

An Analysis on Students' Writing Skill Class IX at MTS Darun Na'im

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ABSTRAK

The objective of this Research entitled "The Application of pair check Technique on Students' Writing Skill in Online Class". The formulation of this research was there any significant difference between the students who are taught by using pair check technique and the students who are taught by using conventional technique on students' writing skill in online class. The objective of this research was to measure whether or not there was any significant difference between students who are taught teaching writing through pair check technique and who are taught through conventional technique at the eleventh grade students of SMA N 01 Salo. In this research experimental method and true experimental design was used. The data were analyzed by using independent t-test formula. And based on the results of findings, it was found that the mean of post-test score in experimental class was 70.1 and the mean of post- test in control class was 64.57. Based on the collecting data, it was obtained that t_{count} is 1.85 and t_{table} is 1,67 where α is 0,05. It showed that t_{count} higher than t_{table} (1.85 higher than 1,67), so that H_0 is rejected and H_a is accepted. It means there is a significant difference in the students' writing skill between the students who were taught by using Pair Check Technique and those who were taught using conventional method. Based on the result above, Pair Check Technique in an effective technique in teaching writing. It is suggested to teachers that they can apply Pair Check Technique in teaching, especially in teaching writing.

Keywords: *Pair Check Technique, Writing Skill*

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INTRODUCTION

Writing is one of the ways for people to communicate their ideas. The people can express themselves effectively in written form. For students, writing is a kind of media to express their thoughts and feelings. It is one of the skills that is learnt by the students.

Writing is not an easy activity that can be simply done by the students. According to Heaton (2013) writing is a complex skill and sometimes difficult to be learned, the learners should require not only in mastering of grammar but also in rhetorical devices and writing elements. It means that writing is a complex activity that also needs understanding and practicing. The students cannot practice to write without a well understanding about writing and the process. In order to get the understanding, they need explanation and guidelines how to write well. Therefore, the students have to get more guidelines from the teachers and share with their friend to know their mistake in writing.

Based on the curriculum of English for Senior High School, the scope of learning English at Senior High School is the students are able to understand and produce any kind of functional texts. It means that they should have ability to express their ideas, feeling, and understanding for any kinds of text. Some text types that should be mastered by the students at Senior High Schools are descriptive, procedure, recount, narrative, analytical exposition, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. Each of text has different goals, generic structures and lexico grammatical features.

From the several texts above, report is one of text types learnt by the second grade students of Senior High School in first semester. Based on the observation at SMA Negeri 1 Salo, analytical exposition text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to persuade the reader about an issue or phenomenon. Even though it looks simple to write a text, students still need more guidelines to write this kind of text. They also have to concern about the characteristic and generic structure of this text.

Based on the researcher observation, there were many problems that found from the second grade students' at SMAN 1 Salo in writing. Some students had difficulty to write a paragraph. They could not express their idea clearly and write down topic sentence well. They also did not use the appropriate words that were relevant to the content of their writing.

Based on interview with a English teacher from SMAN 1 Salo, the students writing skill is still in low level. There are 21 students in poor level, it is <55 score, in average 21 students is 40-52 score. 15 students in fair level, it is 55-64 score, in the average 18 students is 56-60 score. 3 the students in good level, it is 65-75 score, in the average is 68 score. In addition, the students also had difficulties in organizing the ideas into the correct order. They also felt confused in grammar and mechanics of writing. They were doubt to use correct punctuation. These problems made the students always got the low score in writing because they could not check their mistake by themselves when they have finished writing. These problems made the students being not confident to submit their writing result.

The researcher also found another problem. It came from the teacher's technique in teaching writing. The teacher commonly used conventional technique. It is commonly technique used by the teacher in teaching writing. An example of the techniques is individual check technique. The teacher explains how to write a text and gives the example of the text then the students write a text based on the topic. Before they submit their writing, they check their writing individually.

The technique made the students bored with the activity in the classroom. They could not get the suggestions and the supporting ideas from their friends when the teacher gave the opportunity for them to check their answer individually before they submitted it to their teacher. The students could not develop their ability to cooperate with their friends. In short, the technique made the students lack of self confidence, cooperation and participation in doing activities. Realizing the problems above, the teachers had to use an appropriate technique.

The teacher has to choose and apply the techniques which is appropriate for the students of grade XI SMAN 1 Salo so it helps the students to cooperate with the other in teaching and learning process and it can improve students' self confidence.

The appropriate teaching technique is important to be implemented in the teaching and learning process. It can help the teacher to achieve the objective of learning so that they can help their students in understanding the learning material. Besides, students can enjoy their learning activity and cooperate with their friend. It should ensure for both accurate comprehension and correct and effective self-expression by students during writing activities. The teachers need information and experience to choose appropriate teaching technique for specific learning environments. Curriculum renewed according to student-centered teaching approaches requires the use of strategies, methods and techniques complying with a constructivist approach and involving active students' participation in the learning process. One of the parallel approaches to this teaching approach is cooperative learning.

