

**THE EFFECT OF USING THE RATIONALE SOFTWARE TOWARD
STUDENTS' WRITING ACHIEVEMENT IN WRITING AN EXPOSITION
TEXT IN SMAN 4 PADANG**

Thesis

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



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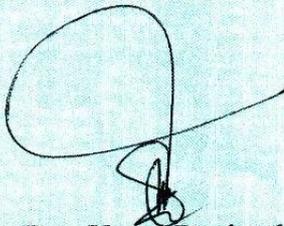
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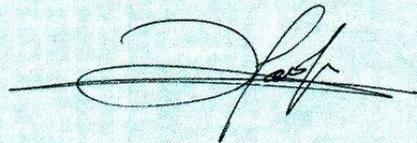
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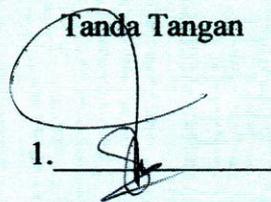
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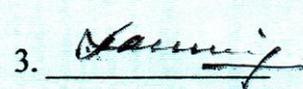
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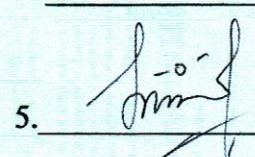
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ABSTRAK

Iqbal Wahyudi. 2015. "The Effect of Using The Rationale Software Toward Students' Writing Achievement In Writing Exposition Text In SMAN 4 Padang". *Thesis*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat apakah penggunaan perangkat lunak *Rationale* memberikan pengaruh lebih baik pada kemampuan siswa dalam menulis teks eksposisi analitis. Penelitian ini adalah penelitian eksperimen dengan desain *posttest-only*. Populasi dari penelitian ini adalah siswa kelas XI pada SMAN 4 Padang tahun pelajaran 2014/2015. Dua kelas yang diasumsikan memiliki kemampuan dijadikan sampel penelitian, yaitu kelas XI MIA6 sebagai kelas eksperimen dan kelas X MIA7 sebagai kelas kontrol. Pada saat pembelajaran menulis teks eksposisi analitis, siswa pada kelas eksperimen diajar dengan menggunakan media *Rationale*, sedangkan kelas control diajar menggunakan media konvensional berupa *Powerpoint*. Di akhir penelitian, siswa diberikan *post-test* dimana siswa diminta untuk menulis sebuah esai yang hasilnya digunakan sebagai data penelitian. Tulisan kemudian dinilai berdasarkan rubrik yang sudah ditentukan. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistik dengan menggunakan rumus *independent t-test*, ditemukan bahwa nilai *t*-hitung adalah 2,17 yang mana lebih besar dari *t*-tabel (1,68) dengan tingkat signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis yang menyatakan "penggunaan perangkat lunak *Rationale* memberikan dampak yang lebih baik pada kemampuan menulis teks eksposisi analitis pada siswa SMAN 4 Padang" dapat diterima.

Kata kunci : teaching writing, Rationale, media, writing achievement.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is an essential productive skill for students in senior high school. There are some reasons why writing as one of productive skill in senior high school is important for students. One reason is that students who want to continue their study abroad and get the scholarships, they must be able to write an application letter and an essay about themselves to fulfill the requirements. In addition, writing skill is also important for the students who want to participate scientific writing competitions. So, the examples above can be reasons why students have to master the writing skill.

In senior high school, there are some texts that are taught. One of them is monologue text. The genres of texts which have to be learnt by the second year of senior high school are narrative, analytical exposition, and spoof text. Among these texts, analytical exposition text is the most difficult one. So, the research is focused on analytical exposition text.

An exposition text is a kind of persuasive texts that has a purpose to persuade the readers that something should or should not be the case or be done. It means that students have to express their arguments to make the reader understand and make the readers believe that the case is true or important. So, in writing an exposition text, students have to state their arguments and opinion about the topics clearly and understandably.

Based on the preliminary observation by interviewing some teachers and the writer's experience when scoring students' texts as a student-teacher in SMAN 4 Padang; there are some problems in writing, especially in writing an exposition text faced by the students. The teachers mentioned that the problems are grammar, generating ideas, and managing/organizing those ideas. The idea organizing is a difficult element to master by the students.

The ideas of the students' text were still ambiguous because there were many main ideas in one paragraph. For example, *Nowadays, there are many people use computer. And they are usually use internet in their life. Internet can help people to find information.* This paragraph had only three sentences and there were two main ideas which make the paragraph ambiguous. There was not any connection between the first and the second sentence. The message on their writing could not be conceived by the readers.

The organization of ideas is an important part of writing. Arrangement of ideas and examples need to be considered in students' writing. Based on further observations by collecting the texts that students were produced, there are some problems that occur in their organization of ideas. One of the problems is that the students put examples in the wrong paragraph or they put inappropriate supporting ideas with the main idea. Another problem is the connection between ideas is not clear enough, such as inadequate transitions and language errors. A misunderstanding or comprehension failure can occur because of the problems.

