

Write Around Strategy Upshot Upon Students' Writing Skill Competence

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Abstract

The aim of study was to find out the effect of Write Around Strategy towards students' writing skill in descriptive text. This study applied quantitative method with experimental study type. The technique of collecting the data of the study was using Pre-test and Post-test. The data analysis technique used median, mode and mean to find the effect of student's writing skill in descriptive text. Based on the explanation above, the researcher concluded that Write Around Strategy was positive effect towards students' writing skill in descriptive text. Based on the data analysis, the researcher found that the result of t- test was 5.92 and the level of 0.05 (9,5), then t-table 200. Therefore, write around strategy were accepted. This meant that the null hypothesis (Ho) which said, "Write Around Strategy has no positive effect towards students' writing skill in descriptive text." was rejected, while the alternative hypothesis (Ha) which said, "Write Around Strategy Write Around Strategy has positive effect towards students' writing skill in descriptive text" was accepted.

Keywords : *Write Around Strategy, Descriptive Text.*

INTRODUCTION

In learning English Language from Junior High School up to University as second language in Indonesia, of course it is not easy for students if they want to learn English itself. In this case, the students need to master the academic skills such as, listening, writing, speaking, and reading skill. Those skills need to be mastered by the language learner so that the students be able to apply this language in all aspects of life but these skills cannot be achieved quickly. Meyers (2005) states that writing is a representation of language through a text using signs or symbols. It is a way of expressing ideas, experiences, thoughts, and feelings through writing.

However, there were many students who faced difficulties in writing. The difficulties of the students were generating ideas, mastering vocabulary, and organizing or arranging sentence into a paragraph. Students have ideas to write, but they cannot share their ideas into a good sentence. It was influenced by the lack of vocabulary. The problems of students need more attention in order to improve their skill in writing. While in terms of their teacher, the teacher is very minimal in terms of giving time to monitor the students when they are doing the assignment because the teacher after giving the assignment he immediately leaves the class for quite a long time, and the students here are less monitored or not getting attention, so it has been proven that the lack of students in terms of writing is purely from the lack of attention the teacher given to them. Teachers have to find

strategy so that students can organize their writing well and improve their writing. By the right strategy, students can organize their writing step by step as in the instruction of the strategy itself. They were memorizing the steps of writing so that it can help students to improve their writing skill.

To solve these problems the teacher of counselor has to be expert in finding out the appropriate technique teaching media strategy or method and order every skill can be understood easier. In these cases, study the researcher was focused on writing skill of descriptive text part of the language skill. Therefore, the researcher decided to use write-around strategy by have the students to increase their knowledge especially in writing skill. it may help the students to develop their knowledge. This study was conducted at SMAN 4 Mataram as the location for the research. This study focuses on first year students.

REVIEW OF RELATED LITERATURE

A. Writing Skill

Writing is a complicated skill. According to Knapp & Watkins (2005: 81) writing is a practice requiring iterative performance to achieve competence. It is also involving all language aspects that have been mastered. According to Horvath Jozsef (2001: 5) writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.

1. Micro and Macro Skills of Writing

Brown (2003: 221) stated that taxonomy of micro and macro skills

2. Micro skills

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical system (e.g. Tense, agreement, pluralization), patterns and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

3. Macro skills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey line and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and implication.
- d. Distinguish between literal and implied meanings when writing.

- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

B. Descriptive Text

Anderson (1997:2) stated that there are two main categories of texts in English. They are literary and factual. Each text type has a common way of using language. Literary texts can make the readers laugh or cry, think what about their own life or consider their beliefs. There are three main text types in this category.

1. Generic Structure of Descriptive Text

According to Mukarto (2007: 140-141) descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text is: a) Identification: introduction of thing, or person to be described. b) Description: Descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed. Descriptive text is use relational verbs "to be" and "has/have".

Examples:

- a. *Samuel Rizal is a famous actor.*
- b. *He has very short hair.*

These *sentences* are in the simple present tense.

1) Nouns

They are found in (1) the topic of description: a classroom, and (2) the parts of the classroom: doors, windows, tables, pictures, chairs, and walls.

2) Adjectives

They are used to describe the characteristics of the topic and the parts. They characteristics can be the size (big), color (brown), or the quality (clean). For example: the adjectives „big“ and „clean“ describe the classroom. The adjective „brown“ describes „the doors“ and „the windows“.

Vocabulary for describing someone, such as:

- a) *Tall, short, big, thin, fat, slim*
- b) *Hair, face, nose, cheeks, mouth, lips*
- c) *Curly, straight, long, short, wavy, black, grey*
- d) *Oval, round, pointed, flat*

1) Language focus

2) Verb be; is, am, are

3) Verb have; have, has

4) Verb do; do, does

5) Simple present tense

3) Noun phrases

There are combination of adjectives and nouns. (e.g.: big and clean classroom, two brown doors).

