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Daftar Isi

THE EFFECTIVENESS SCULPTURE METHOD IN TEACHING WRITING FOR ENGLISH DEPARTMENT STUDENTS

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Abstrak : Penelitian ini dilaksanakan untuk membuktikan apakah Metode Sculpture lebih efektif daripada Metode Tata Bahasa & Terjemahan (GTM) untuk mengajar mengarang bagi para mahasiswa jurusan Bahasa Inggris. Desain Penelitian yang digunakan adalah Eksperimental untuk membuktikan apakah dua metode tersebut menghasilkan perbedaan yang signifikan. Setelah melakukan penelitian pada para mahasiswa bahasa Inggris tingkat dua STKIP PGRI Blitar, dan menganalisa data menggunakan formula ANCOVA, hasilnya adalah Metode Sculpture lebih efektif daripada Metode Tata Bahasa & Terjemahan (GTM) untuk mengajar mengarang bahasa Inggris.

Kata Kunci : Keefektifan, Metode Sculpture, Mengajar Mengarang, Mahasiswa Prodi Bahasa Inggris

Abstract : This research is carried out to prove whether Scuplture Method is more effective than Grammar Translation Method (GTM) to teach writing for English Department Students. Experimental design is applied to prove whether the two methods produce significant different results. After conducting the experiment in second year students of English Department of STKIP PGRI Blitar, and analyzing the data using ANCOVA formula, found out that Scuplture Method to teach writing produces significantly better result than Grammar Translation Method (GTM).

Key Words : Effectiveness, Scuplture Method, Teaching Writing, English Department Students

INTRODUCTION

Writing is one of the most important subjects in English learning. It proved with there is writing class that taught in almost all of English Departments. Even in English Department of STKIP PGRI Blitar, Writing is taught from semester 1 up to 5. They are Writing 1, Writing 2, Writing 3, Writing 4, and Advanced Writing.

In today's society, the act of writing is needed in every aspect of our lives and will continue to shape human interaction. Browne (1999:3) states that writing is the process to express thoughts and ideas onto visible forms of written language which includes a thinking ability and enables meaning to be conveyed to others or recorded without being constrained by distance or time. It can be used to communicate with others, transfer information, express thoughts, feelings and reactions, entertain and persuade.

Writing is complex process that allows writers to explore thoughts and ideas, and make them visible and concrete, therefore, many English language learners regard writing as the most difficult skill to be achieved. The skills involved in writing are highly complex. The writers have to pay attention to higher level skills of planning and organizing ideas as well as lower level skills

of spelling, punctuation, and word choice, so on. The difficulty even becomes more complicated if their language proficiency is weak.

The low quality of English language teaching also causes the low students' achievement, especially in writing. In terms of skills, producing a coherent, fluent, extend piece of writing is probably the most difficult thing there is to do in language (Nunan, 1999). Research done by Mochtar Buchori (2001: 142) revealed that one of the common weaknesses of the students is the weakness of reading and writing. Even in writing of paper or thesis of the university students which have been corrected by lecturer still showed the weakness of orthographies, linguistic, and logical aspects. The most of the students' problems in writing are due to some factors: lack of vocabulary, lack of understanding of English grammar, and lack of practice. The problems faced by the students above are not solely caused by the inability of the students in writing, but also caused by the inappropriate strategy used by the teacher in teaching and learning writing.

Some studies have shown that the result of the teaching of writing in Senior High School is far from satisfactory. Many Senior High School students faced the difficulties in grammar, mechanic language, content, and organization. Nada's research (2008) showed that Senior High School students at SMAN 1 Sawah Lunto have problems in organizing ideas into a good paragraph. The students' problems in writing are due to factors such as lack vocabulary, lack of understanding on English grammar, and lack of practice. Another factor is that the teacher's method and strategy of teaching writing is monotonous, often provides less portion of time of writing activities and over focuses on writing product. Furthermore, the teacher teaches without uses media, it makes the students bored and unmotivated in writing activity.

Grami (2010) in his Experimental research, he fond that Sculpture technique was an effective strategy used to teach. It makes the students active and creative in following teaching and learning process.

