
THE EFFECT OF WRITE "D" TECHNIQUE TO STUDENT'S WRITING SKILL IN COVID-19 ERA

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Abstract: This study is aimed purposes to measuring whether There is a significant effect of Write "D" technique to the students' writing skill. The writing achievement students of the third semester in healthy department are relatively low. Interview with the students indicates that writing is the most difficult subject of the four basic language skills of listening, speaking, reading, and writing. In this research, the writer use experimental research method by random sampling of the student class are determined as experiment groups (X) and control group (Y). In the experimental group was given special treatment in the learning process is carried out by Write "D" Technique, while the comparison group will give conventional, where the students would be give a pretest before starting the treatment healthy department of wiraraja university of Sumenep. At the end of treatment, the writer gave the students a test, which is called posttest. To Achieve the four purpose of the study, the data will be analyzed by T-test analyses with the help of SPSS.20. The result turned out to confirm that there is effect on the Writing "D" to the student Writing skill. The result of the computation show. Write "D" mean value is 16,6 higher or better than Control Group (Conventional) that have mean value 15,96.

INTRODUCTION

Language is a system for the expression of meaning. Its primary function is for interaction and communication (McDonough and Shaw 2003). Without language, it is impossible for people to communicate with other people and do the activities successfully. Interactions between people are supported and supported by an important communication tool they have in common, namely language. All human groups must use the language. This fact applies to both traditional and modern societies. It is clear that society needs communication skills (Talib, Asra, and Mapata 2021).

As means of communication, writing is used by people to communicate their ideas or their feeling to others. And as a means of teaching learning, through writing, people can gather or obtain information, to see connections between ideas, to organize ideas into an explainable concept, to avoid confusion, to absorb and process information, to learn actively (Hairston 1986).

There are any reasons and ways to make the students write, but overall goals can be grouped into two categories which can help students understand and retain course information. There are some types of writing, the first is writing to demonstrate knowledge through which students show that they have learned necessary information. And the second is writing to improve or maintain writing skill in which style and correctness are important (Depdiknas 2003). In order to facilitate their students to communicate using good writing, the teacher have tried many efforts with the suitable media for teaching writing in the class. Besides, there have been a number of techniques or methods to make the students able to write well. In order to make a progress in writing, the teachers can develop the students' ability through writing diary.

The teaching learning process especially English purposes to make the students used the English in speaking, reading, listening, and writing. To get good English skills, of course, the students are required to master various skills, including speaking, writing, reading and listening. The four English language skills can be obtained in various ways, including attending training, carrying out education or getting used to using them in everyday life. Speaking and writing are abilities that are acquired in processing English (productive skills). While reading and listening are abilities that are obtained when we receive these skills from people who English speaking expert native speaker (Megawati and Rahmawati 2019).

In fact, the English instruction in some universities does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari 2000). Many of the learners are failed in writing subject. They consider that writing is the most difficult subject because they have to write some paragraphs. They were very lazy to use their mind for combining word and sentence. So that, the study was conducted in Wiraraja University.

We choose healthy department especially the third semester. They showed that the writing achievement students of the third semester in healthy department are relatively low. Interview with the students indicates that writing is the most difficult subject of the four basic language skills of listening, speaking, reading, and writing. They said that they are not in the habit of expressing their ideas in the written form, and it is hard for them to express their ideas, thought, feeling or even emotion because culturally they are not supposed to do. It means that most of the students experience difficulties in writing composition. Most of the students' achievement is very low especially on the lack of organization of the contents, diction or choice of appropriate words for particular context or setting, and the employment of grammatical and syntactical patterns. The total numbers of words quantitatively is less than the expected minimum mastery. They also say that writing lesson is boring lesson. Classroom assignments which are assumed to be handed

out often uncompleted and are given as homework yet the result is still loose sentence lack of unity and coherence.

Seeing the current conditions, where the world is being shaken by the Covid-19 virus. This has an impact on all sectors of human life, including the realm of education in Indonesia. Since the emergence of Covid-19 in Indonesia in early 2020, the teaching-learning process has been carried out online. This causes limited communication between students and students and teachers. Therefore, it is deemed necessary to have a strategy that is capable of honing and training students' writing skills, especially writing in English.

One of the methods of writing that was interesting is writing Diary. Writing diary can increase the students sense and make them imagine what they see, write it and then analyze them in the thought. The researcher thought that if the students can develop and improve their writing by writing diary that can help them create a descriptive paragraph that are meaningful according to the curriculum.

Based on the facts, writing diary will be implemented increasing the students' ability in writing among students at Wiraraja University especially at healthy department is an alternative way to solve the problem. It is a program which the students of healthy department in the third semester trained to write the diary both process and product. The quality of the students' writing will reflect the time and forethought the students put into the assignment. Plan ahead for the assignment by doing pre-writing: this will allow the students to be more productive and organized when the students sit down to write. Also, schedule several blocks of time to devote to their writing; then, the students can walk away from it for while and come back after later to make changes and revisions with fresh mind.

The objective of study is aimed to investigating whether there is a significant effect of Writing "D" to the students' writing skill at the third semester of healthy department. The hypothesis proposed in this study are as follows: Students who get learning by Writing "D" have the writing's skill better than the students who received the conventional technique.

METHODS

This experiment use Quasi experimental because there are two student's groups. This research will be conducted in the classroom. In this research, there are two variables, they are: independent variable (Y) Writing skill and dependent variable (X) Writing "D".

The researcher holds the classroom research at Wiraraja University. It is located in jl. Sumenep-Pamekasan, sumenep. The researcher chooses the third semester students of healthy department in academic year 2020/ 2021 with 4 classes. The sample is chosen by using random sampling on population choosing. The result is consist one of the class as experimental group and one class as control group.

