

A JOURNAL
STUDENTS' PERCEPTION ON WRITING SKILL
(A SURVEY STUDY AT SECOND GRADE STUDENTS OF SMPN 15 MATARAM IN
ACADEMIC YEAR 2014/2015)



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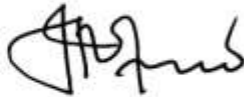
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**STUDENTS' PERCEPTION ON WRITING SKILL
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ABSTRAK

Tesis ini berjudul "Persep Siswa Terhadap Keterampilan Menulis; Studi Survey pada siswa kelas 8 di SMPN 15 Mataram "bertujuan untuk mengetahui persepsi siswa dalam kemampuan menulis apakah baik atau buruk. Skor siswa dianalisis secara kualitatif. Pertama data dikumpulkan dengan cara siswa menjawab kuesioner (close-ended question) yang terdiri dari 20 pertanyaan dibagi menjadi dua bagian, yaitu aspek siswa dan guru. Kemudian siswa juga menjawab 3 jenis pertanyaan terbuka. Kedua, data juga diambil dari wawancara yang terdiri dari tiga pertanyaan yang bertujuan untuk memperkuat respon mereka terhadap kuesioner. Wawancara data terjadi setelah melihat dan mengamati hasil jawaban siswa yang sama, jumlah siswa yang diambil dalam setiap kelas terdiri dari 3 orang sehingga total siswa dalam wawancara adalah 9 orang. Penelitian ini menunjukkan bahwa siswa dengan jumlah persentase 55, 77% memilih "ya", dengan jumlah 5 jawaban (ya) dengan persentase diatas 50%. Itu berarti siswa memiliki persepsi buruk terhadap keterampilan menulis, hal tersebut juga karena jenis pertanyaan dalam aspek siswa bersifat negatif. Dalam aspek guru, siswa dengan total persentase 59,63% juga menjawab "ya" dan sebelas jawaban (ya) yang juga diatas 50%. Jadi dalam aspek guru dapat disimpulkan bahwa siswa memiliki persepsi yang baik tentang keterampilan menulis karena jenis pertanyannya bersifat positif. Secara keseluruhan, dapat disimpulkan bahwa, persepsi buruk terhadap kemampuan menulis disebabkan oleh siswa sendiri, di mana siswa tidak mengikuti pelajaran menulis dengan baik. Sementara persepsi yang baik pada keterampilan menulis muncul karena sebagai guru, ia telah memberikan dan memfasilitasi siswa dengan materi dan media yang sesuai untuk kegiatan menulis

Kata Kunci : *Persepsi Siswa, Menulis, Penelitian Survey*

ABSTRACT

This thesis entitles "Students' Perception on Writing Skill; A Survey Study at second grade students of SMPN 15 Mataram" aims to find out the students' perception in writing skill whether good or bad. Students' scores were analyzed qualitatively. First the data were collected by questionnaire (close-ended question) which consists of 20 questions divided into two parts, namely student and teacher aspects. Then the students also answered 3 types of open-ended questions. Second, the data was also taken from the interview consisting of three questions that aim to strengthen their response to the questionnaire. The data interview was taken place after seeing and observing the results of the students' answers are similar, the number of students who were taken in every class consisted of 3 people so the total students in the interview was 9 people. The finding shows that students with total number of percentage 55, 77% choosing "yes", accounted for 5 answers (yes) was above 50%. That mean students have bad perception on writing skills, because the type of questions in student aspects was negative-questions. In the teacher aspects, the students with the total percentage 59.63% also answered "yes" and the eleventh questions with the answers (yes) are also above 50%. So in teacher aspects can be concluded that the students have a good perception on writing skill because the question was positive-type question. Overall, it can be concluded that, bad perception towards writing skills was caused by the students themselves, where students do not follow the writing lesson well. While a good perception on writing skill appears because as the teacher, she has provided and facilitated students with the material and the media that is appropriate for writing activities.

