

SHARED WRITING STRATEGY IMPLEMENTATION TO IMPROVE SHORT ESSAY WRITING SKILL OF STUDENTS AT LEVEL 3 LANGUAGE DEVELOPMENT CENTER IN UIN SUSKA RIAU

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Abstrak

Tujuan dari penelitian tindakan kelas ini adalah untuk mendapatkan jawaban apakah strategi Shared Writing ini dapat meningkatkan kemampuan menulis mahasiswa dalam menulis esai pendek dan faktor-faktor apa saja yang memengaruhi peningkatan tersebut. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari lima pertemuan. empat pertemuan untuk pembelajaran menulis esai pendek dengan menggunakan strategi Shared Writing dan satu pertemuan lagi untuk tes menulis esai pendek mahasiswa. Penelitian ini dilaksanakan mulai tanggal 17 September 2014 sampai 19 November 2014. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah lembaran observasi, catatan lapangan, interview, dan tes. Penerapan shared writing menunjukkan adanya peningkatan kemampuan menulis mahasiswa dalam menulis esai pendek. Hal ini dapat dilihat dari peningkatan nilai mahasiswa. Nilai rata-rata siswa pada siklus 1 adalah 60,8 dan pada siklus 2 adalah 73,7. Kemudian, faktor yang mempengaruhi peningkatan kemampuan mahasiswa tersebut adalah bahan ajar yang menarik, strategi dosen, peranan dosen, interaksi antar mahasiswa dan latihan menulis mahasiswa dalam mengikuti semua prosedur pada strategi tersebut.

The purpose of this classroom action research is to find out whether this Shared Writing Strategy can improve students' writing skills in short essay writing and to find out what factors influence the improvement. This classroom action research is carried out in two cycles. Each cycle consists of five meetings. There are four meetings for short essay writing lessons using Shared Writing strategies and one more meeting for short essay writing tests. The research was conducted from 17 September 2014 to 19 November 2014. The research instruments used to collect data were observation sheets, field notes, interviews, and tests. The implementation of shared writing shows the improvement of students writing skills in short essay writing. It can be seen from the increase in students' scores. The average score of students in cycle 1 was 60.8 and in cycle 2 was 73.7. Then, the factors that influence the student's ability improvement are interesting teaching

materials, lecturer's strategy, lecturer's role, interaction between students and writing exercises of students in following all the procedures on the strategy

Key words: writing ability, short essay, and shared writing strategy

INTRODUCTION

Writing is part of written language. There are many books, manuals, newspapers, letters, emails and information are written in English. If students do not learn English, they will lose their opportunity to face in globalization era. It is also used in variety of aspect in themselves after graduated from university such as business, information technology, medicine, science, entertainment, diplomacy and etc. Writing is one of the skills for students in learning English to share their ideas, such as writing for certain genre, topic, issue, as home task, even a paragraph, essay, poem, etc. After writing, in one of those, sometimes students need to collect for writing test in a class, publish or show it to others. Thus, as one of the important language skills, writing should be given in any level of education including at university in order to prepare the students to face their future.

Furthermore, the written problems have been faced by the students. As the effect, the students' ability in writing is lower than the standard score of achievement of English subject at Language Development Center of UIN SUSKA Riau. The standard score of achievement of English subject at Language Development Center of UIN SUSKA Riau is ≥ 70 . Therefore, there are 27 students in Level 3 Language Development Center of UIN SUSKA Riau, but only 5 students (19%) could get the standard score of achievement higher than 70%. The rest 22 students (81%) could not get the standard score of achievement. Based on the pre-observation, the students' problems could occur because of some factors affecting their writing ability on short essay. There are some factors comes from the students' such as lack of background knowledge, limited vocabulary, and lacked grammatical understanding. While some other factors relate to lecturer's teaching strategy and learning sources.