C. Write Around Strategy

Baliya (2013:299) stated that the purpose of a write around is “to engage students to share their opinions or debate things”. This strategy can be used to improve students’ writing skill. It also develops students’ writing ability by asking them to both think critically and constructively and respond to different students’ opinions in a group.

D. Rubric Score Writing

According to Heaton (1988: 146) there are five aspects, that must be known by the teacher, those are; the content, how to organize the sentence, vocabulary, language use, and the last is about mechanic.

Table 2.1 Rubric score of Writing

No	Indicators	Score	Point	Criteria
1	Content	30 – 27	Excellent to Very Good	Knowledgeable - Substantive-etc
		26 – 22	Good to Average	Some Knowledge of subject-adequate range—etc
		21 – 17	Fair to Poor	Limited Knowledge of subject-Little substance-etc
		16 – 13	Very Poor	Does not show the knowledge of

				subject-non-substantive-etc
2	Organization	20 – 18	Excellent to very good	Fluent expression – Ideas Clearly stated – etc
		17 – 14	Good to average	Somewhat choppy – loosely organized but main ideas stand out-etc
		13 – 10	Fair to poor	Non- Fluent – Ideas Confused or disconnected – etc
		9 – 7	Very poor	Does not communicate – no organization – etc
3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc
		17 – 14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but

				meaning not obscured
		13 – 10	Fair to poor	Limited range – frequent errors of word/idiom, form, choice, usage – etc
		9 – 4	Very poor	Essentially translation – little knowledge of English vocabulary
4	Language Use	25 – 22	Excellent to Very Good	Effective complex construction-etc
		21 – 18	Good to Average	Effective but simple constructions-etc
		17 – 11	Fair to Poor	Major problems in simple/complex constructions-etc
		10 – 5	Very Poor	Virtual no mastery of sentence constructions rules-etc
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions-etc

		4	Good to average	Occasional errors spelling, punctuation- etc
		3	Fair to Poor	Frequent errors of spelling, punctuation capitalization-etc
		2	Very Poor	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

E. Hypothesis

Alternative Hypothesis (H_a) Using Write Around has a positive effect towards students' writing skill in descriptive text at SMAN 4 Mataram. Null Hypothesis (H_0) Using Write Around has not a positive effect towards students' writing skill in descriptive text at SMAN 4 Mataram.

RESEARCH METHOD

A. Research Design

The research of this study was designed by quantitative method or experimental study to answer the statement of the problem stated in previous chapter. (Creswell 2012: 21) The design of this research was used the quantitative method because the data in the form of numeric form or the quantity. Khotari (2004: 3) stated that, Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

In this research the researcher was used Quasi-experiments with Nonequivalent control group design because the researcher was used two group; experimental and control group. Moreover, the researcher decided to choose quasi experimental design because the participants was organized well in the class where randomization was not possible. According to Creswell (2012: 309-310) "Quasi-experiments include assignment, but not random assignment of participants to groups". In this research design, there were two intact groups of classes involved. The researcher was giving different treatment to both groups, the first group was experimental group which used Write Around Strategy, while the second group was control group which use PIE strategy. Meanwhile, the data also was analyzed by statistical analysis from the students' score of 1st grade students of SMAN 4 Mataram. The table of quasi-experimental designs could be illustrated as follows:

Table 2.3. Quasi Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-test	Write Around Strategy	Post-test
Control Group	Pre-test	PIE strategy	Post-test

B. Population and Sample**Table 2.4. The total number of population**

Class	Male	Female	Total
X IPA 1	14	18	32
X IPA 2	16	16	32
X IPA 3	13	20	33
X IPA 4	11	22	33
X IPS 1	16	14	30
X IPS 2	15	15	30
X IPS 3	18	12	30
Total	103	117	220

Population is a group of individuals who have the same characteristic (Creswell, 2012: 142). Population is also known as well-defined collection of individuals or objects known to have similar characteristic. The population of this research first grades

students of SMAN 4 Mataram in academic year 2020/2021. The total number of the population is 220, which is divided into 7 classes

C. Techniques of Data Collection

In this study, data means all of information that is directly gathered from the subjects. The techniques of data collection that involve distributing pre-test, during Treatment, and distributing Post-test. In addition, the data of the research was taken through writing test.

Test in this research consist of two namely Pre-test and Post-test.

Pre-test is a test given to the students to measure the outcome variable before giving treatment.