Key words: *Students Perception, Writing Skill, Survey Study*

A. Introduction

English language has become an international language and has a strong power. It plays important role in establishing social communication or relationship. It is a way for us to conduct the international relation with all nations in the world, if we have good command of English. Besides, English is now taught as a foreign language in most of schools around the world. As an international language, English plays a very important role in today's era as a means of transferring knowledge and technology.

In Indonesia, English language is one of the foreign languages that has been learned by students from all educational levels especially for junior high school students. It is considered as important subject for all school levels. It has been learnt by students as a tool for communication to each others. Meanwhile, to have a good communication in English, there are four skills to be mastered; one of them is writing skill.

Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Hornby in 1973 stated that writing is used to express and explain ideas. Writing as a skill has been thought as more complicated than other skills, because in writing skill learners need to take a whole range of features into

account, such as word choice, spelling, punctuation, grammar, coherence etc.

In writing skill, customarily would appear some of the student's perceptions about writing skill would appear. Perception is an active process that takes important role not only to stimulus to know, but also the relevance to experience, motivation, interpretations and attitudes toward the stimulus (Sadly in 1990). In the other words, to define perception, Romanov (2011) says, "It includes senses, feelings, ideas, thoughts, and theories." Concept is its "final point" and allows you to see differences. Perception is "your ability to understand the difference".

The various kinds of perceptions that arise are influenced by several factors, such as by student personality. According to Purwanto (2000), "factors influencing learning are individual factors which refer to the factors that exist inside the individual itself, such as maturity, intelligence, exercise, motivation, and personality". As the result, those who have the laziest, less creativity will assume that writing is a thing that is boring, while the students who are diligent, creative and always pay attention to the explanation given by the teacher will have better perception in terms of writing.

After facing phenomenon above, it's very important to do survey to the student's perception in writing skill for second grade students in SMPN 15

Mataram. The study focuses on students' perception that is influenced by some factors, those are by students personality and how the teacher attitudes when teaching in the classroom, because the student's behavior can influence their writings. Similarly, the way teachers teach affects students' perception of writing skill.

B. Research Methods

This study is a descriptive study. According to the Sudjana (2007:64) state, that descriptive study is research that seeks to describe a phenomenon, event or events that occur in the present, researcher construct the study based on subject point of view. The instruments used in this study are questionnaire and interview. It can be used as tools to support this study, the questionnaire relate to some questions that were allotted for some students. Meanwhile, the interview was used to support or strengthen the result of questionnaire.

According to Arikunto (2002), population was the entire research object. Population is a whole or total of psychological objects which is limited by certain criteria. In this study, the population was the eighth grade students of SMP Negeri 15 Mataram in academic year 2014/2015. The total number of population was 460 students. They were divided into twelve classes. Those are A,B,C,D,E,F,G,H,I,J,K,L.

Table 1: Distribution of Research Population

Class	Number of Students
A	39
B	40
C	39
D	38
E	39
F	40
G	38
H	37
I	38
J	36
K	39
L	37
TOTAL	460

All classes (class A, B,C,D,E,F,G,H,I,J,K,L) of the population have one characteristic in terms of size, so that ,those classes have the same chance to be chosen as the sample of this study.

Arikunto (2002) states that when we observe a part of population only, the study is called sample study. Furthermore, he states that, if the population is less than 100 it would be better to take all and it is categorized as sample, but if the population is 100 or more it will be taken 10-15% or 20-25% from all. So, in this case, the researcher takes 20% of 460 students (population) to make a representative sample so that the researcher gets 92 students.

Each class was given a questionnaire, and then students were distributed one by one according to a predetermined schedule. The results of the questionnaire answers were observed in detail and then calculated the percentage using the formula. After that 3 students were selected from each class to be

interviewed on the condition that they had a dominant response, or can be said to be almost similar. In other words, there were 9 students who were interviewed, and then the result of interview were observed to draw a conclusion.