Ole Fafeng (2005) in her Experimental research showed that peer Sculpture technique has been proven to be able to improve students' skill in writing narrative text. Then the result of the questionnaire shows that most of the students agreed that Sculpture technique made them more aware with the error or mistake that they made in their writing, the correction given by their fresh idea help them in revising their writing, and Sculpture technique improves their writing ability.

In this case, the researcher assumes that sculpture method may facilitate teacher finding out the suitable method to yield a successful teaching and learning process. Sculpture is a practice based on Fafeng's concept (Arthur B. Van Goundy, 2005:337). It is a strategy in which a student at the activity to help the students' group get more involved in brain-writing, to help the student generate as many creative ideas as possible, to help participants learn how to use the activities to generate ideas and to provide a source of unrelated stimuli.

Based on the above-mentioned statements and facts, the researcher is quite interested to investigate whether the Sculpture Method is better than Grammar Translation Method. Therefore, "The Effectiveness of Sculpture in Teaching Writing for English Department Students" is taken as the title of the research.

Writing

Harmer (2004:33) states that writing is frequently useful as preparation for some other activity, in particular when students write

sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

As proposed by Browne (1999:3) in Nurlia (2013:2) states that:

> Writing is the process to express thoughts and ideas onto visible forms of written language which includes a thinking ability and enables meaning to be conveyed to others or recorded without being constrained by distance or time. It can be used to communicate with others, transfer information, express thoughts, feelings and reactions, entertain and persuade.

Brown (2001: 21) writing as a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization. Writing is a process of thinking during which a researcher puts many element into account, such as accuracy in the spelling of words, words arrangement, and sentence grammatically, and selection of the right words.

In word reference (2010), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specially, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Writing is a set of activities a person ways a person does to express his idea in writing language for a community of readers to understand (Gie,2001). Writing is a medium of human communication that represents language through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology.

Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added decency of a system of signs or symbols, usually in the form of a formal alphabet. Writing activities associated with the use of words, appropiate grammar, mechanics, and organization of ideas into coherent and cohesive and cohesive form (Gebhard, 1996). To write is to put down the graphic symbol that represent of language one understands, so that others read this graphic representation (Lado,1979). Writing is one of the important aspects on language skill and it has concept. In the other hand, fischer (2004) has different opinion. He argues that no one definition of writing can cover all the writing systems that exist and have ever exsited.

In conclusion, writing is a process where the researcher explores the researcher's thought, feeling, ideas and shares them with the reader. However, the researcher should consider some essential elements (the massage, purpose and the reader) when writing.

The Nature of Writing

Believe or not, writing is the most important in human discovery. A writing script, record the track of human activity, even every anything happened in the past. So, people nowadays can learn easily about history and they can develop science. Writing is not like when we talk or read. When we write, we have to connect some ideas to catch the points and how we communicate it well in written language.

Furthermore, some experts have discussed about writing. In this case, they have their own perception, as Broughton et.al (2003:116) states that when we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. Writing is transforming thoughts into language, it means that we need to think about the content of writing first and then arrange the ideas using appropriate (grammar and vocabulary). Consequently we must learn about organizational in writing.

Purposes and Types of Writing

According to O'Malley and Pierce (1995:137) students write to accomplish a variety of purposes and use a number of different genres to do so. Purpose in writing determines the nature of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style researcher the will use and suggests choices about the language and structure of composition. Researchers who gain control over various genres have a broader repertoire of writing abilities and increased understanding of the value of writing for interpersonal communication, for documenting important ideas, and for achieving their own ends than those who do not.

Process of Writing

Harmer (2004:12) states that process writing is a way of looking at what people do when they compose written text. There are two strategies to teach writing skills, they are writing as product and writing as a process. In the application of writing as product, a teacher assigns students to write based on a given topic, without any writing guidance from the teacher. This strategy is considered not helpful for the students. A teacher is suggested to give guidance for students in writing, through writing process, which consists of several steps. 1). Finding a topic, in which the students may brainstorm to determine a topic to write. 2). Outlining, in which the students are guided to make an outline of the topic to be written. This can be done for whole class, if all the students have to write the same topic or it can be done individually, for individual topic. 3). Drafting, in which the students write the first draft of their writing. In this step students should be reminded to begin with a topic sentence for every paragraph, or an introduction paragraph for an easy. 4). Revising and editing. The draft written by the students can be corrected by their teacher. However, students can be assigned to do self-correction or peer correction, whose purpose is to train students to become a corrector. 5). Writing final product and publishing. In writing the final product, the students are reminded to use appropriate format. For publishing, the students may be asked to write their writings in front of the class, or display them in the classroom to be given positive comments by other students.

