer (2001: 256-262) who states that each skill has difficulties for students but writing has become the most complicated skill to be learned because writing is production skill and needs a feedback. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively needs time, effort, and concentration. The above explanation can be concluded that writing is an activity that is difficult to master by students, in addition written is a means to convey ideas that are symbols of graphics, the accuracy

of the meaning of the article is only known by the author of the writing itself.

Most of students consider that writing is the hardest skill to be mastered, because the ability to write in foreign language is more complicated than the ability to speak, read or listen. It is hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. Teaching writing to students is not an easy job, teachers must know the characteristics of the students to give them instruction, attention, as well as the convenience of being right in the classroom. Harmer (2001: 37) states learner's age is a major factor influencing the organization of the teaching process. Depending on what age group is taught a different approach may be applied. People of different ages have different needs, competences, and cognitive skills. Therefore, it is important to know as much as possible about the capabilities, emotional reactions, and interests of the learners in order to adjust the behavior to them.

In the real condition, there are many students who get difficulty in writing. They get difficulties in generating ideas, using correct vocabulary, and organizing sentences within paragraph. Students had

the idea to write, but they can't develop their ideas into a good sentence. Raimes (1983) thinks that when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language. This makes students get low marks because they can't write and organize their paragraphs properly.

The main problem in students need learning techniques in order to improve writing skills. Teachers have to find the right techniques so that students can organize their writing well and improve their writing skills. By using the right techniques, students can organize their writing step by step as in the instruction of the techniques itself. They will memorize the steps of writing so that it can help students to improve their writing skill. Teaching strategies conducted by the teacher is to give an explanation in the discussion, then students try to understand the teacher's explanations.

In senior high school, English teacher usually still uses the conventional way in teaching writing. They explain the materials and give an example on the board. Then, students try to understand the

explanation. After explaining, teachers mostly ask students to write their paragraph according to the example given. Students write their paragraph based on the example. So, students can't explore their ideas in writing. They can't write creatively. It means that a technique is needed in teaching writing. By the new technique, students will not imitate the example only. They can write creatively based on their ideas. It will be more interesting because they learn in a different way.

Considering the importance of writing, the teaching and learning process of writing should be improved. Harmer (2001: 260) states that the teacher has the roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The roles of the teachers in writing learning can change from one activity to another, or from one stage of an activity to another depending on the students' needs. If the teachers are able to manage these changes, it can be helpful to enhance the effectiveness in teaching and learning process of writing. As the organizer, the teachers have to organize the students' activity in the classroom. It includes deciding the students' activities in the learning process of writing, giving the instruction how to do those activities in the learning process of writing, putting them

into pairs or groups, and closing the activities. When deciding the students' activity, the teachers should find an appropriate techniques to enliven the teaching and learning process of writing.

Using appropriate techniques is considered as one of the effective ways to improve students' skill in writing recount text. One of the cooperative learning model considered appropriate is called Write Around. Baliya (2013:299) stated that the purpose of a write around is "to engage students to share their opinions or debate things". This technique can be used to improve students' writing skill by asking them to both think critically and constructively and respond to different students' opinions in a group. This write around technique requires students to work in group to do the steps in class. This technique is particularly beneficial for any students in learning English whether it is in a second language or in a foreign language class. Not only can they learn how to write, but write around can also help cooperate and communicate with other students, which helps the development of language and the learning of concepts and content. It is important to assign the students to different teams so that they can benefit from English language role models.

This research is different from those previous finding, the research applies write around technique at the first year of senior high school of Muhamadiyah Kediri which has different level with the previous research. Besides, the capability of the students of SMA Muhammadiyah Kediri can be said that they mostly still have low writing ability. The researcher wants to know the effectiveness of the technique write around in writing learning there. Another reason to do the research in SMA Muhammadiyah Kediri is because when the researcher did the teaching practice there. He saw the students confused to generate ideas. Furthermore, students had low writing ability in composing a text especially recount text, these activities in the school are done in the old fashioned way. They also faced a problem of having lack of ideas.

Based on the background described above, it is essential to the author to examine " THE EFFECT WRITE AROUND TECHNIQUE TO THE STUDENT WRITING ABILITY AT TENTH GRADE STUDENT OF SMA MUHAMMADIYAH KEDIRI ".

II. RESEARCH METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research

to analyzing how is the students' writing ability before and after being taught using write-around technique and to know is there any significant effect of write-around technique on students' writing ability.

