IMPROVING THE WRITING SKILL OF THE TENTH YEAR STUDENTS OF SMAS PPM RAHMATUL ASRI MAROANGIN THROUGH CLEAR AND DETAILED (CD) STRATEGY

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ABSTRACT

ATIKA NURMALA DEWI. 2013. *Improving writing ability of the tenth year students of SMAS PPM Rahmatul Asri Maroangin through Clear and Detailed (CD) Strategy.* Supervised by M. Asfah Rahman and Muzakkar Hanafi.

This research is aimed to use Clear and Detailed (CD) strategy to help the students of tenth year of SMAS PPM Rahmatul Asri Maroangin to improve their skill in writing. The research design used in this research is quasi-experimental design with two classes as sample, namely experimental class and control class. The population of this research was the *tenth year students of SMAS PPM Rahmatul Asri Maroangin.* In this research, the researcher used random sampling technique with two classes, which class X.A as experimental class and X.B as control class.

The result of the data analysis showed that there was significant difference of the students' writing ability before and after they were taught through Clear and Detailed strategy. The researcher concluded that writing skill of the tenth year students of SMAS PPM Rahmatul Asri Maroangin is improve after they are taught through Clear and Detailed strategy. It was proved by the result of post test in this research showed that the experimental group got the mean score 74.64 while the control group got the mean score 65.74. The result of the t-test value 2.1 was greater than t-table (α=0,05: 30: 2.042), degree of freedom (N_1+N_2-2)=39. This means that H_1 was accepted.

INTRODUCTION

This chapter consists of background of the research, problem statements, objective of the research, significant of the research, scope of the research and. research paper organization.

A. Background of The Research

The effective use of English language is an essential part in many important sectors of Indonesian development. For instance, in the industrial, educational, and cultural sector. One of them is in the educational sector.

In learning a foreign language especially English, there are four language skill which should be mastered by the students. They are listening, speaking, reading, and writing. In this research, the researher focuses on writing skill.

Based on the observation of SMAS PPM Rahmatul Asri Maroangin the researcher found that although some techniques and approaches have been applied in teaching writing, the writing ability of the tenth year students was still low. It was showen by their rate score on their writing achievement was 59,40. This score is still under expected of the score standard school of SMAS PPM Rahmatul Asri was 70. The 59,40 score was also categorized as 'fair' level classification based on Diknas level achievement classification 2005.

The lack of students' writing skill was likely caused by the misconseption in the classroom. Related by the writing learning target, the English teachers felt difficult to find an effective teaching technique or strategy to their students. Students tend to be grammar-oriented and not the communicative skills as the core of learning. The effect was the correction process by the teachers was only on error using of grammar, not on meaning realization.written text was only seen as series of sentences that must be true grammatically, not as the realization of meaning through sentences. Therefore, the instruction were likely to generate graduates with the grammar mastery only, not the ability to perform effective written communication in everyday life.

A writing strategy can take many forms. It can be a formal teacher plan wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled (James:2008). CD strategy or Clear and Detailed strategy developed by Tom Adams is one of writing

strategy. This strategy is a revising strategy for enhancing clarity and adding details at the paragraph level.

Based on observation in SMAS PPM Rahmatul Asri Maroangin, the researcher was interested in having a study of effective way in teaching writing to the students of SMAS PPM Rahmatul Asri Maroangin. Thus, this study had investigated a strategy through an experimental study entitled " *Improving The Writing Skill of The Tenth Year Students of SMAS PPM Rahmatul Asri Maroangin through Clear and Detailed (CD) Strategy"*.

B. Problem Statement

Based on the background above, the researcher stated a research question as follows:

"Is the implementation of Clear and Detailed (CD) Strategy able to improve the writing skill of the tenth year students of SMAS PPM RAHMATUL ASRI Maroangin?"

C. Objective of the Research

The aims of the study is to find out wether or not the implementation of Clear and Detailed (CD) Strategy can improve the writing skill of the tenth year students of SMAS PP RAHMATUL ASRI Maroangin.

D. The Significance of the Study

RESEARCH METHOD

This chapter covers the research design, variable and operational definition of variable, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

The method that employed in this research was a quasi experimental design as in the following:

Group	Pre-test	Treatment	Post-test
E	O_1	X_1	O_2
C	O_1	X_2	O_2

(Gay, 2006)

Where:
E is experimental class
C is control class
O_1 is pre-test
O_2 is post –test
X_1 is treatment of experimental class
X_2 is treatment of control class

B. **Variable and Operational Definition of Variable**

1. ***Variable***

There were two variables of this research, independent variable and dependent variable. Independent variable is the implementation of clear and detailed as a strategy in teaching writing. Dependent variable is students' writing ability on the tenth year students of SMAS PPM Rahmatul Asri Maroangin.