News Item Text

Oshima (2007:61) states that writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture: the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. For giving some information when something important happened.

News item text is a kind of text with a purpose to give information. According to Anderson (1997:38) states that factual

description describes a particular person, place or thing. The purpose of the text is to tell about the subject by describe the features including person opinions.

Generic Structure of News Item Text

Anderson (1997:38) states that the Generic Structure of Descriptive Text consists of Newsworthy events, Background events (elaborates what happened, to whom, explains what caused the incident), Sources (comments by participant, witnesses, authorities, and experts involved the events).

Language Features of News Item Text

Anderson (1997:39) states that news item text often uses passive tenses. Tense which is often used is action verb. Grammatical features as follows: a). Newsworthy events. b). Background events (elaborates what happened, to whom, explains what caused the incident). c). Sources (comments by participant, witnesses, authorities, and experts involved the events).

Sculpture Technique

Van Goundy (2005:233) an effective method for teaching English grammar based on Sculptures of Activities in two manners, deductive and inductive, for practicing simple present, present continuous and simple past. The homogenous adult males and females have been selected randomly in their experimental and control groups. The experimental group received the inductive manner and the control group received the deductive manner. An English grammar test was designed from Interchange second learning English text book, third edition, by Jack c. Richards with Jonathan Hull and Susan Proctor. It has been applied as pre-, post-, and delay post- test. However, before using the test for the purpose of data collection, it was piloted on a small group of subjects to estimate its reliability. The purpose of the second delayed test was to see which method of instruction had more impact on the students' grammar retentions and could sustain their grammar learning for longer period of time. The results and findings of the present study confirm the supports of Sculptures of Activities in the inductive grammar learning and retention.

The Use Sculpture Technique in Teaching English

There are many teaching methods that the teacher can apply for teaching English such as Genre-based learning, Constructivist Learning, Contextual Teaching and Learning, Cooperative Learning, Brain Writing Stimuli etc. In order to help students achieve writing ability successfully, the writer assumes that one of Brain Writing Stimuli called Sculpture is one of the most important things to encourage the development of students' writing. Cooperative Learning methods bring the idea that the students who work together to learn and take responsibility for their group as well as their own is better than individual competition (Slavin, 1995). Sculpture activity as one of formal Brain Writing Stimuli is usually structured, facilitated, and monitored by the educator over time and is used to achieve group goals in reviewing each other writing task. Ole fafeng (322) states that Sculpture technique is an interactive process of reading and commenting on a classmate's writing. We will exchange rough draft with a classmate, read each other's work, and make suggestions for improvement. Use the worksheet for each assignment and answer each question. Write your comments on the worksheet or on your classmate's paper as your instructor directs. Ole fafeng (322) states that advice for sculpture editors: 1). Your job is to help your classmate write clearly. Focus only on content and organization. 2). If you notice grammar or spelling errors, ignore them.

It is not your job to correct your classmate's English. 3). Don't cross out any writing. Underline, draw arrows, circle things, but don't cross out anything. 4). Make your first comment a positive one. Find something good to say. 5). If possible, use a colored pencil or ink. 6). The writer may not always agree with you. Discuss your different opinions, but don't argue, and don't hurt your classmate's feelings.

The Advantages of Sculpture Technique

Sculpture Technique helps students to review both colleagues and teachers as collaborators rather than evaluators. Collaborator means that colleagues or teachers can give helpful comments for students' improvement in their writing rather than giving judgment in the product writing. Sculpture has the advantage of encouraging students to work collaboratively, so it can active learner participation. Furthermore, Moloudi (2011) states that sculpture technique can be used at least for three purposes in ESL context; a) to increase autonomous writing, b) to improve writing proficiency, and c) to complete the cycle of writing process.