In this reasearch, the researcher became a key in collecting data. Based on Then, Dornyei (2002: 14) adds that quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. It means that the data is in the form of number that uses a statistic analysis is used to analyze the data.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of essay test about ritell past event. The researcher hopes the same kind of test can draw the difference of students' writing ability before and after being taught using write-around technique and to answer the question number one, two and three of formulation of the problem. The score of students' writing ability before and after being taught using write-around technique analyzed using Paired sample t-test in SPSS version 21 to see the effect of write-around technique on students' writing ability with a significant level = 5%.

This research was held in SMA MUHAMMADIYAH Kediri. The researcher decided tenth grade students of SMA MUHAMMADIYAH as populations. Thus, The researcher chooses tenth grade students of X-1 as the sample of this research that consists of 26 students.

III. FINDING AND DISCUSSION

Based on that data had been analyzed by using SPSS version 21 above, the purpose of the researcher was to find out the answer of question research were how is the tenth grade students' writing ability before and after being taught by using write around technique and the significant effect of write around technique to the tenth grade students' writing ability of SMA MUHAMMADIYAH Kediri in the academic year 2016/2017.

First, from the result of students' writing ability before being taught by using write around technique, It turns out there are only 5 students who get pre-test value above KKM. This is supported by an average pre-test score (57.6) lower than post-test (80.3). This means that students' writing skills before being taught using the write around technique is still very low.

Second, the students' writing ability also increased after being taught using write around technique. It is proven by the

mean of post-test (80,3) is higher than the mean of pre-test (57,6). From the data analysis above, it could also be concluded that there is any significant correlation between write around technique and students' writing ability. It can be seen from the result of the data where t-test score in table in significant 5%.

Third, in this research, researcher observed the students' writing ability using pre-test and post-test. In the pre-test, the researcher found that the pre-test's score mean of content was 17 and post-test was 23.8, the pre-test mean score of organization was 12.3 and post-test was 16.5, pre-test score mean score of vocabulary was 12.4 and post-test was 16.4, the pre-test mean score of language use was 13 and post-test was 19.6, and the pre-test mean score of mechanic was 2.9 and post-test was 3.9. It could be concluded that the students' writing score was increasing after being taught by using write around technique. Besides that, in analysis of SPSS version 23, the score of t-test was 9,52 at the degree of freedom 25 and t-table 2,059 with the level significance 5% (0,05). The t-score is higher than t-table ($9,520 > 2,059$), it means that null hypothesis (H_0) was rejected and the alternatives hypothesis (H_a) was accepted. Finally, it could be concluded that write around technique had significant

effect to the tenth grade students' writing ability of SMA MUHAMMADIYAH Kediri.

Furthermore, when the researchers conducted this study, the condition of students' writing skills before being taught using the write around technique is still very low. Most students have difficulty writing because writing is a complicated and difficult activity to master, but writing is a means to express ideas, experiences, thoughts, feelings through writing. This is in line with the statement expressed by Harmer (2001: 256-262) states that each skill has difficulties for students but writing has become the most complicated skill to be learned because writing is production skill and needs a feedback. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively needs time, effort, and concentration.

In addition, write around techniques can be used in learning and teaching in the classroom, especially for writing learning. Learning to write using the write around technique can create a good atmosphere in the learning process, using this technique students are asked to think critically, this can improve students' writing skills. According to Baliya (2013:299) stated that the purpose of a write around is "to engage

students to share their opinions or debate things”. This technique can be used to improve students’ writing skill by asking them to both think critically and constructively and respond to different students’ opinions in a group. This write around technique uses a group of students to do the steps in class. This technique is particularly beneficial for any students in learning English whether it is in a second language or in a foreign language class. Not only can learn how to write, but also write around can help cooperate and communicate with other students, which helps the development of language and the learning of concepts and content. It is important to assign the students to different teams so that they can benefit from English language role models.

In addition, there are studies that show that writing with a write-around technique can help improve students’ writing skills. The research was conducted by Tahti Munisa (2015), his research is about “The use of write around strategy to improve students’ writing skill of descriptive text in SMPN 3 Semarang”. It was found that students enjoy teaching and learning because teachers use interesting techniques to teach writing. The results show that using write around technique can improve the writing ability of students, it is proved by the average value of pre-test

(68,4) lower than post-test value (80,16). That means the findings that have been discovered by researchers can support previous theories and some previous research. Based on the previous research, it was shown that the finding of this research in like or supported the previous research.

However, this research had limited, that this research only focus on the recount text material and on the tenth grade students. Then due to their limitation the future researcher can conduct a research on the different material or in the same material but in different level of student. Then, based on the result of the data teaching writing can be developed using write-around technique, and the student very enjoyed in learning process.

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