2. ***Operational Definition***

a. The students' writing ability is the ability of the students of SMAS PP Rahmatul Asri Maroangin in the form of narrative with related the topics.
b. The CD Strategy is the strategy used in teaching writing narrative to students where this strategy is the development of problem solving approach and also be of key importance in the communicative and interactive classroom.

C. Population and Sample

1. Population

The population of this research is the tenth year students of SMAS PP Rahmatul Asri Maroangin in academic year 2012/2013. There are two classes, namely class X_A consist of 22 students and class X_B consist of 19 students. So, the total number of population is 41 students.

2. Sample

In this research used random sampling technique with two classes as sample namely experimental class and control class.

D. Instrument of the Research

The instrument of the research is writing test. It was applied into three tests. Those are consists of pre-test, post-test and treatment. The form of the pre-test and post-test is writing a story.

E. Procedure of Collecting Data

The procedures of collecting data are as follow:

1. Pre-test

   The research gave pre-test for the students. The pre-test is used to find out the students prior knowledge and student writing ability before giving treatment. The test applied to both experimental class and control class by giving them the same test.

2. Post-test

   After doing the treatment, researcher gave post-test in the last session of the research program. Researcher gave post-test to measure the students' writing ability after they are taught through clear and detailed strategy. The tests were applied for both experimental class and control class by giving them the same test.

F. Treatment

In this treatment, the experimental class treated trough clear and detailed (CD) strategy and control class treated without the CD strategy in writing. The treatment both in control class and treatment class were as follows:

1. Experimental Group
   a. Researcher gave some materials related to the lesson.
   b. Researcher gave direction about strategy of writing activity.
   c. Researcher chosen one topic to begin brainstorming and drafting.
   d. Students were directed to write a story (text).
   e. Researcher assisted the students in implementing the CD (clear and detailed) strategy in composing and revising text.
   f. Students edited their writing as the last step in writing.
2. Control Group
   a. Researcher gave some material related to the lesson.
   b. Researcher chosen one topic to begin brainstorming and drafting.
   c. Students were directed to write a story (text).
   d. The students composed and revised text without clear and detailed strategy.
   e. Students edited their writing as the last step in writing.

   In every meeting the researcher gave different materials with the same treatment which is class experimental used clear and detailed (CD) strategy in writing and class control used conventional one.

G. Technique of Data Analysis

To find out the different average value between the scores of pre-test and post-test using the following formula.

To analyze the data collected through the test, the researcher used quantitative analysis. In this research, there are some data which analyzed to find out the students' writing ability, the researcher gave score by viewing five components of writing, here are some steps in analyzing the data.

1. To give of the writing test score

$$\text{Score} = \frac{\text{students' acchieved score}}{\text{maximum score}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005: 1)

The student's score was tabulated by using the following criteria:

Component	Level	Criteria
Content	27 - 30	Excellent to very good
	22 - 26	Good to average
	17 - 21	Fair to poor
	13 - 16	Very poor
Organization	18 - 20	Excellent to very good
	14 - 17	Good to average
	10 - 13	Fair to poor
	7 - 9	Very poor
Vocabulary	18 - 20	Excellent to very good
	14 - 17	Good to average
	10 - 13	Fair to poor
	7 - 9	Very poor
Language use	22 - 25	Excellent to very good
	19 - 21	Good to average
	11 - 18	Fair to poor
	5 - 10	Very poor
Mechanics	5	Excellent to very good
	4	Good to average
	3	Fair to poor
	2	Very poor

(adopted from J.B. Heaton 1975:14)

2. Classifying students' score based on the following classification

No	**classification**	**Score**
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40

(DirjenPendidikanDasar Dan Menengah, 2005)

3. To calculate the rate percentage of students' score by using the following formula: % = $\frac{f}{N} \times 100$

   Where: $f = Frequency$

   $N = thetotalnumberofstudents$ (Gay, 1981: 448)

4. To calculate the mean score, the researcher will apply the following formula:

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

   Where:

   $\bar{X}$ = Mean

   $\sum x$ = The Sum of all Score

N = The Number of Subject.