The Disadvantages of Sculpture Technique

However, despite the potential benefits of sculpture technique, in its conventional format, concerns remain with the quality of Sculpture

GTM (Grammar Translation Method)

GTM is an approach which emphasized in translating the text into native language. The learners get more exercise on grammar. Douglas (2000: 18) states that GTM is focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercise.

Richard (1996, 1-4) states that "Grammar Translation Method is the approaches of studying a language through detailed analysis its grammar rules, followed by application of this knowledge to the task of translation sentences and texts into and of the native. Having learned a new grammatical role, the learners were expected to practice it through translation exercise from the native language into the foreign language using word list dictionary when necessary."

The Objectives of GTM

The objectives of Grammar Translation Method can be observed from two points of views. They are from the student's point of views and from the teacher's point of views.

First, from the student's point of views, students are expected to be able to read the literature of a foreign language written in the target language. To acquire this performance, students need to learn about the grammar rule and vocabulary of the target language. Studying a foreign language provides students with a good mental exercise, which helps to develop their minds. Second, from the teacher's point of views, students are expected to obey and to do what the teacher says so they can learn what the teacher know because in the learning classroom teacher takes the whole author and control their students.

The Characteristics of GTM

Prator and Cerce-Murcia (1979:3) in Douglas (2000) listed the major characteristics of Grammar Translation: 1) classes are taught in the mother tongue, with little active use of the target language; 2) must vocabulary is taught in the form of lists of isolated words; 3) long, elaborate explanations of the intricacies of grammar are given; 4) Grammar provides the rules for putting words together, and instructions often focuses on the form and inflection of words; 5) Reading of difficult

classical texts is begun early; 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis; 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue; 8) Little or no attention is given to pronunciation.

RESEARCH METHOD

The research is applying quasi experimental research using non-randomized pretest-posttest control group. This is a quasi experimental because the two groups to be the sample of the study are already given as a classroom groups. They are not classified using random technique. Pretest and post test technique is applied. The different achievement between the students' score of the pretest and posttest is considered to be the students' achievement. Control group is also applied. There are two classes as the sample. One class, experimental class is used Scuplture Method, and the other class, control group, is taught using Grammar Translation Method (GTM).

The population of the study is the second year students of English Department of STKIP PGRI Blitar, and the samples are taken from two classes, class A and B. Each class consists of 20 students. One class, Class A, is taught using Scuplture Method, and the other class, class B, is taught using Grammar Translation Method (GTM).

The data about the students' achievement on reading comprehension is collected using pretest and posttest. The results are analyzed using ANCOVA technique.

FINDINGS

After doing all the necessary calculation using SPSS, it is finally found out that Scuplture Method produces significantly better result than Grammar Translation Method (GTM) because the mean score for Scuplture Method is 77.416, which is greater than 72.573 for Grammar Translation Method (GTM).

CONCLUSION AND SUGGESTION

It can be concluded that the teaching writing news items text through Sculpture Method had shown positive significant difference. It can be seen based on the students' post-test scores in learning simple writing News Item text with Sculpture method are higher than the students' post-test scores by using GTM method and it also can be seen as students' responds of the researcher commands, they look enjoyable learn simple writing News item text. Sculpture method helped the student to be creative students with watching and listening video about News Item text. Moreover, after watching and listening video the students' were asked to make a News item text. This technique made students' to be confidence, not only that it also helped the students' to learn more vocabulary with guess the gesture. Then, the students' become more active to enlarge their idea and opinion in writing News item text by Sculpture method.

There are some points that the writer might suggest: 1. The lecturers should use Sculpture method in teaching simple writing especially News item text. So students' can produce better writing. 2. The lecturers should not only use hand books for teaching English but they have to motivate their students to keep learning and writing use a media. It is make the students more interested to studying English. 3. For the other researcher, the writer hopes that this finding study will be used as a starting point of the future studies on similar problem. There are still many other methods of teaching English that could

be studied to find out the effectiveness of the methods or approaches in teaching writing to be applied to the students.

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