

THE EFFECT OF SOCIAL INTERACTIVE WRITING METHOD ON THE STUDENT'S WRITING COMPETENCY AT EIGHTH GRADE OF SMP NEGERI 3 SAWAN IN THE ACADEMIC YEAR 2013/2014

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Metode Menulis Sosial Interaktif terhadap kemampuan menulis siswa. Penelitian ini menggunakan *Randomized Posttest-Only Control Group Design* yang terdiri dari 56 siswa. Instrumen dianalisis secara deskriptif dan inferensial. Dari hasil penelitian ini menunjukkan bahwa siswa yang diajarkan menggunakan Metode Menulis Sosial Interaktif lebih baik daripada siswa yang diajarkan menggunakan metode konvensional. Hal ini terbukti, nilai rata-rata (\bar{X}) dari kelompok eksperimen yaitu 87.64 sedangkan kelompok kontrol yaitu 67.92. Dari hasil analisis menggunakan statistik inferensial, telah ditemukan bahwa nilai observasi (t_{ob}) adalah 12.012. Nilai ini lebih tinggi dari nilai kritis (t_{cv}) yaitu 1.64 ($\alpha = .05$). Hal ini jelas terlihat jika nilai observasi (t_{ob}) lebih besar dari nilai kritis (t_{cv}) setelah dibandingkan nilai observasi (t_{ob}) dengan nilai kritis (t_{cv}). Kesimpulannya, hipotesis alternatif diterima. Oleh karena itu, pengaplikasian Metode Menulis Sosial Interaktif telah memberikan efek yang signifikan terhadap kemampuan menulis siswa.

Kata kunci: Metode Menulis Sosial Interaktif, Kemampuan Menulis

Abstract

This study aimed at investigating the effect of Social Interactive Writing Method on the students' writing competency. Randomized Posttest-Only Control Group Design was applied in this study which consists of 56 students. The instruments were analyzed descriptively and inferentially. The result of the analysis shows that the students who were taught by using Social Interactive Writing Method better than the students who were taught by using Conventional Method. It had been proven from the mean score was 87.64 while the control group was 67.92. Furthermore, from the analysis by using inferential statistic, it was found that the value of t observed (t_{ob}) was 12.012. It was higher than t critical value (t_{cv}) which was 1.64 ($\alpha = .05$). After comparing t observed and t critical value, it was clear that t observed (t_{ob}) exceeded t critical value (t_{cv}). In conclusion, the alternative hypothesis was accepted. Therefore, it could be confirmed that the application of Social Interactive Writing Method gave significant effect toward students' writing competency.

Keywords: Social Interactive Writing Method, Writing competency

INTRODUCTION

Background of The Study

As a process, education influence the learners to adapt with the environment so they able to face the development of Science and Technology. Therefore, the government tries to improve the education quality so the human resource will have a certain quality which followed by a good character. In order to develop the education quality, the government regulates the Indonesian education by Undang – Undang Republik Indonesia No. 20 Tahun 2003 about The National Education System. The aim of Indonesian education is to form the learners' character and their potential to be Indonesian citizen who are faithful to God, healthy, competent, creative, independent, being democratic and responsible citizen so the learner can be an educated people, not only for himself but also for Indonesia. One of the devices to achieve the aim of Indonesian education is curriculum. The curriculum is developing in Indonesia is "Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum".

According to Made Sutriani (2012), Kurikulum Tingkat Satuan Pendidikan (KTSP) is curriculum development strategy to create the effective, productive and good school. Based on the "Kurikulum Tingkat Satuan Pendidikan (KTSP)", the students are required to be skilled and able to master the four skills: listening, speaking, reading and writing. From those four skills, writing is one of the important skills in learning a language.

Writing is one of the most important and essential skill which is taught to develop the student's ability in expressing their ideas, thought, opinion and feeling in the written form. The aim to teach writing is to make the student able to write a paragraph, construct and organize their ideas. But the

students often faces the problem in writing, namely finding ideas, developing ideas, organizing ideas, grammar and mechanics.