Usually, the lecturer tends to use strategy in class but because of the limited time and lack of preparation makes the lecturer cannot apply the strategy explicitly. Even though (Yunita, 2017) explain several factors that influence students' motivation in learning, they are material, classroom activity, classroom management, approach and strategy. As a result, lecturer's disable in managing classroom activity and using appropriate strategy make effective learning process cannot be achieved and the students' achievement on writing short essay is "unsatisfying". Then, another factor is the teaching sources, the textbook guide.

The teacher only uses the textbook in learning process based on Language Center given and not relevance to students background. Those factors can give significance effect to the students' writing ability on short essay.

All above, one of the important factors causing students' lower in writing short essay is the strategy used by the lecturer inappropriate use writing strategies, and teaching materials. The teaching strategies practically be monotonous and uninteresting for the students. As a result, the students have difficulty in improving their writing skill during the teaching and learning process. Hence, this condition is the most important thing to use the effective way of teaching so that the students will be enjoyed in writing class.

Extracting from the fact above, the researcher assumes that one of possible solutions to overcome the problem is through the implementation of shared writing strategy. It is expected to be able to help the students in starting each paragraph, what goes into each paragraph, how to end the paragraph, and the order of the paragraphs. In addition, Sharan and Gibson (2012) stated that Shared Writing material will allow students to as model and actively engage students in the writing processes that they mostly need in order to improve their writing. It means that the implementation of learning shared writing strategy will enrich the students' idea.

Related to the description above, it is necessary to apply Shared Writing Strategy in order to overcome the problem of the students' writing because it enables the students to write by sharing their problems while writing. Through the implementation of shared writing strategy, it is expected to apply shared writing strategy in teaching writing, it will bring better progress for students' learning, and the students will have good short essay writing.

All of the students need writing to study English and improve their language in order to communicate with other people all over the world. Simply viewing, English as an important means of communication for international relationships. Kamehameha (2007:2) stated that "Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself". Then, Heaton (1975:138) stated that, "Writing skill is more complex and difficult to teach, require masters not only mathematical and rhetorical devices but also conceptual and judgment because of the difficulties of writing". According to Homstad and Thorston (1994:6), writing has commonly been seen as a support skill, which is used to affirm the acquisition of grammar. It causes mastering writing become very difficult for students ever in school or university today. Students need to be taught and mastered all of the aspects in writing so that they mixture all power like ideas, vocabulary and grammar based on correct aspects in writing.

From the definitions above, most of experts agree that writing is a way to produce language that comes from thought. By using writing, people can share their idea, feeling or anything that exist in minds. It is written on paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to write and the impacts of the particular social life. Besides, writing has several aspects to be fulfilled in composing a text such as grammar, mechanics, organization, etc.

Sharan and Gibson (2012) stated that Shared Writing material will allow students to be as model and actively engage students in the writing processes that they most need in order to improve their writing. According to Mishra (2013) “Shared writing is an instructional approach to teach writing to students by writing with them. The idea is to teach writing through writing”. It means that lecturer and students compose the writing together. Students will give their ideas to lecturer while writing and lecturer will choose one of them to compose the writing. In learning process the lecturer will be as scribe and model in the writing process. It also will improve students’ writing.

Next, Beard (1998:38) stated that “Shared writing is the jointconstruction of a text by the teacher and pupils, has attracted increasing attention in educational publications”. Similar to Ontario (2005:45) stated that:

“Shared writing allows students and teachers to work together on a piece of writing. The teacher is the scribe, and the students and the teacher collaborate to create the text. The writing that is produced should be easily available to students so they may read it over and over and use it as a model for their own writing. Shared writing can be taught in large- or small-group settings”.

Based on definition above, shared writing involves the lecturer (as scribe) and students collaboratively composing a piece of writing. The lecturer and students negotiate and decide such as meanings, topics, ideas, and choices of words together.

