COMPETITIVE ACTIVITIES IN PREWRITING TO DEVELOP STUDENT'S IDEA

THESIS

Submitted as a Partial Fulfillment of the Requirement
To Obtain the Strata One (S1) Degree

By:

DONNA GUMALA SARI

37162/2002

Advisors

Dra. Yenni Rozimela, M.Ed., Ph.D

Sitti Fatimah, S.S., M.Ed.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE LITERATURE AND ARTS
THE STATE UNIVERSITY OF PADANG
2008

ABSTRACT

Gumalasari, Donna. 2008. Competitive Activities in Prewriting to Develop Student's Idea. Thesis. Padang. Padang State University

Pembimbing: 1. Dra. Yenni Rozimela, M.Ed.,Ph.D
2. Sitti Fatimah, S.S., M.Ed

Penelitian ini adalah penelitian tindakan kelas untuk melihat perkembangan ide siswa SLTP dalam menulis teks recount dengan melakukan kegiatan yang bersifat kompetisi pada kegiatan pramenulis. Partisipan penelitian ini adalah kelas VIII7 pada SLTPN 13 Padang tahun akademik 2007-2008 yang dipilih secara random. Data penelitian ini diperoleh dengan menggunakan test mengarang, wawancara, observasi, dan menggunakan catatan lapangan. Test mengarang diadakan sebanyak 3 kali. Pada siklus pertama dilaksanakan pretest dan posttest satu. Sedangkan pada siklus kedua, hanya diadakan posttest dua dengan perbandingan posttest 1 sebagai pretest 2. Pengambilan data melalui wawancara dilakukan masing-masing dua kali selama dua siklus. Sedangkan observasi dan catatan lapangan dilaksanakan disetiap pertemuan.

Dari hasil test mengarang pada siklus pertama, dengan membandingan hasil pretest dan posttest 1, dapat dilihat bahwa nilai mengarang siswa mengalami kenaikan tapi tidak terlalu signifikan yaitu dengan rata-rata hanya 0,20. Sedangkan pada siklus kedua nilai mengarang siswa mengalami kenaikan yang cukup signifikan yaitu dengan rata-rata 0,83. Sementara itu, dari hasil wawancara, observasi, dan catatan lapangan ditemukan kemajuan serta motivasi siswa untuk mengarang dan perubahan cara belajar kea rah yang lebih baik.

Sehingga dapat disimpulkan bahwa dari hasil penelitian dan observasi terhadap sikap dan tingkah laku siswa, ditemukan bahwa respon mereka terhadap kegiatan yang bersifat kompetisi dalam kegiatan awal menulis ini sangat positif. Serta nilai rata-rata menulis mereka meningkat secara signifikan.

ACKNOWLEDGEMENT

TABLE OF CONTENT

List of Tables

List of Figures

List of Appendices

CHAPTER 1

INTRODUCTION

1.1   Background of the Problem

Writing in English is a necessary skill for junior high school students in Indonesia to master. In the English curriculum (2004), it is stated that writing is one of the competencies that the students need to be able to perform. Because of that, without having ability in this skill, the students are considered failed in mastering English.

However, from some informal interviews with the students, the writer found that many junior high school (in Indonesia it is called Sekolah Lanjutan Tingkat Pertama / SLTP) students think that writing was very difficult. There are many reasons for this problem. Many of them could not complete the writing task because there were many considerations such as spelling, punctuation, word choice, and tenses that they must put correctly in their writing. Moreover, they had to be able to write some certain texts that have different characteristics: the social function, generic structure, and grammatical features.

In order to accomplish their writing assignment, some of them said that they often cheated their friends' work. They did not only cheat their friend's work, but also had someone to do their task. Some of them confessed that when their writing tasks could not be completed at school, the teacher often asked them to finish them at home. Therefore, to make it more easily, they tended to ask the people who master English. Those people could be their sisters, brothers, parents, neighbors, and teachers at their English course.

Furthermore, most students confessed that they could not do their own writing because of several reasons. Firstly, they were lack of vocabulary. They stopped writing because they did not know the words that they had to write in English. Unfortunately, this case often occurred at the beginning of writing. In other words, students often lost their interest in writing when they wanted to start it. They did not know what to write first although they had many ideas in their mind. They often cross out the words that they had already written at the beginning of their writing. As a result, they only made any cross out signs like a mess without any result.

