

**THE EFFECT OF 'SHARED WRITING' IN TEACHING WRITING
A DESCRIPTIVE TEXT TOWARD STUDENTS' WRITING
ACHIEVEMENT AT SMA N 2 BUKITTINGGI**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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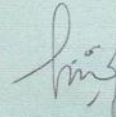
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Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *The Effect of 'Shared Writing' in Teaching Writing a Descriptive Text toward Students' Writing Achievement at SMA N 2 Bukittinggi* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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ABSTRAK

Stiyo Pujowati, Epi. 2015. "The Effect of 'Shared Writing' in Teaching Writing a Descriptive Text Toward Students' Writing Achievement at SMAN 2 Bukittinggi." Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian eksperimen ini bertujuan untuk mengetahui dampak penggunaan strategi *Shared Writing* dalam menulis teks *descriptive* terhadap prestasi menulis siswa. Penelitian ini dilakukan pada siswa kelas X IIS SMAN 2 Bukittinggi tahun ajaran 2014/2015 yang terdiri dari enam kelas. Sampel penelitian yang menggunakan teknik Purposive Sampling ini terdiri dari dua kelas yaitu X IIS 2 sebagai kelas eksperimen dengan 34 orang siswa dan X IIS 3 sebagai kelas control dengan 34 orang siswa. Instrumen yang digunakan adalah *writing essay test*. Hasilnya dijadikan sebagai data guna melihat perbandingan kemampuan menulis dari kedua sampel tersebut. Data penelitian yang dianalisis secara statistik menggunakan rumus *t-test*, ditemukan bahwa *t*-hitung (5,71) lebih besar dari *t*-tabel (1,67) pada taraf signifikansi 0,05. Dengan kata lain, hasil penelitian ini membuktikan hipotesis bahwa siswa yang diajar dengan menggunakan strategi *Shared Writing* memiliki kemampuan menulis teks *descriptive* yang lebih baik terutama dalam aspek *Word Choice* dibandingkan dengan siswa yang diajar dengan menggunakan teknik biasa yang digunakan guru.

Kata kunci: *Shared Writing Strategy*, prestasi menulis, *descriptive text*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four important skills that have to be mastered by students who learn English as foreign language beside listening, reading and speaking. By writing, students can express and organize their ideas, thoughts, feelings and experiences to the readers. In other words, writing can be said as a means of communication between writer and readers.

Based on preliminary study that was conducted in SMA N 2 Bukittinggi, the students' writing achievement in the first grade is still low. This preliminary study was done by interviewing two English teachers, interviewing some tenth grade students, collecting and analyzing papers of students' descriptive writing which were written by tenth grade students of SMA N 2 Bukittinggi. X IIS 2 was chosen randomly in order to take their writing as a preliminary data. From 23 papers of students' writing a descriptive text which was used as preliminary data found that there was 82.60% students got score less than 70. It was caused by several problems on their writing.

The first problem was in developing and organizing ideas. A good paragraph focuses on one main idea and is developed by supporting sentences. Meanwhile, the ideas of the students' text were still ambiguous; there were many main ideas in one paragraph. Moreover, there were also found some paragraphs written in three sentences. The example of students' writing a paragraph in giving

description is *Meme is very humble and easy going. After school I go to meme house. I spend leisure time with meme.* The description about humble and easy going is not clear in this paragraph.

The second problem is lack of vocabulary of the students. Lack of vocabulary makes student confuse to develop their ideas because they have to choose the correct diction to represent what they mean. Sometimes they tend to translate Indonesian language into English word by word. For instance, a student wrote down *Sutra is so good-looking one, with her eyeglasses and always wear hijab, she looks menarik.* Another student also wrote down *Every learn we always discussion but not during exam. We some thing after school study group at my home or at home nita.*

The third problem was related to grammatical use; it was closely related to sentence orders. In their writing task, as a fact, it discovered that they were lack of grammatical mastery. If the usage of grammar is incorrect, reader does not understand what a writer says and cannot get the ideas well. Misunderstanding is the biggest issue caused by using incorrect grammar when writing. For example, *Aziz really like cook and he is very delicious food.* Actually this student wanted to write down *Aziz really like cooking and his food is very delicious.*

Besides, teachers might also give contribution to the students' writing achievement, especially strategy used by teachers in teaching. Teachers usually use *Conventional Strategy* as a strategy in teaching writing. Based on the interview held to two English teachers and some students, *Conventional Strategy* usually applied by English teachers in SMAN 2 Bukittinggi is done particularly in

some stages. Firstly, teachers give pictures or write words in whiteboard related to topic. It is to begin the brainstorming strategy and help student to build the background knowledge of the text. Then, the teacher start to make the open-ended question related to the picture and word. Next, teachers show an example of text by explaining orally about the definition, social function/purpose, language features and generic structure of the text. Then, students are asked to practice the language features of text by creating certain sentences or by doing grammar exercises. Finally, students are demanded to produce their own text based on their own topic.

Conventional Strategy usually used by English teachers in SMAN 2 Bukittinggi in teaching text probably does not help much toward students' writing skill especially in generating and organizing ideas. Most of students do not want to speak. They are afraid to share their ideas. So, just the teachers that became active in the writing process. Furthermore, students' comprehension in writing process might not be explored enough by this strategy in the whilst writing activity. After explaining about text, students are directly asked to create their own writing. Students are not previously given explanation enough how to produce a good essay, how to generate, to develop and to organize their ideas, how to edit and to revise their writing. Therefore, some students are not interested in learning writing skill.