One of causes why the students face problems in writing is how the teacher teaching. Nowadays, many English teachers are still conduct a usual method in teaching writing. This method is called speech method. Speech method can be defined as presentation way of the material by explanation orally to the students. By using the speech method, especially in teaching writing, the teacher explains the material, for example he explains about recount paragraph. He explains the material one by one such as: what recount paragraph is, the generic structure, the language feature, and give some examples. This monotonous method would not help much to achieve the teacher's purpose or goal.

In relation with the problem above that is encountered by the students in writing, it is important to implement an appropriate method that can help the students to develop their writing skill. Social Interactive Writing is an appropriate method for teaching writing. Based on Sri Puji Janirsih et al (2012) stated that Social Interactive Writing method is a method to improve students' competency in writing. Social Interactive Writing method is one of the best teaching methods to be used in the classroom. By using this method the students will be enjoyable in writing. It is because Social Interactive Writing method as the guidance for the students to get ideas. In this method, the students ask the question to her friend and her friend give the answer and they discuss together interactively.

The first step in this method, the teacher explains the definition, the generic structure and language features of a text. After teacher done, teacher gives the appropriate example of a text. Second, the teacher teaches about how to apply this method in writing. Teacher also teaches and provides

the example about how to revise and edits the students' draft. Then, the teacher divides them into pairs and each pairs consisted of two students. Here one student play the role of a helper and the other student become a writer.

Some researches proved that by using Social Interactive Writing method gave significant effect on writing and also increase the student's writing competency. They are two researchers that conducted study used Social Interactive Writing method. The first was Nur Ainani Fitriah's research (2012) which is done with her research entitle "The Use of Social Interactive Writing in Teaching Writing Narrative Text to Eight Graders". Oh her research, this method was successfully applied to improve the eighth graders' writing narrative text. The research showed that in applying Social Interactive Writing in writing narrative text, the researcher did three activities, including opening activities, main activities, and closing activities. Meanwhile, based on the overall mean scores of the students' writings that improved from preliminary study to cycle II: 69.2, 76.41, and 76.47 and significant improvement on the students' class mastery of final drafts from preliminary study to cycle II: 35.3%, 76.5%, and 94.12%. It means that there is a significant improvement on the students' writing ability that includes content, organization, vocabulary, language use, and mechanics by using this method.

Moreover, Musa Al Firdaus (2013) also conducted a research entitle The Effect of Social-Interactive Writing For English Language Learners in Teaching Writing for the Tenth Grade Students at SMA Nahdlatul Ulama 2 Gresik in which the result was Social Interactive Writing for English Language Learner method has significant effect on writing narrative at tenth grade students.

Considering the evidences above, this study was conducted in order to know

whether there is a significant effect in writing competency between the students who were taught by using Social Interactive Writing Method and those who were taught by using Conventional Method for eighth grade students in SMP Negeri 3 Sawan in academic year 2013/2014.

Statement of the Problem

Based on the background mentioned above, the problem of this study can be formulated as follows.

Is there any significant effect on the students' writing competency between the students who were taught by using Social Interactive Writing Method and those who are taught by using Conventional Method?

Purpose of the Study

Based on the statement of the problem stated previously, the purpose of this study is:

To find out whether there is a significant effect on the students' writing competency between students who were taught by using Social Interactive Writing Method and those who were taught by using Conventional Method at the eighth grade students of SMP Negeri 3 Sawan.

Scope of the Study

This study is limited to the students in class VIII of SMP Negeri 3 Sawan in the academic year 2013/2014, which is restricted to know whether there is significant effect in writing competency of the students who were taught by using Social Interactive Writing Method and those who were taught by using Conventional Method.

Significance of the Study

This study is expected to contribute a significant effect to the teachers of English especially to give knowledge about the essence of teaching English for junior high school by providing the students with appropriate method. Since it is an effective method to be used, this method can help teacher in teaching and learning. For the students, it is expected that the develop method can motivate students in learning English, especially in writing. Therefore, they could write a paragraph easily and effectively. For the other researcher, the result of this study could be used as a beneficial reference in conducting studies that related to the teaching writing at junior high school, especially at eighth grade students in SMP Negeri 3 Sawan.