Then, poor grammar competence is another problem. Sometimes, the students had brilliant ideas in their first language to write, but because of the poor grammar competence, they just tried to think and think, and even stop their writing. This problem became worse since the students had to write a text with its certain grammatical features. These grammatical features included using simple present tense when they write a descriptive text, past tense in recount text, simple present tense and imperative in procedure text, etc.

The other problem is many students often wrote in Bahasa Indonesia first and then translated it into English. According to their explanation, they did it to make their ideas flow and their writing have a good arrangement. As a result, many of them were confused in translation because of using inappropriate words and the arrangements of the word choice were the same with Bahasa Indonesia.

The next reason is many teachers at schools still focused on what a final piece of writing will look like. Some teachers sometimes seemed not to

realize about the importance of the writing process. Based on the interview with some teachers, it happened because of the limitation of time, while they had to reach the lesson target that was required in curriculum. In consequence, many students lost their interest and could not finish their writing.

Based on the problems above, the researcher was interested to help the SLTP students to generate their ideas in writing. There are many writing strategies can help generating ideas. However in order to help them, the writer was interested about using some competitive activities in prewriting. Those are derby writing, nonstop writing, and alternative endings. The explanation of these three techniques will be given in chapter II. The writer assumed that these techniques could help the students to develop their ideas and write their writing task better. It was because these techniques enable students to communicate their thoughts without fear or judgment of any kind.

The researcher would apply these techniques with classroom action research. There have been a number of studies related to classroom action research in writing. They show great significance improvement to the student's ability, however only few that dealt with Indonesian context. To the writer's knowledge, there were no studies either from other countries or from Indonesia, especially, as the focus of this proposal research.

1.2   Identification of the Problem

Based on the background of the problem above, the students often have problems in writing because of some reasons. One of these reasons is they could not express their ideas freely since they have to write their writing

assignment with many considerations for example; punctuation, spelling, grammar, words choice, etc.

The students often face this problem at the time they want to start to write. They are often confused about how to generate their ideas in order to make it relevant to the topic they chose. Many of them cross out their writing and do not continue it. In other words, they do not know how to begin to express their thought in writing.

Besides, the students also often get some difficulties in the middle of writing. They may be fluent to write at the beginning of their writing activity, but finally stuck to continue it. This may be happened because they run out of ideas to be written.

Furthermore, finishing a writing task also often becomes a problem for the students. Sometimes, it takes much time to think about the ending of their writing and the connecting ideas in the beginning and in the middle of writing.

1.3   Limitation of the Problem

It is stated previously, there were some problems faced by the students in mastering English especially the skill on writing. Considering the writer's ability, knowledge, energy, and skills, she would focus on helping students to express the idea at the beginning of writing through competitive activities as prewriting.

1.4   Formulation of the Problem

The problem of this study is formulated as follow:

1. To what extent can competitive activities in prewriting improve the development of students' ideas in writing?

2. What are student's points of view about competitive activities in prewriting?

1.5   Purpose of the Study

The aims of this research are to find out the extent to which competitive activities in prewriting can improve the development of students' ideas (whether the techniques help), and to find out the student's opinion about using competitive activities in prewriting.

1.6   Significance of the Study

Theoretically, competition in learning gives good effect to students in order to improve their ability because it involves fun and exciting activity. It motivates students to develop their capability even for the low skill students. Therefore, after conducting this research, it is hoped that the students will be motivated to write better. They do not feel afraid anymore in making mistakes related to grammar, spelling, appropriate vocabulary, etc. They feel free to express their ideas and make a piece of good writing.

It also expected that result of this research would give solution for teachers to solve their problems in writing class. The writer hoped that some teachers would not too focus on the final product of writing. The teacher would

not judge their students by crossing out the entire mistakes that their students make in writing.