Cooperative learning is a teaching technique by which learners study by helping one another in small groups in their learning process in order to achieve a common objective. There are so many techniques in cooperative learning that can be used by the teacher in teaching their students. One of them is Pair Check Technique. This technique can be applied by the teacher in the classroom.

Kagan (2012) states that pair check is a technique to structure pair work on mastery-oriented worksheets. Students work in pairs of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner gives suggestions and addition informations. After the first problem is done, partners change roles. After each pair of problems, teams of four checks each others' work and if they agree they give a team cheer or handshake. In this way, students stay on task, working together toward mastery.

Based on the explanation above, it is conduct an experimental research in SMAN 1 Salo. The research is on the effect of Pair Check Technique towards writing skill of the

students. Pair Check Technique is also expected to solve the problem in students writing skill, especially on XI grade of SMAN 1 Salo.

METHOD

The kind of this study was a quasi experimental research. According to Gay and Airasian (2010) “ quasi experimental research is one of types of research that can test hypothesis to establish relationship cause and effect.” It means that quasi experimental research is a research that is purposed to investigate cause and effect of the research variable, observes effect of treatments and measure hypothesis.

In this experimental study the design chosen was the control group pretest and posttest, nonequivalent. In this study two groups are needed namely the experimental group and the control group with the simplest form of design. This research was conducted through the application of 2 different methods in different.

FINDINGS AND DISCUSSION

The data analysis presented the result of how the students' writing skill taught by using Pair Check Technique and how students' writing skill taught without using Pair Check Technique, whether there is any significant effect of Pair Check Technique on students' writing skill at the eleventh grade students of SMAN 1 Salo. To analyze the data, the writer used Paired Sample T-test through SPSS 17 version program.

1. The Data Analysis on Students' Writing Skill in Experimental and Control Class

The researcher applied Pair Check Technique in experimental class as a treatment. To know the result of students' writing skill score, the researcher conducted post-test. The statistical description of students' score of post-test in experimental class is described as follows:

Table 4.5
The Descriptive Statistics of Post-test in Experimental and Control Class

One-Sample Statistics			
	N	Mean	Std. Deviation
posttest experimental	21	70.10	5.458
posttest control	21	64.57	5.259

From the table above, it could be seen that the mean score of experimental class with 21 students which taught by using Pair Check Technique was 70.10 and the standard

deviation was 5.458. Meanwhile, the mean score of control class with 21 students which taught by teacher's method was 64.57, the standard deviation was 5.259.

2. The Significant Difference of Students' Writing Skill in Experimental and Control Class

In order to know whether there is or no the significant difference of students' writing skill by using Pair Check Technique and Conventional Technique at the eleventh grade of SMAN 1 Salo, the researcher used Independent Sample T-test as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 17 version program. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes. the result is below:

Table 4.6
Test of Normality

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		21
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.2328832
Most Extreme Differences	Absolute	.135
	Positive	.127
	Negative	-.135
Kolmogorov-Smirnov Z		.619
Asymp. Sig. (2-tailed)		.838

a. Test distribution is Normal.

Based on the table above, it shows that the significant level of post-test data of experimental and control class was 0.838, it means that $0.838 > 0.05$. in conclusion, the data were in normal distribution. Finally, it can be concluded that H_0 was accepted and H_a was rejected. In other words, the data were normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher previously described the homogeneity analysis as follows:

Table 4.7
Test of Homogeneity of Variance

posttest experimental			
Levene Statistic	df1	df2	Sig.
.650	3	15	.595

The table above explains the probability (sig) was 0.595. It was upper than 0.05 ($0.595 > 0.05$). It can be concluded that the data was homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using by SPSS to find out Paired Sample T-test.

Table 4.8
The Analysis of Variance
Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest experimental - posttest experimental	-10.857	5.237	1.143	-13.241	-8.473	-9.500	20	.000

The table shows that the significant (2-tailed) was 0.000 smaller than 0.05. It can be concluded that the post-test score in experimental class have an effect toward the students' writing skill.

Based on the output SPSS above, it answered the hypothesis of the research that H_a is accepted because $0.000 < 0.05$ and H_o is rejected. It means that there is an effect toward the students' writing skill by using Pair Check Technique of eleventh grade of SMAN 1 Salo.

Based on the research finding above, the researcher found that the total score of post-test in experimental class was 1472, the total number of the students was 21 students. The highest score was 80 and the lowest score was 64. The highest categories score was good category was 12 students. The mean of post-test in experimental class was 70,1. It means that the students' writing skill after learning by Pair Check Technique was categorized into good level.

Meanwhile, the total score post-test in control class was 1356, the total number of the students was 21 students. the highest score was 76 and the lowest score was 56. The highest categories was good category which were 12 students .The mean of post-test in control class was 64,57. It means that the students' writing skill without learning by Pair Check Technique was categorized into good level.