Definition of Key Term

In order to avoid misunderstanding on the part of the readers, operational definitions are provided as follows:

1. Writing

In term of this study, writing refers to the skill of students at eighth grade of SMP Negeri 3 Sawan to write and express their idea in the content being taught.

2. Writing Competency

In this study, writing competency refers to capability of students in eighth grade of SMP Negeri 3 Sawan to write and express their ideas in the content being taught.

3. Social Interactive Writing Method

In this study Social Interactive Writing method is regarded as a method that is used by the researcher in this study by utilizing the students to join each other and write their idea.

4. Conventional Method

This method is defined as a speech method used by the teachers in the

teaching learning process at SMP Negeri 3 Sawan. It is a kind of method of teaching that is often conducted in the classroom. In this method, the teacher has no variation in presenting the material so that the teaching – learning process creates a situation that is called by teacher centered.

RESEARCH METHODS

Research Design

This research is an experimental research which is aimed to determining whether or not there is any significant effect on the students' writing competency between two sampled classes. A research design which is adopted in this study is Post-test Only Control Group Design. The experimental group assisted to be taught by using Social Interactive Writing method; meanwhile the control group assisted to be taught by using Conventional Method.

A research design which is adopted in this study is Post-test Only Control Group Design. The two groups was taught by different treatment in which experimental group assisted to be taught by using Social Interactive Writing method; meanwhile the control group assisted to be taught by using Conventional Method. The design of this research can be seen on Figure 1

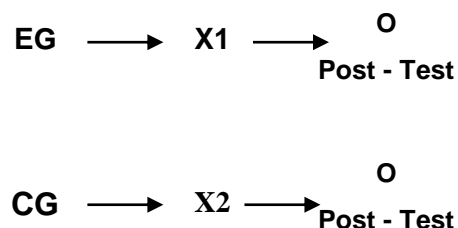


Figure 1 The diagram of posttest only control groups design

From Figure 1, it can be explained that the both groups were given treatment based on their part. The EG was adjusted to the experimental variable with X1 which

CLASS	NUMBER OF STUDENTS
8A1	25
8A2	28
8A3	30
8A4	30
8A5	28
8A6	28
8A7	27
8A8	27
TOTAL	223

means that the researcher given the treatment by using Social Interactive Writing method. As the control group, the CG was taught by the regular method that the researcher using usual method (conventional method). At the end of the teaching – learning session, the two groups were then tested using a post test.

Population and Sample

In the implementation of Social Interactive Writing method, the population in this study was selected from the eighth grades students of SMP Negeri 3 Sawan in academic year 2013/2014. Total numbers of students in this population is 223 students which divided into eight classes namely 8A1, 8A2, 8A3, 8A4, 8A5, 8A6, 8A7 and 8A8. Table 1 shows the distribution of the students in each class.

Table 1 Number of students in population

In this study, the researcher used the Random Sampling to determine the sample of the study. According to Easton and Mc Coll (1997), random sampling is the process of selecting a sample in research in which the researcher selects a group of subjects from a larger group (a population). There were two classes that selected as the samples namely. Experimental Group and Control group from all classes of eight grade students of SMP Negeri 3 Sawan. Two of the eight classes were selected by lottery as a sample of the study. In conducting lottery, the researcher would provide eight kinds of lottery in which there would be two lotteries marked by X and Y. The class which gets the lottery marked by X would be taught by Social Interactive Writing method and the class which gets the lottery marked by Y would be taught by Conventional Method. After giving those lotteries, the VIII A² is chosen as experimental group and VIII A⁵ is chosen as control group.

Instruments

The instruments that are used to collect the data in this study, namely: data collection instruments (Post test and writing scoring rubric) and treatment instruments (teaching scenario and teaching material). The first instrument used to collect the data and to gather data for data analysis. Its content included two components: posttest and writing scoring rubric. Second, treatment instruments used to conduct the research. There are two components: teaching scenario and teaching material. Then, these components were connected with the process of teaching writing paragraph by using Social Interactive Writing method in both classes.

Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes (Fraenkel and Wallen, 2009:148). A test is said to have content validity if its content constitutes a representative sample of the language skills, structures etc. in which it is meant to be concerned. Two examiners gave the test by the researcher to be examined in term of the appropriateness of the items and the objectives of the course. It was done to achieve its content validity.