Next, Simon (2004) said that “During shared writing (modeled, joint construction of text), as a teacher constructs a piece of writing in front of the class words and strategies are explored”. Then, Deborah and Adrienne (2012) said that “Writing, especially when we know the writing will be shared with others, promotes both deepened understandings and meaningful interactions—and these develop community, which leads to improved learning conditions”. It means that both of lecturer and students participate in learning process. The lecturer will help

students to make them more enjoy and easily in writing ability. So, students' ability on short essay writing will be improved. Shared Writing is a strategy which allows students to participate in the writing process by contributing ideas and knowledge both of lecturer as scribes and students share they writing in order to get students own writing perfectly.

METHOD

The design of this research is Classroom Action Research (CAR). This research was conducted in two cycles. Kemmis and Taggart (1988) and Gay (2000) stated that action research is conducted in two or more cycles. Each cycle consisted of Plan, Action, Observation, and Reflection. Then, according to Gay and Airasian (2000:593), "Classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and effects in order to understand and improve their teaching activities in classroom". In addition, Zainil (2008:1) defined that "Classroom action research is a research that conducted by teachers as researcher which collaborate with collaborator in order to improve the teaching and learning process of their own classroom".

This research was conducted to improve the students' writing skill on short essay at level 3 Language Development Center of UIN SUSKA Riau through shared writing strategy. This research was done in two cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart in Burns (2010:9). They proposed "The model of classroom action research which involves planning, action, observation and reflection". The researcher worked collaboratively with other English lecturer to get better result.

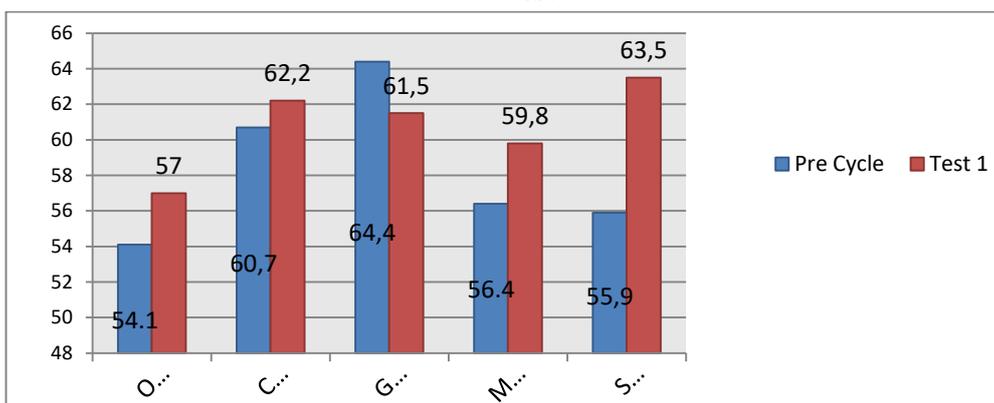
This research was conducted at level 3 of Tarbiyah Faculty and Teachers' Training of Language Development Center of UIN SUSKA Riau which was located on Jl. K.H Ahmad Dahlan-Riau. The participants of the research were the researcher, the collaborator and 27 students of Level 3 Language Development Center of UIN SUSKA Riau 2014-2015 Academic year.

There were two types of data in this research, namely the quantitative data and the qualitative data. The quantitative data were data about the development of students writing on short essay in the form of mean scores and percentage. This type of data were taken from the result of task and test during the research. The qualitative data were about factors that influence the developments of students' writing on short essay, which were presented in the form of verbal report or explanation. This type of data were taken from the observation sheet, interview and field note.

FINDINGS

After analyzing the data, the researcher could show all the data from the result of the test in cycle 1 up and the result of the test in cycle 2. The data showed that the class average score in each indicators of writing on short essay increased significantly. The scores of the students' writing on short essay per indicators were shown in the table below.