The tests that the researcher will conduct are pre test and post-test. The pre-test is conducted for checking whether or not the students can produce the text well. The assessment tests are used for knowing whether there is achievement of the students in producing a narrative text. The post-test is used for knowing whether or not the students can really produce a good text (Arikunto 2013).

Preparation of the test results of students learning English by researchers based on the applicable curriculum, the steps to make the test, are: making the lattice about the test, prepares test questions, conduct experiments, and analyze test results. The experiment in

this test includes a test of the validity of the content, distinguishing matter, the internal consistency and reliability test.

A data collection technique by providing a number of questions about the material items which have been given to the subject of research. The test is essay format which contain questions about Writing. The scoring adapted based on the Brown (2007).

Scoring model according to Brown

Assessment Item	Description
Content 0-24	Thesis statement, related ideas, development of ideas through experience, illustrations, facts, opinions; use of description, cause and effect, comparison and consistency of focus
Organization 0-20	The effectiveness of the introduction, logical sequence of ideas and chronological, suitability and conclusions.
Discourse 0-20	Topics, topic sentences, paragraph unity, discourse markers signal transition, cohesion, coherence, rhetorical conventions, references, smoothness economical, and variations.
Syntax 0-12	How words are arranged into sentences.
Vocabulary 0-12	Selection of the right words to develop and demonstrate the idea.
Mechanics 0 - 12	Spelling, punctuation, citation reference if any, or the appearance of neatness and appearance

Data analysis in this research study will use interval scale and to analyze use T-test.

RESULTS

The result of this research is that To control variables before implementing the Writing "D", the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of the overall writing performance. Consequently, t-test for independent normality groups was used to compare the mean scores of the two groups, as shown in Table (1).

Table (1)

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pre	Write "D"	,137	25	,200*	,940	25	,144
	Conventional	,166	25	,075	,927	25	,073
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Tabel (1) the Shapiro Wilk dan Lilliefors result show that p value (Sig) lilliefors 0,200 on two group. Where p value > 0,05 so based on lilliefors test, each group have normal distributed. P value on Shapiro wilk test, group Write "D" is 0,144 > 0,05 and

conventional group is $0,73 > 0,05$. So both of the samples are normal distributed based on Shapiro wilk test.

To control variables before implementing the Writing “D” , the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of the overall writing performance. Consequently, t-test for independent homogenous groups was used to compare the mean scores of the two groups, as shown in Table (2)

Table (2)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
pre	Based on Mean	,343	1	48	,561
	Based on Median	,093	1	48	,762
	Based on Median and with adjusted df	,093	1	47,045	,762
	Based on trimmed mean	,343	1	48	,561

The homogenous of test is use levenes’s tes methode . Nilai Levene value based on Mean is 0.001 and p value (sig) is $0,561 > 0,05$ that means the samples are homogen. Then the researcher showed the group statistics bellow at table (3).

Table (3)

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
gain	Write "D"	25	16,6000	1,89297	,37859
	Conventional	25	15,9600	2,00998	,40200

Tabel (3) show the Mean each Group , Write “D” mean value is 16,6 higher or better than Control Group (Conventional) that have mean value 15,96.

DISCUSSION

In the Brown scoring teachers read the compositions for a general impression and, according to this impression, award a numeral score or letter grade. All aspects of the composition, content and conventions, affect the teacher’s response, but none of them is especially identified or directly addressed using a checklist. This approach is rapid and efficient in judging overall performance. However, be inappropriate for judging how well students applied a specific criterion or developed a particular form. Teachers read the compositions for a general impression and, according to this impression, award a numeral score or letter grade. All aspects of the composition-content and conventions-affect the teacher’s response, but none of them is especially identified or directly addressed using a checklist. This approach is rapid and efficient in judging how well students applied a specific criterion or developed a particular form.

As teacher, our role is to prepare students forth challenges of tomorrow’s society. In order for these children to succeed, they need to be equipped and well aware of the genres of power which rule the world. Whether oral or written, the different types of the genres are a child’s key to power, prestige and privileged. By developing these styles of writing, a child is empowered to use this key to unlock any door that leads to success. Writing is a

transitory verb, therefore, one should not just teach writing, but teaches to write something. For example, to have children succeed, they need to be thought to write good persuasive arguments. A successful person is respected and influenced in their interaction with others because they are able to express themselves in expository and persuasive forms of language.

The following results were reached that there are statistically significant differences between the mean scores of the experimental group students and the control group students on the writing performance post- test favoring the experimental group and there are statistically significant differences between the mean scores of the experimental group students on the writing performance pre-and post-test favoring the post-test scores.

Students need the procedural knowledge to organize to content, to group ideas, and to sequence the ideas in ways that match the purposes of the writing. The students should also master the conventional of writing like formatting and mechanics. And the last type of knowledge student's rely on is procedural knowledge for integrating all the other types of knowledge which have been mentioned previously.

CONCLUSION

The diary writing is believe can help students to get more writing chance because they can write everyday in a pleasing situation that make them feel freely to write, and the teacher can give them feedbacks by their writing products. Diary writing also connects to the aim of the research to improve students' ability of recount text since diary is written in form of recount, that is telling the activities or experiences happened, by the more opportunities acquired by the students, their writing improvement will be the result.

Instruction in Writing "D" improves students' performance. The change in the writing teacher's role from the traditional role which has been evaluating the learner's first draft as if it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, is crucial in helping students write better. Providing safe, encouraging, non-threatening environment, i.e. creating settings that motivate students' writing, helps them improve their writing performance. Student-writers need to feel support and acceptance from the teacher and peers to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and to share their writing. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere.

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