The result of the examination from the two examiners was tested by using Gregory's formula in order to find the amount of the content validity. It also put in the tabulation table which consisted of four columns A, B, C, D. the content validity was determined by dividing the amount in the column D by the total amount of the column A, B, C, D.

From the Gregory's formula, it was found that the content validity of the form of the test was 1.0 which is the highest amount of validity. The form of the test was considered to have high content validity. Therefore, the test was used as the post-test to be given at the end of treatment.

Reliability refers to the way to measure the consistency and the stability of the test (Fraenkel and Wallen, 2009: 154). In this study, in order to know the reliability, try out test conducted. After administering the try out test, the result of the students' writing was scored by English teacher and researcher by using scoring rubric. Then, the scores are calculated by using **Ebel formula**. Then the result of try out test is reported as follows:

$$r_{kk} = \frac{V_b - V_s}{V_b} = \frac{13.8 - 1.92}{13.8} = \underline{0.86} \quad (1)$$

The result indicated that the test had very high reliability.

Data analysis was done to test the research hypothesis and to answer the research question of this study. The result of the test was analyzed descriptively and inferentially. After obtaining the score from both of the groups in the post – test, they were analyzed by using two forms of statistical analysis, namely: descriptive statistical analysis and inferential statistical analysis.

Descriptive analysis analyzes the data in the term of mean, media, mode, range, and standard deviation. Descriptive analysis was conducted by analyzing the data from each group solely in descriptive way by using table and summary measure. Inferential statistics means procedures used by the researcher to draw inference from knowledge of the statistics of a selected sample to corresponding parameters of the population (Dennis E. Hinkle et al, 1979).). The use of inferential statistics aimed at whether or not there is a significant of the scores of the two sample groups. Before the data was analyzed inferentially some tests namely normality of the data and homogeneity of the variance should be tested.

To test the normal distribution of the data, Kalmogorov-Smirnov test (KS-test) was used. A low significance value indicates that the distribution of the data is significantly different to the normal distribution. The data could be categorized as normally distributed if significance value exceeds the value of .05.

To test homogeneity of the variance of the data *Levene's test of Equality of Error Variance* was administered. The homogeneity test between the two groups was used to convince the difference occurred in hypothesis testing as the result. In Levene's statistics test, the variances of the groups were considered homogeneous if the significance value is higher than the value of 0.05. If the significance value is less than the value of 0.05, it indicates that

the variance of the groups is not homogeneous.

Hypothesis Testing

The hypothesis of the study was supported by one tailed test of statistical significance. Alternative hypothesis was used principally because it fits the logic inferential statistic. The criteria for determining the significant effect between the mean score of both the samples could be seen below. In this case, the comparison between $t - \text{observed} (t_{\text{obs}})$ and $t - \text{critical value} (t_{\text{cv}})$ were used to investigate whether there is a significant effect between the two samples.

FINDING AND DISCUSSION

Findings

Based on the students' score, the result of the calculation of means, median, mode, standard deviation and variance of the experimental group and control group could be seen in Table 2.

Table 2 The Result of Data Analysis of Students' Post Test Score

Statistic	Group	
	Experimental	Control
Means	87.64	67.92
Median	87	69
Mode	93	70
Standard Deviat	4.98	7.03

ion		
Variance	24.8	49.4
Maximum	96	86
Minimum	77	55
Range	19	31

From Table 2, it can descriptively stated that means score of experimental group was higher that the control group. It indicated that the students taught by implementing social interactive writing method produced better writing that those who were taught by using conventional method. It was proven from the means score reached by the two groups, in which the experimental group has the higher score than the control group. The means score of experimental group was 87.64, while the means score of control group was 67.92.

Based on the comparison of standard deviation, experimental group had lower score than control group. The standard deviation of experimental group was 4.98, while the standard deviation of the control group was 7.03. It means that the value of data sample of experimental group closer to mean score and the data is homogeneous. It can be concluded that the students who were taught by using social interactive writing method performed better than those who were taught by using conventional method.

