THE EFFECT OF *READING - BASED WRITING MODEL* ON STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT AT SMA PERTIWI 1 PADANG

THESIS

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ABSTRACT

***Ghaisani, Luthfi (2021). The Effect of Reading-Based Writing Model on Students' Ability to Write* Analytical Exposition Text at SMA Pertiwi 1 Padang.** Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research is quasi-experimental research. The purpose of this research is to find out the effect of Reading-Based Writing Model on students' ability to write analytical exposition text at SMA Pertiwi 1 Padang. The population of this research was the XI grade students of SMA Pertiwi 1 Padang in 2021/2022 academic year consisted of five science classes (171 students). The sample of this research was selected by using cluster random sampling technique. XI MIPA 4 was selected as experimental class (taught by using Reading-Based Writing Model) and XI MIPA 2 was selected as control class (taught by using conventional teaching). The data was collected through writing test after the treatment given (posttest only). Based on the data analysis by using Independent Sample T-test in SPSS 22 version for Windows, the mean of the writing test score in the experimental class was 73.08 while the mean of the control class was 65.66. It can be concluded that Reading-Based Writing Model has significant effect on students' ability in writing analytical exposition text. The significance of the test is 0.000 which is lower than the significance level that is 0.05.

Keywords: *reading-based writing model, writing, writing ability*

ABSTRAK

Ghaisani, Luthfi (2021). ***The Effect of Reading-Based Writing Model on Students' Ability in Writing Analytical Exposition Text at SMA Pertiwi 1 Padang.*** Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian quasi-eksperimen. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh model Reading-Based Writing terhadap kemampuan menulis teks eksposisi analitis di SMA Pertiwi 1 Padang. Populasi dalam penelitian ini adalah siswa/i kelas sebelas SMA Pertiwi 1 Padang tahun ajaran 2021/2022 yang terdiri atas 5 kelas (171 siswa). Sampel penelitian ini dipilih menggunakan teknik kluster acak. XI MIPA 4 terpilih menjadi kelas eksperimen (diajarkan dengan model membaca sebelum menulis) dan XI MIPA 2 terpilih menjadi kelas kontrol (diajarkan dengan metode konvensional). Data dikumpulkan dari hasil test menulis siswa setelah diberikan perlakuan khusus (hanya *posttest*). Berdasarkan hasil analisis data dengan menggunakan Independent Sample T-test di dalam SPSS versi 22 untuk Windows, rata-rata nilai test menulis di kelas eksperimen adalah 73.08 sementara rata-rata dari kelas kontrol adalah 65.66. Dapat disimpulkan bahwa model membaca sebelum menulis mempunyai pengaruh signifikan terhadap kemampuan siswa dalam menulis teks eskposisi analitis. Signifikansi dari tes adalah 0.000 yang mana lebih rendah dari taraf signifikansi yaitu 0.05.

Kata kunci: *model reading-based writing, menulis, kemampuan menulis*

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

Writing is one of the language skills that is taught in Senior High School in Indonesia. Based on the standard competence of English subject for senior high school in the latest curriculum (2013), through writing the students are expected to be able to express their ideas in English text well after passing the course. Related to writing, Nunan (2003) defines, "writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly". It means that students are expected to probe ideas and organize them into clear and good quality of writing product.

Writing is known as a difficult and challenging skill espcecially for EFL students. As mentioned by Mirlohi, Ketabi and Roustaei (2012), writing is one of the four skills learned by the students seems as the most difficult skill as compare to other skills. Limited writing experience during school make students unfamiliar with the structure and language use of a text, especially the texts in foreign language that are not from their mother tongue. Abbas (2017) also mentions that Indonesian EFL students' writing skill are categorized into fair level where they found hard to develop and organize idea using appropriate grammar and diction in an organization. It is influenced by the learning material and writing strategy used by the teacher in teaching writing to EFL students.

To overcome this problem, there are several strategies that have been applied by the teacher to teach writing for EFL students. In Indonesia, it is common for teachers to use conventional teaching method in their class. According to Yap (2016), the conventional teaching method refers to the teacher writes and explains the materials on the board in front of the class, and the students pay attention to the information and copy the same thing into their notes. The teacher takes familiar role in the classroom in explaining the material, presenting information and discussing some topics to the students (called teacher-centered). However, it makes students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and do poorly in tests (Felder & Silverman, 1988).

The next is collaborative writing strategy. Graham and Perin (2007) note that collaborative writing means an activity where the students work together to plan, draft, revise, and edit their writing. Risman et al. (2019) and Harlena (2020) in their study found that the use of collaborative writing strategy produce better writing ability of the students.

Other strategy is small group discussion. According to Brewer (1997), small group discussion is defined as a process where a group of students get together to exchange experiences, information, ideas, or their thoughts to solve a problem. Hukom (2020) in his findings found that small group discussion plays important role since it helps the students to produce good quality of writing product. It also helps the students to have confidence, and the students will get sense of social values in their life.