Thus, in order to teach and to build students' understanding of writing a descriptive text, teachers need a strategy. There are some strategies that can be used by teacher in writing descriptive text. For example through Semantic

Mapping, Semantic mapping is a visual strategy for developing vocabulary of knowledge by showing categorized words related to each other. Fadhlia (2010) who conducted her research with title: improving students' skill in writing descriptive text through semantic mapping at grade X.2 of SMAN 4 Solok (an action research) found that by using this strategy there are still many students have problem to write a descriptive text. It caused by not all of the students interested in making semantic maping. The other way to teach writing descriptive text is by using game. Husna (2008) conducted her research with title: improving student's ability in writing a descriptive text by using "guessing" game. Guessing game is an interesting game that can be used in teaching learning process. Teaching descriptive text by using run and catch game is helpful for both the teachers and students especially in learning process. Students are not feeling afraid to study, but using this game to teach writing spends a long time. Most of the students just pay attention to play not in learning.

In this research the researcher want to see the effect of using *Shared Writing Strategy* in Teaching Writing a Descriptive Text toward Students' Writing Achievement of Grade X Students at SMA N 2 Bukittinggi. Ontario Ministry of Education (2005:48) mentions that *Shared Writing* is a powerful teaching strategy and the principal means of teaching writing. Moreover, Virginia Department of Education (2004:5) stated that *Shared writing* is a process where teacher and students work together in discussing and deciding choice of words and topics. This strategy offers further opportunities for students to be active participants in the writing process, it same with the demands of Curriculum 2013

which ask the students to be more active in the classroom. So, this strategy allows the students to participate in the writing process by contributing ideas and knowledge without the pressure and afraid. Moreover, Muflikhah (2011) had conducted a research about *Shared Writing Strategy* in writing descriptive text in Junior High School. The findings of her research showed that the implementation of *Shared Writing Strategy* is effective in improving her students' scores.

This research focuses to see whether teaching writing a Descriptive text to Senior High School students by using *Shared Writing* gives better effect toward student's writing achievement or not. Because related to research and theory before, this kind of text was suitable with *Shared Writing* which can help students to improve ideas when they write a descriptive text. There are some *Shared Writing* procedures: Teacher demonstration, Teacher Scribing, and Supported composition. The results of activities are used as the sources of the students writing. Therefore, this study is about "*The Effect of Using Shared Writing Strategy in Teaching Writing a Descriptive Text toward Students' Writing Achievement of Grade X Students at SMA N 2 Bukittinggi*".

B. Identification of the Problem

From the explanation above, there were three problems in students' writing a descriptive text. From the students' side; first, the problem was in developing and organizing ideas. Second problem was lack of vocabulary of the students. Third, it was related to grammatical use. Moreover, from the teacher's side, the teacher still used conventional strategy in teaching writing process. As a

result, students were not able to write creatively and students' writing ability became low.

Among those problems, this study focuses on helping the students in developing and organizing ideas. Therefore, by applying *Shared Writing Strategy* in teaching writing, it hopes that there is an effect towards' students' writing achievement in overcoming those problems.

C. Limitation of the Problem

Based on identification of the problem above, this research is limited on the strategy applied by the teacher; the problem was limited to see the effect of *Shared Writing* toward students' writing achievement. It focused on the first grade students in the first semester at SMA N 2 Bukittinggi registered in 2014/2015 academic year in teaching a descriptive text.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the problem of this research was formulated as follows: "Does the use of *Shared Writing Strategy* give better effect toward students' writing achievement at SMAN 2 Bukittinggi?"

E. The Purpose of the Research

The purpose of this research was to find out whether teaching writing a Descriptive text to senior high school students by using *Shared Writing* gives better effect toward student's writing achievement or not.

F. The Significance of the Research

It is expected that the result of this research will bring to theoretical and practical significances. Theoretically, the theories of writing provide useful information to the reader about the use of *Shared Writing* especially for foreign language students in improving writing achievement. Besides, practically, it will give the alternative solution in teaching writing a descriptive text.

G. Definition of Key Terms

Shared Writing	: Strategy which allows students to participate in the writing process by contributing ideas and knowledge without the pressure.
Descriptive text	: A text which describes a person, a place, or a thing, and the aim is to reveal a subject vividly.
Students' Writing Achievement	: The accomplishment of students' writing ability
The effect	: The students' ability in writing a descriptive text as reflected in their scores.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Shared Writing Strategy is a strategy that can help students in composing their writing. By using this strategy, the students will experience the process of writing a descriptive text because this strategy emphasizes on modeling the text. In addition, it can motivate the students to write and express their ideas. The students can also share their ideas with their friends in a group. Based on the data analysis and findings, it was found that t_{observed} was bigger than t_{table} . It means that the use of this *Shared Writing Strategy* gave better effect toward students' writing achievement of descriptive text at tenth grade of SMAN 2 Bukittinggi registered in 2014/2015 academic year.

B. Suggestions

Based on the research done, it has been proven that using the *Shared Writing Strategy* gave the positive effect toward the students' writing achievement of descriptive text, especially for students whose limited vocabulary. There are several suggestions to English teachers and the next researchers in conducting the research, as follows:

1. For the next researchers who conduct the research related the use *Shared Writing Strategy* it would be better to conduct the research in the morning.

2. For the next researchers who conduct the research related the use *Shared Writing Strategy* for not only treating in writing a descriptive text but also for another kind of text, besides conducting this strategy to other skill such as reading.
3. It is important for teacher to ask the students to turn off their cell phone while learning process in order to create effective teaching and learning process.
4. Teachers should have firm attitude to the students who used the cell phone in learning process.

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