Graph 2. The Students' Writing on Short Essay Comparison at Pre Cycle and Test I



In this research, the students had better improvement on their writing organization after having several treatments through shared writing strategy. First, it was proved by the mean score of organization attained by the students that there was positive improvement during cycle I. The students' average score of organization was 54.1. The students' performance showed that most of them were not able to create good organization in their writing. They faced difficulty in writing introduction, body and conclusion. In the cycle 1, the students' average score of organization increased to 57. They could improve their mean score about 3 points. The improvement was caused by several treatments that had a significant role in improving the students' ability in writing organization. It means that they had significant improvement.

Second, after carrying out the research in cycle I, the researcher was able to find out the mean scores of content in each meeting. It was aimed to monitor the students' improvement in content aspect during the research. The data above shows that there was a big improvement in content term. It illustrated that in the pre cycle the students achieved mean score 60.7. It indicated that the students' content in writing was very unsatisfied. They needed more treatments to increase their content as well as writing skill. Then, it was found that in the cycle 1 they could gain mean score 62.2. It means that the students had an improvement in this meeting. They could increase 2 points. But, it was below the minimum standard of

achievement, namely 70. However, *the students needed some practices to increase their skill in writing the content* still needed a lot of writing practices in order to attain a satisfied result.

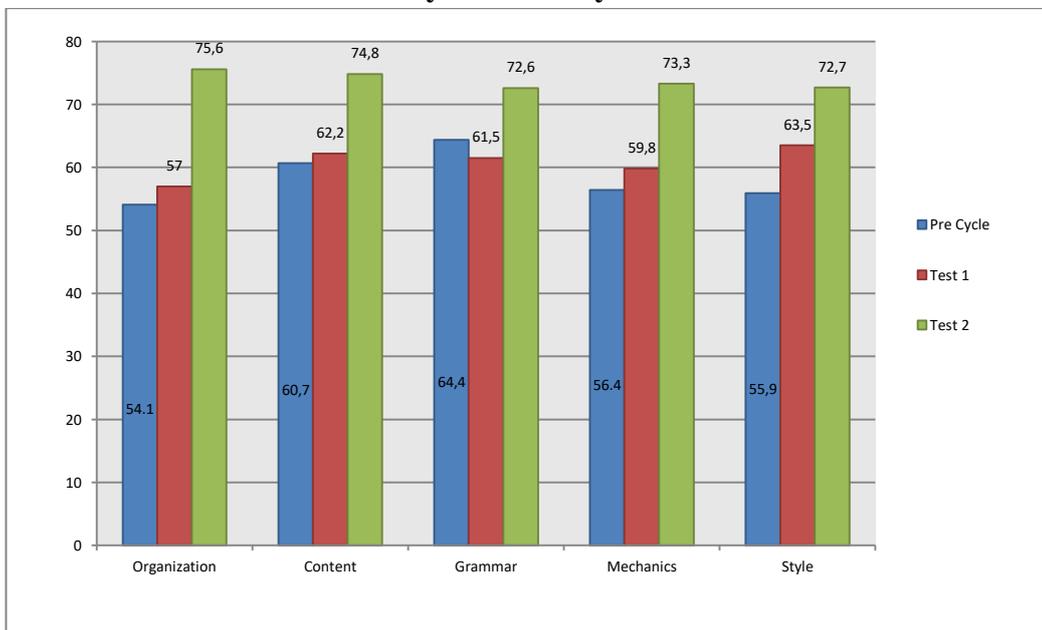
Third, after accomplishing the research in cycle I, the researcher was able to find out the mean scores of grammar in each meeting. It addressed to monitor the students' improvement in grammar term on their writing performance. They could be drawn in the graph above. Referring to the graph above, there was a significant improvement in grammar. It illustrated that in the pre cycle the students achieved mean score 64.4. It indicated that the students' grammar mastery in writing was still low. They needed more treatments to grade up their grammar mastery as well as writing skill. After conducting the test in the fifth meeting, it could be found that the students could achieve Unsatisfactory mean score, which was 62.2. It still had not achieved the minimum standard of achievement. However, it still needed more practices in their writing.