From some of the methods above, that methods do not get sufficient attention to read before writing. Through collaborative writing and small group discussion methods, students only rely on the knowledge they have from the brainstorming to develop idea in writing. Meanwhile, as mentioned by Krashen (2016), we do not learn to write by writing, but rather by reading. Based on a research conducted by Miller and Michel (2016), the president of Central Connecticut State University in "World's Most Literate Nation", Indonesia ranks 60th out of 61 countries in terms of reading interest below Thailand in 59th and above Botswana in 61st position. Among 1.000 Indonesian people, only 1 person reads books on a regular basis or for leisure. It means that students' reading ability in Indonesia is very low and it affects their writing ability.

Furthermore, Harl (2013) states that writing is influenced by reading because lack of reading will impact to the quality of writing. The students who read constantly will be able to write well because they understand how to write. Linuwih and Winardi (2020) in their findings show that when the score of reading habit is bad, the students' writing quality is also bad. It means that reading is important to help students in writing. These studies clearly state that reading goes hand in hand with writing and cannot be separated.

Considering this problem, the researcher introduces a model that is Reading-Based Writing Model. This model was developed by Rozimela and Anwar (2020) who had conducted a series of studies to explore this learning model so that it will be tested in this research. Reading-Based Writing Model

is a model to teach writing through reading activities. This model is conducted to see how far the integration of intensive reading activities by utilizing technological media such as the internet can improve the students' writing quality. It helps students in developing ideas and also proficient in stringing words.

Some researches have shown that the quality of someone's reading experience greatly affects his writing skills. According to Habibi et al (2015), writing skills had significantly improved by integrating reading in writing tasks. It means that someone who loves reading and good at reading usually has a good writing skills.

Furthermore, reading can support learners in enhancing their grammatical knowledge, that will be very helpful in their writing (Khansir & Dehghani, 2015). Besides developing ideas, the students also learn how the language is used actually and the choice of words by reading native speakers' writings. By implementing this model, the students' writing ability is assumed to be better.

Research about the the effect of reading in writing has been conducted by some researchers. Habibi, Salleh, and Sarjit (2015) conducted a research entitled 'The Effect of Reading on Improving the Writing of EFL Students'. The focus of this research is to examine the impact of incorporating reading in efforts to improve the writing skills of EFL students.

In addition, Atayeva et al. (2019) set a research that is 'Impact of Reading on Students Writing Ability' to investigate how students' reading skills affect

students' academic writing at master students of English Language Education at Universitas Ahmad Dahlan in Yogyakarta. The further research is by Linuih and Winardi (2020) entitled 'The Influence of Reading Habit on Students' Writing Skill'. The focus of this research is to investigate the reading habit quality of EFL learners at Widya Kartika University, Surabaya and to find out the influence of reading habit towards students' writing skill.

The current research deals with "The Effect of Reading-Based Writing Model on Students' Ability to Write Analytical Exposition Text at SMA Pertiwi 1 Padang". In this research, the researcher uses Reading-Based Writing Model developed by Rozimela and Anwar (2020) which prioritizes on integrating intensive reading activity in teaching writing to improve the writing quality of the students. The researcher chooses SMA Pertiwi 1 Padang because based on the preliminary observation, related to the students score in writing some texts in last semester, the students' abilty in writing is categorized into low level. Therefore, the researher want to try out this model whether Reading-Based Writing Model can improve students writing skill at that school. The text used is analytical exposition text because based on the researcher experience during internship, the students faced some problems in creating and developing ideas and arguments in analytical exposition text.

B. Identification of the Research Problem

Based on the background of the research problem above, there are various teaching strategies in writing that can be investigated such as; collaborative writing, mind mapping, small group discussion, and reading based writing

model. In this research, the researcher focuses on reading based writing model that is regarded as the effective strategy in teaching writing. It is believed that reading based writing model contributes to students' writing ability to produce good quality of writing. Thus, reading based writing model as a teaching writing strategy can be possible to be conducted in the research.

C. Limitation of the Research Problem

This research focuses on Reading Based Writing Model as a strategy to improve students' ability in writing analytical exposition text made by students at Eleventh Grade of SMA Pertiwi 1 Padang.

D. Formulation of the Research Problem

Related to the limitation of the problem above, the problem is formulated as follows: "Does Reading-Based Writing Model give significant effect on students' writing ability to write Analytical Exposition text at SMA Pertiwi 1 Padang?"

E. Purpose of the Research

The purpose of this research is to figure out the effect of Reading-Based Writing Model on students' ability to write analytical exposition text at SMA Pertiwi 1 Padang.

F. The Significance of the Research

The result of this research is expected to give theoretical and practical significance in language learning, especially in teaching writing.

Theoretically, the findings of this research can enrich the theories about language teaching model especially for teaching writing. This research also can be used as reference for doing further research. Practically, this research can contribute the teacher to enrich their teaching practice by using Reading Based Writing Model.

G. Defenition of Key Terms

1. Reading-Based Writing Model

   Reading-based writing model is a learning model to improve writing ability by integrating reading and writing activities by the principle that reading goes hand in hand with writing.

2. Analytical Exposition Text

   Analytical exposition text is a text that argues about a phenomenon in one side only that can be pro or contra.