Hypothesis Testing

According to the result of the equal variance assumed, it was found that the t observed (t_{ob}) was 12.012 at the degree of freedom (df) of 54. It was found that t critical value (t_{cv}) was 1.6736. The result

showed that t observed (t_{ob}) was higher than t critical value (t_{cv}). It means that there is significant effect on student's writing competence by using social interactive writing method. Thus, the alternative hypothesis is accepted.

Discussion

The purpose of this study was to find out whether there is significant effect of student's writing competency between those who were taught by using social interactive writing method as the experimental group and those who were taught by using conventional method as the control group. This study was an experimental research which aimed at finding out the significant effect on students' writing competency between two groups by implementing different method of teaching writing. The treatment was applied respectively to each group and was conducted in eight times.

The result of descriptive analysis showed that the means score of experimental group was 87.57. The standard deviation score of experimental group was lower than the control group. The standard deviation of experimental group was 4.98, while the control group was 7.03. It shows that the students who were taught by implementing social interactive writing method performed better than those who were taught by implementing conventional method.

From the calculation of inferential statistics, the value of the t observed (t_{ob}) is 12.102, while it is known that the value of t critical (t_{cv}) is 1.64 at 0.05 level. After comparing t observed (t_{ob}) and t critical (t_{cv}), it was clear that t_{ob} exceed t_{cv} . It means that there was significant effect on students'

writing competency between the students who were taught by using social interactive writing method and those who were taught by conventional method. Therefore, the alternative hypothesis was accepted.

Based on this study, Social Interactive Writing Method also gives some benefits, such as: the students gain the knowledge from their friend's mistake in writing and the students become more expert writer.

In control group class, the students were not as active as students as experimental class. The topic that they were going to write was chosen by the teacher. Then, the teacher asked them to write their own experience. Because it was control group which was meant that there was no treatment given, the students work by their own. At the end of the class, the teacher brought their works and gave it back after gave a score. There was no time to read and edit. It was meant that the mistake that the students made could be happen in their next writing.

In the first meeting, the students made a writing product. As the result, there were many mistakes that students made like wrong choice of words, punctuation, grammar, organization even a capital letter. One of the students' mistakes is grammar. As we know, grammar is the most important basic in writing. Grammar makes easily the students to express thoughts and also to develop ideas and organize the sentences easily. In order to decrease the student's mistake in grammar, the teacher gave explanation and exercise about grammar in the next meeting. After the exercise given, students asked to make a writing product about birthday party.

In the third meeting until fifth treatment, students' mistake was less than before. They showed a good development in their writing after the fifth treatment. They showed a good organization, grammar, choice of words and capital words. While in the control group, students have the same

mistakes in the first meeting but it happen more often than the experimental group.

Social interactive writing method made students interested in writing a paragraph. It encourages them to develop the ideas and to organize it well. By using Social interactive writing method, the students' competency in writing will increase.

From the explanation above, it could be concluded that both group (experimental group and control group) got the same treatment in order to develop their writing competency.

CONCLUSION

The conclusion of the study is the result of t-test analysis shows that t observed (t_{ob}) is 12.102. It was higher than the value of t critical (t_{cv}) is 1.64 at 0.05 level. It indicated that the alternative hypothesis (H_a) used in this study is accepted. The acceptance of alternative hypothesis means that there was significant effect between two groups (experimental group and control group). Meanwhile, the groups' means score shows that the mean score of the experimental group is higher than the control group. The mean score of experimental group is 87.64, while the control group is 67.92. Based on the result, the students in experimental group achieved better result than those in the control group. It means that Social Interactive Writing Method was better than conventional method in producing better paragraph. The students' mistake in writing was minimized. By using this method, the students' writing competency increases.

SUGGESTION

Based on the conclusion above, some suggestions would be proposed for the teachers, the students and the other researchers. The first for the teacher, this study is highly recommended that teacher apply Social Interactive Writing Method in teaching of writing since it has been proven to be effective to improve the student's writing competency. The second for the students, It is expected that students can use Social Interactive Writing Method as their guidance in composing paragraph. And the last for the other researchers, this study recommended to other researchers who are interested in conducting further research to investigate the effectiveness of using Social Interactive Writing Method in teaching of writing.

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