Fourth, the graph above described the students' ability in using correct mechanics in their writing. It was illustrated that at the pre cycle their mean score of mechanics was 56.4. The result was still below the minimum standard of achievement, and should be improved in the cycle 1. Finally, in the test I, they could achieve mean score 59.8. It indicated that they improved better from pre cycle to cycle 1, but they could not pass the minimum standard of achievement, namely 70.

The last, concerning the data above, the researcher obtained that there was a good improvement in term of style. Moreover, it was obviously seen that at the pre cycle the students' mean score of style term was 55.9, which was still low. It could be inferred that the students still got difficulty in using correct and appropriate vocabulary. In the test I, the students were able to do better than the previous pre cycle. It could be seen that they were able to have mean score 63.5. The students' style aspect also improved during the research. The improvement could be achieved through learning activities in pre cycle to last cycle through shared writing strategy. Shortly, the clusters also helped them in gathering more style.

As a result, the revise plan on Cycle II was better to improve the students' writing on short essay related to all writing skill indicators. The improvement of students' writing skill could be seen in the result of the students' writing test in the following graph:

Graph 2 The Students’ Writing on Short Essay Comparison at Pre Cycle, Cycle 1 and Cycle 2



In this research, the students had better improvement on their writing organization term after having several treatments through shared writing strategy. First, it was proved by the mean score of organization attained by the students that there was positive improvement during cycle 2. The students’ average score in organization was illustrated that in the pre cycle, the average score of organization was 54.1. In the cycle 1, the students’ average score of organization increased to 57. They could improve their mean score about 3 points. Finally, in test 2, the students’ average score of organization increased to 75.6. It seemed that they had significant improvement and could reach the standard criteria minimum namely 70.

Second, after carrying out the research in cycle I, the researcher was able to find out the mean scores of content in each cycle. It was aimed to monitor the students’ improvement in content aspect during the research. The data above shows that there was a big improvement in content term. It was illustrated that in the pre cycle the students achieved mean score 60.7. Then, it was found that in the cycle 1 they could gain mean score 62.2. It means that the students had an improvement in this meeting. Finally, they could gain mean score 74.8. It raised to the minimum standard of achievement, namely 70.

Third, after accomplishing the research in cycle 2, the researcher was able to find out the mean scores of grammar in each cycle. Referring to the graph above, there was a significant improvement in grammar term. It was illustrated

that in the pre cycle, the students achieved mean score 64.4. Then, in cycle 1 the students achieved mean score of grammar was 62.2 After conducting the test 2 in the fifth meeting, it could be found that the students could achieve a satisfaction mean score, which was 72.6. It had achieved the minimum standard of achievement namely 70.

Fourth, the graph above described the students' ability in using correct mechanics in their writing. It was illustrated that at the pre cycle their mean score of mechanics was 56.4. then, in the test I, they could achieve mean score 59.8. finally, in the test 2, they could achieve mean score 73.3. It indicated that they improved better from pre cycle to cycle 2, and they could pass the minimum standard of achievement, namely 70.

The last, concerning the data above, the researcher obtained that there was a good improvement in term of style. Moreover, it was obviously seen that at the pre cycle the students' mean score of style term was 55.9, which was still low. Then, in the test I, the students were able to do better than the previous pre cycle. It could be seen that they were able to have mean score 63.5. Finally, in the test 2, the students were able to do better than the previous pre cycle and cycle 1. It could be seen that they were able to have mean score 72.7. It had achieved the minimum standard of achievement namely 70. The improvement could cause through activities through shared writing strategy. Shortly, the clusters also helped them in gathering more style.

DISCUSSION

From the result of each cycle, it was proved that using shared writing strategy could improve the five indicators in writing ability. This is in line with what Homstad and Thorston (1994:6), writing has commonly been seen as a support skill, which is used to affirm the acquisition of grammar.