(Gay 1981:298)

5. To find out the standard deviation is used the following formula:

$$SD = \sqrt{\frac{SS}{N}}$$

Where: $ss = \sum x^2 - \frac{(\sum x^2)}{N}$

SD = standard deviation

SS = the sun square

N = the total number of students

$\sum X^2$ = The sum all square

$(\sum X^2)$ = The sum square of the sum score.

(Gay, 1981:298)

6. Finding out the significant different between the pre-test and post-test by using this formula:

$$t = \frac{x_1 - x_2}{\sqrt{(\frac{SS_1+SS_2}{N_1+N_2-2})(\frac{1}{N_1}+\frac{1}{N_2})}}$$

SS_1 : $\sum(x_1)^2 - \frac{\sum(x_1)^2}{N_1}$

SS_2 : $\sum(x_2)^2 - \frac{\sum(x_2)^2}{N_2}$

Where:

t : test of significance

x_1 : mean score of experimental class

x_2 : mean score of control class

SS_1 : the sum square of experimental class

SS_2 : the sum square of control class

N_1 : the total number of experimental class

N_2 : the total number of control class

$\sum x_1$: the sum all of the square of experimental

$\sum x_2$: the sum all of the square of control

$(\sum x_1)^2$: the sum of square of experimental class

$(\sum x_2)^2$: The sum of square of control class

(Gay, 1981: 331)

7. Criteria of testing hypothesis

The researcher used two tail test hypothesis with 0.05 level of significance and degree of freedom (df) = N_1+N_2-2. The researcher formulated the statistical hypothesis as follow:

$H_0 : \mu_1 \leq \mu_2$

$H_1 : \mu_1 > \mu_2$

Where:

H_0 = Null Hypothesis
H_1 = Alternatif Hypothesis
μ_1 = t-test
μ_2 = t-table

1. If t-test *is lower or same with* t-table, null hypothesis (H_0) is accepted and alternatif hypothesis (H_1) is rejected. It means that there is no significant difference between the students who were taught through Clear and Detailed strategy and those who were not taught through Clear and Detailed strategy.
2. If t-test *is higher with* t-table, null hypothesis (H_0) is rejected and alternatif hypothesis (H_1) is accepted. It means that it means that there is significant difference between the students who were taught through Clear and Detailed strategy and those who were not taught through Clear and Detailed strategy.

FINDINGS AND DISCUSSION

This chapter deals with the data analysis as well as finding and discussion of the result of the data analysis. The finding of the research is the students' score gained through the test. While in the discussion, the researcher describes interpretation of findings given.

A. Finding

The data collected through writing test both from experimental class and control class in this research as the result of analyzing process and presented into the following findings.

1. Data percentage score of pre-test of experimental and control class

The classification of the scores of experimental class and control class were presented in the following table.

No.	Classification	Score	Experimental class		Control class	
			F	%	F	%
1	Very good	86-100	-	-	-	-
2	Good	71-85	8	36.36	7	36.84
3	Fair	56-70	7	31.82	6	31.6
4	Poor	41-55	6	27.27	4	21.05
5	Very poor	≤ 40	1	4.55	2	10.52
	Total		22	100%	19	100%

Table 1.Result of students writing scores of pretest

This table showed that before giving treatment, 8 (36.36%) of 22 students of experimental group were in good classification, 7 (31,82%) of 22 students were in fair classification, 6 (27.27%) of 22 students were in poor classification, 1 (4.55%) of 22 was in very poor and there was not students in very good classification. So, 14 of 22 students (63.64%) were in fair and only 8 of 22 students (36.36%) students were in good classification. While, 7 (36.84%) of 19 students of control class were in good classification, 6 (31.6%) of 19 students were in fair classification, 4 (21.05%) of 19 students were in poor classification, 2 (8.33%) of 19 students were in very poor classification and there was not atudents in very good classification.

The data described that the students writing ability was still low because the students were not given a right treatment or strategy in teaching writing.

2. Data percentage score of post-test of experimental and control class

The classification of the scores of experimental class and control class was presented in the following table.