1.7   Definition of the Key Terms

a. Pre-writing is a way of organizing thoughts and beginning to put the information on paper.

b. Free writing: an exercise in which you write quickly off the top of your head with no judgment intended.

c. Competitive activities: the activities that participants try to win by defeating others, take parts in a race, contest, etc.

d. Derby writing: a writing race that is usually done in prewriting to motivate students.

e. Nonstop writing: non-graded writing, timed writing on an assigned topic, without stopping.

f. Alternative endings: a warm-up activity that helps students express their ideas by using student's imaginations and experiences to complete a story in particular time.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In the first chapter, it has been said that writing is very difficult skill for junior high school students. They often find some problems in doing it. One of these problems is they can't express their ideas freely. Therefore, teacher as motivator should find the solution to help them expressing their ideas in writing. And the purpose of this research are to find out the extent to which competitive activities in prewriting can improve the development of students' ideas (whether the techniques help) and to find out student's opinion about using it.

After analyzing the data, it was found that students' idea in writing increased. It could be seen from the mean score of their writing test and the interview result that had been recorded in every cycle.

According to data analysis and findings, here are some conclusions:

1) Competitive activities in prewriting gave contribution to develop students' ideas. From the writing test, it can be seen that students' ability in expressing their ideas increased.

2) Through observation and interview, it was found that many students gave positive responds toward competitive activities in prewriting.

3) These activities also gave good effect to students. From the interview, it can be concluded that students felt this activities could help them to write their writing assignment better.

4) From the interview and observation, the writer found that by adding an element of competition, the exercise could be fun and exciting.

5.2 Suggestions

Based on the findings of this research, the writer proposes several suggestions:

1) Writing is one of the skills that should be mastered by junior high school students. Because it's difficult, so the teacher should apply such an interesting activity to motivate students. This research is expected to be an input for all English teachers who want to help their students to be able to express their ideas in a piece of writing.

2) For English teacher in SLTP 13 Padang, it is expected to continue this activity because it gives great opportunities for the students to express themselves and increase their ability in writing.

3) Since the researcher only concerned about competitive activities in prewriting to develop students' ideas and only use writing test, interview and observation as her instrumentation, there might have limitation found in this research. She suggests to other researchers who are interested in this subject to conduct other related research.

4) Here the researcher also suggests to all teachers to give variation in teaching in order to motivate students.

BIBLIOGRAPHY

Althouse, F. D. 2006. *All Types of Competitive Activities Should be Positive, Healthy, Cheerful, and Have a Favorable Influence on Morality.* Retrieved on February 12th, 2008. http://althouse.blogspot.com/2006/03/all-types-of-competitive-activities.html

Angelo, F. D. 1980. *Process and Thought in Composition.* Cambridge Massachusetts: Withrop Publisers.Inc

Arikunto, S, et al. 2006. *Penelitian Tindakan Kelas.* Jakarta: PT Bumi Aksara

Bachman, L. F & Palmer, A. S. 1996. *Language Testing in Practice.* New York: Oxford University Press

Barber, H et al. 1999. The Influence of Parent-Coaches on Participation Motivation and Competitive Anxiety in Youth Sport Participants. *Journal of Sport Behaviour.* 22(2), 162-179.

Barnet & Stubbs's. 1990. *Practical Guide to Writing.* New York: Harper Collins Publisher Inc.

Brereton, J. C. 1982. *Plan for Writing.* Canada: The Dryden Press.

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices.*

New York: Pearson Education, Inc.

Byrne, D. 1982. *Teaching Writing Skill.* London: Longman Group ltd.

Calderonello & Edwards. 1986. *Rough Drafts The Process of Writing.* Boston: Houghton Mifflin Company.

Chang, L.J et al., 2003. *Development and Evaluation of Multiple Competitive Activities in a Synchronous Quiz Game System.* Retrieved on January 11th,2008. http://chan.Ist.ncu.edu.tw/publication/2003-Chang-dae.pdf.

Cohen, A. D. 1994. *Assesing Language Ability in the Classroom: Second Edition.* New York: Heinle and Heinle Publishers.

Dickson, K. 2001. Freewriting, Prompts, and Feedback. *The Internet TESL Journal.* Vol. VII, No. 8

Dixon, D. 1986. Teaching Composition to Large Class. *English Teaching Forum.* Vol 24, no 2.

Elbow. P. 1998. *Writing With Power: Techniques for Mastering the Writing Process.* New York: Oxford University Press.