D. Technique of Data Analysis

Descriptive statistic is applied only to the members of a sample or population from which data have been collected. Descriptive statistic is divided into: Mean, Mode, Median, Standard Deviation. Inferential Analysis

RESEARCH FINDING AND DISCUSSION

A. Finding

1. The Analysis of Writing Score

a. Experimental group

1) Pre-test Mean Score = 55.07

Based on the result of the computing of the mean score of the pre-test it has been obtained from mean score of the test was 55.07

2) Median score

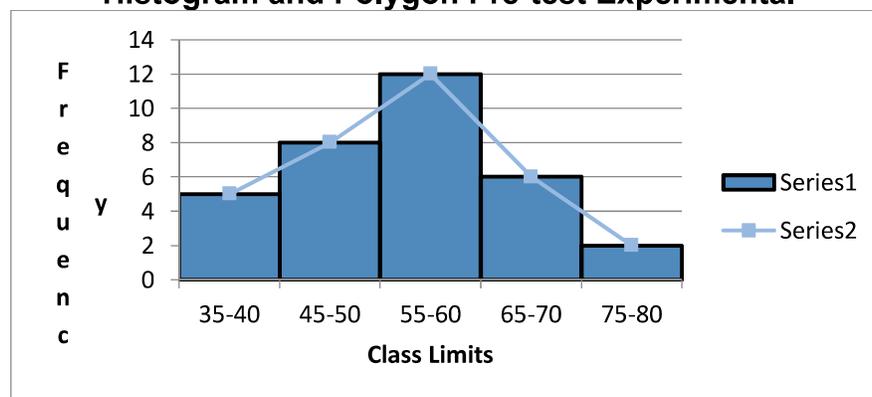
$$Me = 55.5 + (0.392)$$

3) Mode Score

$$Me = 56.96$$

4) Standard Deviation = 152

Graphic 01
Histogram and Polygon Pre-test Experimental



Based on the histogram and polygon pre-test experimental it can be clarified that there were students who of obtained 35-40 five students, 45-50 eight students, 55-60 twelve students, 65-70 six students, and 75-80 there were two students. So, it could be concluded that the students who get the lowest score in the pre-test experimental there are five students where the value is 35-40 and the highest value in the pre-test experimental there were two students whose grades are 75-80.

5) Mean score. Post-test

The mean score of the pre-test was obtained from dividing the sum of the students' score of post-tests with the number of the students' pretest. The mean score of the post-test can be seen bellow:

$$= 82.57$$

Based on the result of the \computing of the mean score of the post-test it has been obtained the mean score of the test was 82.57.

6) Median Score

$$Me = 81.364$$

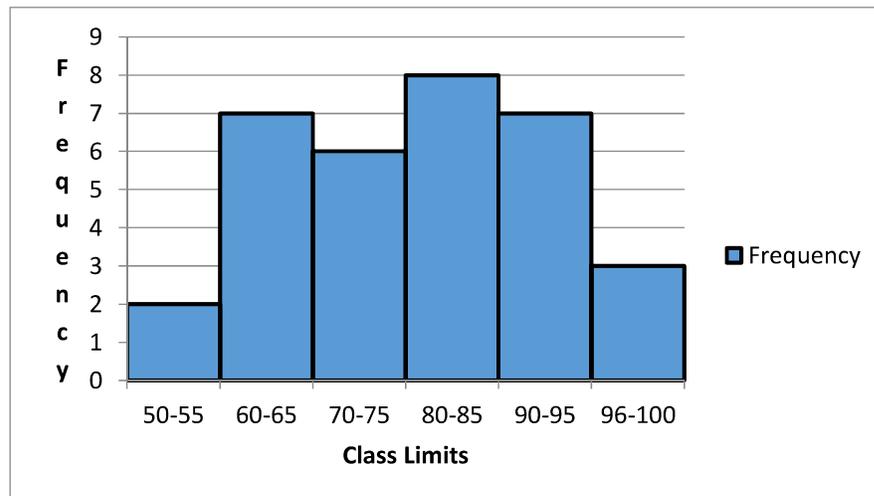
7) Mode Score

$$Mo = 78.5$$

8) Standard Deviation

$$= 194,17$$

Graphic 02
Histogram and Polygon Post-test Experimental



For detailed information about increased score can be clarified into the histogram above and polygon post-test experimental, there were two students got between 50-55, there were seven students 60-65, 70-75 six students, 80-85 eight students, 90-95 seven students, and there were three students got 96-100. So, it could be concluded that the students who get the lowest score in the post-test experimental there were two students where the value is 50-55 and the highest value in the post-test experimental there were three students whose grades are 96-100.