There are some points that can be raised and discussed with regard to the findings. First of all, to make it effective, shared writing strategy to be used in the classroom should fulfill the following procedure. Ontario (2005:45) stated that:

“Shared writing allows students and teachers to work together on a piece of writing. The teacher is the scribe, and the students and the teacher collaborate to create the text. The writing that is produced should be easily available to students so they may read it over and over and use it as a model for their own writing. Shared writing can be taught in large- or small-group settings”.

The researcher used the shared writing strategy in the learning process. Shared writing involves the lecturer (as scribe) and students collaboratively composing a piece of writing. The lecturer and students negotiate and decide such as meanings, topics, ideas, and choices of words together. The shared writing strategy also has to be appropriate with the difficulty level of the fifth indicators. In terms of availability, the shared writing strategy material could be downloaded from the internet. Moreover, they also can be used in teaching and learning of other skills. The shared writing strategy was also selected based on the ability on short essay and the topics to match with the level of the students.

Students' responses during the implementation of shared writing strategy were very positive. It could be seen from the observation during the teaching and learning process and from the interview that the researcher conducted in the end of meeting. From the observation sheets, the researcher found that the students like the material given. They were more motivated because the material is interesting. Richards (2001:251) proposed that "Teaching materials are a key component in most language patterns. It should encourage students in learning activities of component in material". Additionally, Clark (1989:72) said that the characteristic of good material has to consider many aspects in order to fulfill its role in learning process. In conclusion, giving the material to the students should fulfill interesting components and aspect that made them more successful in their learning.

Based on interview results, the students were very enthusiastic and happy in shared writing strategy. The class became calm and pleasure. They also got ideas and vocabularies from the shared writing strategy discussion given. Simon (2004) said that "During shared writing (modeled, joint construction of text), as a teacher constructs a piece of writing in front of the class words and strategies are explored". Then, Deborah and Adrienne (2012) said that "Writing, especially when we know the writing will be shared with others, promotes both deepened understandings and meaningful interactions—and these develop community, which leads to improved learning conditions". It means that both of lecturer and students participate in learning process. The lecturer will help students to make them more enjoy and easily in writing ability. So, students' ability on short essay writing will be improved. In other words, shared writing strategy useful for students to solve their problems, to be more focus, and it made them motivated by the purpose of learning.

CONCLUSION

Based on the result of the research, it can be concluded that the use of shared writing strategy improves the students' writing on short essay at level 3 Language Development Center of UIN SUSKA Riau. The improvement can be

seen in the average score of students' writing on short essay. It was 60,8 in cycle 1 and 73.7 in cycle 2. So, it increased 13 points.

There were some factors that influence the changes of students' writing on short essay are:

a. The teaching material.

Researcher found that the writing material influenced the students' writing on short essay because it can increase the students' curiosity. Interesting material can motivate the students to write in writing short essay.

b. Classroom activities

In Reciprocal Teaching strategy, the teacher gave guidance and explanation to the students. The existence of the teacher really needed because he had a great influence during the teaching and learning process. The guiding activities that the students had to do during teaching and learning process by using Reciprocal teaching strategy was the one of the factors that influenced the improvement of students.

c. Teaching Strategy.

Based on the data from the field notes, the students had high motivation and enjoy the writing by using shared writing strategy. It is very helpful for the students in writing short essay. In addition, the result of interviews showed that the students were interested in using shared writing strategy because it was a new strategy for them.

d. Amount of Practice

The amount of practices encouraged the students in writing class. By having a lot of practices, they were more familiar and enthusiastic with the writing class. They would feel easier in finishing their composition. It was indicated that the amount of students' practices had crucial effect on their writing short essay improvement. If the students had regularly practice, they would have better results on their writing skill.

e. Students' interaction

The students' interaction influenced the results of the students' writing on short essay. When the students asked and gave vocabularies, discussed and asked to the lecturer, their writing would be better and increased. In conclusion, students' interaction through shared writing strategy activities was one factor that supported the students in improving their writing on short essay.

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