No.	Classification	Score	Experimental class		Control class	
			F	%	F	%
1	Very good	86-100	4	18.18	1	5.26
2	Good	71-85	10	45.45	8	42.1
3	Fair	56-70	6	27.27	5	26.31
4	Poor	41-55	2	9.1	3	15.8
5	Very poor	≤ 40	-	-	2	10.52
	Total		22	100%	19	100%

Table 2.Result of students writing scores of posttest

This table showed that after giving treatment, 4 (18.18%) of 22 students of experimental group were in very good, 10 (45.45%) of 22 students were in good classification, 6 (27.27%) of 22 students were in fair classification, 2 (9.1%) of 22 students were in poor classification, and there was not students in very poor classification. So, 14 of 22 students (63.64%) were in good and only 8 of 22 students (36.36%) students were in poor classification. While, 1 (5.26%) of 19 students was in very good classification of control group, 8 (42.1%) of 19 students were in good classification, 5 (26.31%) of 19 students were in fair classification,2 (10.52%) of 19 students were in poor classification and 2 (10.52%) of 19 students were in very poor classification.

Based on the table above, 14 students of experimental group and 9 students of control group were in good classification, while 8 students of experimental group and 10 students of control group were in poor classification. These scores is desire value of this research because this value is better than the scores before treatment, that only 8 students of experimental group and 7 students of control group were in good classification, while 14 students of experimental group and 12 students of control group were in poor classification.

3. The mean score and standard deviation of experimental class and control class.

The following was the table that describes that the mean score and standard deviation pre-test in both group.

Class	Mean score	Standard Deviation
Experimental class	62.82	11.86
Control class	62.68	14.1

Table 3

After calculating the result of the students' pre-test, the mean and the standard deviation of both groups are presented in The Table 3. The table above shows that the mean score obtained by the students in experimental group (62.82) is higher than the control group (62.68) , standart deviation in experimental group (11.86) an the control group (8.43) it reveals that the mean score and standart deviation of the pre-test obtained by the students in both are different. In order to know whether or not the mean and standart deviation difference of both groups is statically significant at the level of significant 5% (0.05), degree of freedom ($n_1 + n_2 - 2$) , the result of calculation is shown as follows:

Table 4

The result of computation of t-test and t-table value pre-test

Level of Significance	T-test value	T-table value
0,05	0.03	2.042

The table above shows that the t-table (2.042) is greater than t-test value of the students pre-test (0.03) . Based on this analysis it is concluded that there is no significant difference between two means scores.

4. The mean score and standard deviation of the students post test

The next test to be analyzed was post-test. The following was the table that described the mean scores and standard deviation of the students' achievement in the post-test for experimental class and control class.

Class	Mean score	Standard deviation
Experimental class	74.64	11.44
Control class	65.74	14.8

Table 5

The table above revealed that the mean scores which obtained by the students in experimental class (74.64) was greater than control class (65.74), standart deviation in experimental group (11.44) and control class (14.8). It showed that the mean scores and standard deviation of the post-test obtained by the students in experimental class and control class were different.

In order to know whether or not mean and standard deviation difference of experimental class and control class is statically significant 0,05 degree of freedom (n_1+n_2-2) 58, the result of calculation is shown as follows:

Table 6

The result of computation of t-test and t-table value post-test

Level of Significance	T-test value	T-table value
0,05	2.1	2.042

Table 6 above indicated that the t-test (2.1) is higher than the t-table (1.684). It indicated that null hypothesis (H_o) of post-test is rejected and the alternative hypothesis (H_1) is accepted. Based on this analysis, it is concluded that there is significance difference between the students' writing achievement in experimental class that taugh through clear and detailed (CD) writing strategy and control class taugh without using clear and detailed (CD) strategy.

B. Discussion

In this part, the researcher discussed the result of the finding above according to the scope of the research. After comparing the result of the two tests, the researcher found some facts as follow:

Both of classes had to complete the worksheet on the pre-test, where they were asked to write a story by brainstorming and drafting before writing and then revised and edited after writing. After giving the treatment in four meetings in each class, both of classes had to complete the same worksheet on the post-test.

The differences between students' posttest score in control and experimental class proved that the implementation of Clear and Detailed strategy able to improve the writing skill of the tenth year students of SMAS PPM Rahmatul Asri Maroangin. This improvement is caused by the steps and the effectiveness in the process of learning used in the treatment. Due to students understanding and knowledge of better and more precise way in writing, they can write better than before.

Writing acquisition that related with production of written texts is one of a language skill that is very important to be mastered by the students. The effective teaching technique, teaching and learning strategy and learning materials are needed. Therefore, teaching writing through Clear and Detailed strategy is an effort to answer the students' needs in composing more effective and purposive written text.

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