b. Control Group

1) Pre-test

= 46.43

Based on the result of the computing of the mean score of pre-test it has been gotten the mean score of the test was 46.51

a. Median score

$$Me = 43.55$$

b. Mode score

$$Mo = 38.71$$

c. Standard deviation

$$= 125,428$$

2) Post-test Mean score

$$= 61.71$$

Based on the result of the calculation of the mean score of the pre-test it has been obtained the mean score of the test was 61.76.

a. Median score

$$Me = 55.5 + 1.32$$

b. Mode score

$$Mo = 57.21$$

c. Standard deviation

$$S = 177.268$$

$$\frac{Mx - My}{\sqrt{\left(\frac{\sum x^2}{N_x} + \frac{\sum Y^2}{N_y} - 2\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{23,03 - 16,81}{\sqrt{\left(\frac{6271,97}{33} + \frac{5390,91}{33} - 2\right) \left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{6,22}{\sqrt{\left(\frac{11662,88}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{6,22}{\sqrt{(18,23)(0,061)}}$$

$$t = \frac{6,22}{\sqrt{1,1203}} = \frac{6,22}{1,05} = 5.92$$

t-test (5.92) > t table (60. 0.05) (2.00)

Table 4.15
The Comparison between the t-test and t-table

t-test	t-table	
	Df	0.05
5.92	64	2.00

Based on the results obtained by students from pre-test and post-test experimental could be concluded that the pre-test and post-test experimental scores were higher than the results obtained by students in the pre-test and post-test control. However, researcher was not sure of the results obtained, so the researcher proved the results of the calculation through statistical analysis by testing the t-test and t-table.

Therefore, it can be concluded that t-test 5.92 > t-table 2.00. So, from this result we can concluded that (Ha) the alternative hypothesis was accepted and (Ho) the null hypothesis was rejected because was higher than t-test. This indicated there was significant of write around strategy in writing because in teaching learning process with write around strategy students dare to express their

opinion in front of the class were students very active in discussion their material.

Based on the examining of the table that the t-test was higher than t-table, thus, the effect of write round strategy was affective than PIE Strategy. T-test $5.92 > t\text{-table } 2.00$ (0.05 or 9,5 %).

B. Discussion

The result of this study was significant; it can be proved that t-test was higher than t-table, t-test $3.272 < t\text{-table } 1.69$ with confidence level (0.005). In finding the t-test of this study the researcher used different formula with present study. Then the present study t-test $5.92 < t\text{-table } 2.00$. with confidence level (0.05), in finding the t-test of this study the researcher used different formula with previous research.

Based on the condition above, the researcher concluded that Null hypothesis (H_0), which state: "Write Around Strategy" is not effective in teaching writing skill in descriptive text at the first-grade students of SMA Negeri 4 Mataram, clearly was rejected. Therefore, the alternative hypothesis (H_a), which state: "Write Around Strategy" is effective in teaching writing skill in descriptive text at the first-grade students of SMA Negeri 4 Mataram, clearly was accepted.

In fact, that the results of the study can be categorized that Write Around Strategy was practicable and applicable technique. Because, beside that it can be used in teaching skills or language particularly elements it was also more practical to use in group work because it

helped the learners to comprehend and understand the materials; vocabulary, pronoun, grammatical.

Point, illustration, explanation (PIE) is belongs to strategy that very commonly used by teacher (researcher) in writing skill, but the PIE is easier to apply in the classroom than write around strategy. The PIE concluded anything by him/her self after looking at the text given to the students. The PIE strategy used by Eni was very significant in writing, while Aprilia research does not use PIE strategy, but she used direct instruction.

Writing is one of the receipted skills that need to be mastered by the student caused of place for describing or presenting the idea or thinking through written. According to Horvath Jozsef (2001: 5) writing is among the most complex human activities. The right with cannot be speared by the well- grammatical. The well-grammatical can be supported the student to understand the sentences or statement created by someone in formal business or correspondence.

Mostly the academic writing was written by well-grammatical especially in formal article or thesis because will publish in the form literary work as reference for the student in organizing their thesis.

The expression or thought will be written in the form of paragraph or sentence by using good grammatical in order to avoid from miss-understanding within the information.

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting all sorts of the research procedures and data analysis, the researcher concluded that:

Firstly, the result of the study was significant because the t-test was higher than t-table. T-test was 5.92 and the level of 0.05 (9.5), then t-table 200. Secondly, the Write Around Strategy used in teaching writing was effective it can be seen, from the result of the score both groups were different after treating them by different strategy. Thirdly, the hypothesis of the study was the alternative hypothesis (Ha) was accepted and the null (Ho) was rejected. The conclusion of Write Around Strategy was effective on students' writing skill in descriptive text at first grade students of SMAN 4.

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