There is significant different on students' writing skill by using Pair Check Technique and Conventional Technique at the eleventh grade of SMAN 1 Salo. The researcher used Paired Sample T-test as the formula to analyze the data. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes by using

Kalmogorov Smirnov formula. Then, the researcher analyzed the homogeneity of the test in order to know whether the objects researched had some variance or not. The researcher found out there is significant effect on students' writing skill by using Pair Check Technique of the eleventh grade at SMAN 1 Salo.

This research has same results with previous research entitled "Pair Check Technique on Students' Writing Skill in Online Class". The method used in this research was quantitative method. The design of this study was quasi – experimental design with pre-test and post-test. The sample of this study was 42 students, which were 21 students as experimental class and 21 students as control class. In collecting the data, the writer conducted pre-test and post-test consisting of instruction to write a descriptive text about students' favorite idol. Pretest was delivered before students were given a treatment, posttest was given after students get a treatment. In analyzing the data, the writer used t-test. The result of the calculation showed that in the significance degree (α) of 5% is $(t_0) > t_{table} (t_t)$ or $(1.85 > 1.67)$. It means the null hypothesis (H_0) is rejected and hypothesis (H_a) is accepted. Based on the criteria of the test, it can be concluded that Pair Check Technique influences on the students' writing of analytical exposition text.

Based on the explanation above, it means that there is a positive effect of using Pair Check Technique in students' writing skill. It can be seen on the t-test result obtained. In the previous research entitled "The Influence of Pair Check Technique on Students' Writing of Analytical Exposition Text", the result of the calculation showed that in the significance degree (α) of 5% is $(t_0) > t_{table} (t_t)$ or $(1.85 > 1.67)$. It means the null hypothesis (H_0) is rejected and hypothesis (H_a) is accepted. While the result of the t-test in this research entitled "The Application of Pair Check Technique on Students' Writing in Online Class", the result of the calculation showed that the significant (2-tailed) was 0.000 smaller than 0.05 ($0.000 < 0.05$). It means H_0 is rejected and hypothesis H_a is accepted.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant effect on students' writing skill after the application Pair Check Technique at the eleventh grade of SMAN 1 Salo. The students' writing skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who get a good score in the class with Pair Check Technique than the students in control class.

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Sukarding (2007 : 134) test is systematic procedure in where individual being tested is represented by a set of stimuli their answer that can demonstrate to the figures.

Brookes & Grundy (1991 : 3) *state that the purpose of writing for each person are different*

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Based on the view Creswell (2009: 178) yrne, Donn.1997. Teaching Writing Skill. London: Longman Group UK

Byrne (1997: 6-7) *gave the reasons of teaching writing in the early stages.*

Based on Zumakshin and Mufarichah (2004:9) Brookes & Grundy (1991: 3) (Barli 1995: 76) There are some reasons why writing skill is considered difficult for most students.

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Chanderasegaran (2002 : 14) *indicates, A problem to be expected in the writing classroom is that students take longer than others to write the required parts of the essay.* Chanderasegaran(2002 : 14) indicates

Cohen Manion and Morrison , 2005) According to Arikunto (1993 : 92) *the other terms for document analysis are content analysis or informasi analysis.*

Fachruddin Ambo (1988:8) Hartono (2005 : 206) states that fuction of report text is to give informasi.

Huberman (in Sutopo 2002:95) (Harris 1993 : 56) Drafting allows writer to start producing their writing by developing their ideas.

Harmer (1998: 24) *states most adults can learn a language without studying it providing they are in the right kind of content with it.*

Hornby (1995 : 1109) *skill is the ability to do something well.*

Hartfield et al,1983 : 74) *the sentences in the paragraph should be organized in logical sequence to make united contribution to whole paragraph.*

Sugiyono (2010 : 341) *stated that the most frequent from of display data for qualitative researcher data in the past has been narrative text.*

Kanar (1998: 74) *a well organized paragraph should have unity and coherence.*

Kennedy (2003 : 59) *clarifies wods into eight different words that are familiar for most people.*

Langan (2008 : 439) *states that the writer should choose the word carefully in writing.*

Mereover Nelson (2001: 1) *states that grammar is the study of how words combine to form sentences.*

Miles and Huberman (1992 : 16) *states that the data reducing can be interpreted as the process of selection simplification and transformation of the data to the field note..*

Ghaith in Nur Rahman (2008 : 12) *states that writing is an intellectual activity in appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language.*

Richards, 1997 : 101) *A more specific explanation about the purposes of written language is proposed by McMahan et al (1996:8) According to him language is used for these following purpose*

Moleong, 2004:216-217). Miles and Huberman (1992:16) Mean while, Tribble (1996: 4)

Oshima and Hongue (1991: 17) *state writing as aprogressive activity.*

While Sari (2007 : 63) says that writing is a complex process in which the authors can reveal all in their mind to be something real.

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