Ersoz, A. 2000. Six Games for the EFL/ESL Classroom. *The Internet TESL Journal*. Vol. VI, no. 6

Gillespie, S. 1986. *The Writer's Craft: A Process Reader*. New York: Scott, Foresman and Company.

Hairston, M. 1982. The Winds of Change: Thomas Khun and the Revolution in the Teaching of Writing. *College Composition and Communication.* 33(1), 76-88.

Harefa, A. 2002. *Agar Menulis-Mengarang Bisa Gampang*. Jakarta: Gramedia.

Harris, D. P. 1969. *Teaching English as a Second Language*. New York: Mc. Graw-Hill, Inc.

Hill, W. 1985. *Learning: A survey of psychological interpretations*. New York: Harper and Row.

Holt, J. 1992. *How Teachers Make Children Hate Reading*. New York: W. W. Norton and Co.

Huyen, N.T.T and Nga, K.T.T. 2008. *Learning Vocabulary through Games.* Retrieved on February 12th, 2008. http://www.teflgames.com/why.html.

Hopkins, D. 1985. *A Teacher's Guide to Classroom Research*. Philadelphia: Open University Press.

Hornby, A S. 1974. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press.

Kemmis, S & McTaggart, R. 1990. *The Action Research Reader*. Melbourne: Deakin University.

Kim, L S. 1995. Creative Games for the Language Class. *English Teaching Forum*. Vol. 33, no.1

Lauer, M. J. 1981. *Four Worlds of Teaching*. New York: Harper &Row Publisher

Lengeling, M and C. Malarcher. 1997. Index Cards: A Natural Resource for Teacher. *English Teaching Forum. Vol. 35 No. 4.*

Maloney, L. 2001. *Play TAG with Your Kids: Tips to Ensure Positive Competitive Experiences.* Retrieved on February 11th, 2007. *www.hec.ohio-state.edu/famlife.*

Mathers, A. 2005. Nonstop Writing: An Ungraded Classroom Activity. *English Teaching Forum.* Vol.43, No. 3

Martin, J.R. 1993. *The Powers of Literacy: a genre approach to teaching writing.* London: Falmer Press

Mills, G. 2003. *Action Research: A Guide for the Teacher Researcher.* New Jersey: Merrill Prentice Hall.

Nursisto.1999. *Penuntun Mengarang.* Yogyakarta: Adicita Karya Nusa.

Oluwadiya, A. 1992. Some Prewriting Techniques for student writers. *English Teaching Forum*, Vol 30, no. 4

Raimes, A. 1983. Language Proficiency, Writing Ability, and Composing Strategies: A Study of ESL College Student Writers. *Language Learning. 37 (3), 439-468.*

Scloen, D. 2004. The Competitive of Adolescent to Consent to Treatment. Philadelphia: Routledge.

Shurter, R L. 1966. *A Program for Effective Writing.* New York: Meredith Publishing Company.

Simpson, J. 2000. Classroom Techniques: Derby writing in Classes. *English Teaching Forum.* Vol. 38, no. 4

Tessema, K. A. 2005. Stimulating Writing Through Project-Based Task. *English Teaching Forum.* Vol.43, no 4.

Trupe. A.L. 2001. *Prewriting Practices.* Retrieved on February12[th], 2008. http:www.brigewater.edu/~atrupe/ENG315/prewriting.

Uberman, A. 1998. The Use of Games for Vocabulary Presentation and Revition. *English Teaching Forum.* Vol. 36, no. 1

Valette, R. M. 1967. *Modern Language Testing; Second Edition.* New York: Harcourt Brace Jovanovich. Inc

Wright, A., et al. 1984. *Games for Language Learning.* Massachusetts; Cambridge University Press.

Yang, M. 1999. Warm up Activities. *English Teaching Forum.* Vol. 41, no.1

Appendix 1

PRIMARY TRAIT SCORING
For Recount Text

(0) Fails to retell the events for informing or entertaining in chronological order.

(1) Attempts to retell the events for informing or entertaining in chronological order but does not provide sufficient support.

(2) Presents the events for informing or entertaining in good arrangement but without consistent development and support

(3) Develops the events for informing or entertaining in sequence that are well developed and supported.