In order to help the teacher in teaching writing, media are used to make writing process become easy and cohesive. Effective teaching creates bridges

between students' knowledge and the learning objectives. Using media aids students to learn more effectively, motivates interest in the learning subject, and illustrates the relevance of many concepts. Media are a must for teachers to be used in the classroom which helps the students in their learning process, especially; media that is used to help the organizing ideas activity becomes effectively done. Teachers have to use a specific media to make the students get rich of ideas, organize them well, and able to build well-structured sentences for the text that they are writing. It means that the teachers have to use a good teaching tool in order to make the learners to understand the subject and find it easy to find the ideas. In other words, the media must be able to make the students to have good writing achievements.

Two English teachers and some students were interviewed and it was found that Powerpoint was used as the conventional media in SMAN 4 Padang. This media did not help much toward students' writing skill especially in generating and organizing ideas. Most of students did not have interest with the media. They thought that media is only a digitalized of its paper form. Therefore, some students are not interested in learning writing skill.

In order to teach students, a good media is needed. One of the media is Rationale software. The Rationale software is one of media to help students to organize ideas. It is a reliable and comprehensive application designed to help students analyze the problems and develop critical thinking skills. The software falls into visual media category. Rationale assists teachers by providing built-in guidance, critical thinking exercises and essay templates to make students' learning more effective, engaging and enjoyable. Instead of writing a traditional

essay explaining a concept learner, students demonstrate their knowledge in a nontraditional format. This technique promotes student's creative thinking and motivates students to put their knowledge / what they have in mind.

The study of the Rationale software itself had been done in several different topics. Gelder (2007:31) points out that the software improves reasoning because it is highly usable for reasoning activities. It is not only because the software is attractive, but also the software is user-friendly. It makes users find it easy to operate. The reason is that the software provides simple interface and complete guidelines for beginners. Another study that was conducted by Patterson (2007:80) emphasizes that the Rationale software consists of colors, and shapes that help to visualize students' idea. The features take advantage of the brain way of work for visual apprehension which results in better understanding and producing of ideas.

Based on the condition mentioned above, then it can be said that writing an analytical exposition text is a skill that needs extra works to be mastered. The purpose of teaching writing is to improve students' writing ability to function effectively, especially in writing an exposition text. Because of that, the teachers teach the students by using the Rationale software that is hoped to give significant effect toward students' writing ability.

B. Identification of the Problem

Writing skill is difficult in general. The most difficult text among writing is analytical exposition. There are some ways in teaching to write an analytical exposition. One way is by using the mind-mapping strategy to increase the students' writing skill. In senior high school, it can be as a strategy to stimulate their background knowledge in writing an analytical text. Besides, the use of collection of picture has also been used in teaching writing an analytical exposition text in senior school. Another way in teaching analytical is by using PowerPoint as media. PowerPoint is what teachers use mostly these days in teaching English. In addition, the use of Rationale software in teaching writing an analytical exposition texts is hoped to give influence to make the students organize their writing in well organize.

C. Limitation of the Problem

The research is limited to the effect of using the rationale software toward students' writing ability in writing an analytical exposition text in SMAN 4 Padang. The analytical exposition text was chosen because it was the only exposition text that was taught in Curriculum 2013.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as "Does the Rationale software give significant effect toward students' writing ability in writing an analytical exposition text in SMAN 4 Padang?"

E. Purpose of the Research

The purpose of this research is “to find out whether the Rationale software gives significant effect toward students’ writing ability in writing an analytical exposition text in SMAN 4 Padang or not.”

F. Significance of the Research

This research is expected to be a reference for other researchers to conduct their researches related to the research. It also can be an addition to the existing theories about teaching writing. In practical, the finding of this research can be used as an alternative by teachers as the tool in teaching writing. In addition, the software of this research also can be used in the teaching learning process as a media.

G. Definition of Key Terms

- | | | |
|------------------------|---|---|
| Teaching Media | : | an educational medium for transferring or delivering teaching material to increase the outcome of teaching writing. |
| The Rationale Software | : | a software to help people, especially students, to write an essay in well-organized form. |
| Writing Achievement | : | the accomplishment of students’ writing ability through teaching learning process. |

Analytical Exposition Text : a text that elaborates the writer's idea about the phenomenon surrounding.

Effect : the students' ability in writing an analytical exposition text as reflected in their scores.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

The Rationale software can indeed affect students' writing achievement. The students can experience the writing process by visualizing their idea into concrete maps of arguments. This visualization of ideas brings more thorough achievement in students' writing ability, especially in their ability in making supporting ideas or arguments. The researcher also found that by using the *Rationale software*, students could provide good arguments and write the text in a good coherence and cohesion because they understood the structure of a good analytical exposition text. This can be proved from the data obtained in this research through posttest indicated that the mean scores of experimental and control class were different.

The mean score of the students' posttest in the experimental class were 70.58 while the mean score of the students' posttest in control class were 68.49. It is proved by hypothesis testing; the *t-value* (2.17) is greater than *t-table* (1.68). It can be concluded that using the *Rationale software* gives significant effect toward students' ability in writing an analytical exposition text of SMAN 4 Padang registered in 2014/2015 academic year.

B. Suggestions

Based on the results of the research, the researcher would like to give suggestions as consideration for problems that surfaced in conducting the research. For the next researchers, it is expected to apply the *Rationale software* not limited for teaching analytical exposition text, but other exposition texts or monologue texts in general.

Next, for teachers, it is suggested to communicate the new media clearly to the students in order to create effective teaching and learning process. Besides, motivate them to participate in learning process actively to get effective result, and manage the class by having well preparation before teaching.

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