1. Questionnaire

The researcher provided the questionnaires for students. It was used by the researcher in this study to survey students' perception of writing skill. Alford (2011:3) states that questionnaire is one of survey instruments related to the respondent completes and typically paper and pencil. The questionnaires consisted of 21 questions that deal with writing perception that students faced in the classroom. Every question had two choices, they were: Ya (Yes) and Tidak (No).

2. Interview

The interview was applied in order to obtain further information about students' perception in writing skill that they faced in the classroom. Interview is one of survey instruments related to interviewer completes based on what respondents say and typically in person or via phone (Alford, 2011:3).

Interview was used as a technique of data collection when the researcher wanted to reinforce the result of questionnaire before and it was used to know the response deeply. This interview

consisted of three questions for the eight grade students of SMPN 15 Mataram.

The following are some steps that the researcher has done in order to survey the students' perception in writing skill of Junior High School students in SMPN 15 Mataram:

1. Identifying the students' answer from the questionnaire.

In this step, the researcher grouped the students' answer into "Ya"(Yes), and "Tidak" (No).

2. Calculating percentage of the data to find the result of students' questionnaire with percentage data. It was analyzed by using the formula below :

$$P = \frac{\Sigma}{N} \times 100$$

Notes:

P= Score Percentage of each indicator

Σ = Number of statement "Ya" (Yes) and Tidak (No)

N = The Total Number of Respondents in Each Indicator

100 = Constant Number

3. Categorizing the answers above 50% and under 50%
4. Explaining the result of the questionnaire and interview
5. Drawing a conclusion

C. Finding and Discussion

➤ Students' Aspect

a) The Answer above 50%

Based on the data obtained from the students' aspect, it can be seen that from seven indicators measured there found five "yes" in which the dominant answers were number 3, 4, 5, 6 and 7a with the total number of percentage above 50%. This means that the students have bad perception toward five "yes" items. As shown by item number 3, **75 (68, 80%)** students chose "yes" and only **34 (31, 19%)** students chose "no". This means that they had difficulty in organizing the idea to form a coherent paragraph. For items number 4, **69 (63, 30%)** students answered "yes" because they assumed that creating a concluding paragraph in the activity of writing is not an easy thing. In other words, they have difficulty in doing so.

Furthermore, it can be seen for item number 5, **75 (68, 80%)** that it is also difficult for the students to decide the proper words in their writings. It means that they lack in vocabulary and only **34 (31, 19%)** students chose "no". In addition, on the item number 6 the writer also found the same total percentage that **75 (68, 80%)** chose "yes" and the rest **34 (31, 19%)** chose "no". In this aspect they had difficulties in determining the tenses used in their writing. For example, if the

students want to write a recount text, in this case they must write it using the past tense pattern. Next, **68 (62, 38%)** students in number 7a chose "yes" because they still often forget the spelling of some words and only **37,61% or 41** students chose "no".

Three answers also came from "no" dominant answer, especially number 1, 7c and 7d with the total number of percentage above 50% too. The number one shows that **53, 21% or 58** students chose "no". It means that they do not have difficulties to decide the appropriate theme for their writing activities and only **51 (46, 78%)** students chose "yes". Furthermore, the students who chose "no" for number 7c with the total number of students was **68** students or **62, 38%** stated that they did not have difficulties to put punctuation on the right side and only **41 (37, 61%)** students chose "yes". The last, for item number 7d as many as **63 (57, 79%)** students chose "no" because they were able to put a capital letter correctly.

b) The answer under 50%

This section interprets about two answers, that is, number 2 and 7b with a total percentage less than 50%. As we can see from number 2, they have assumed that, there is no difficulty in starting on writing of the text with the total number of percentage **50, 45% or 55** students stated it. But the number of students who stated "no" is almost equal to the number of

students who said "yes", that is **54** students or **49.54%** stated that some of them found it difficult to start writing a text.

The last number which had a total percentage less than 50% was number 7b. The writer found that **55 (50, 45%)** students chose "no" which means that they were able to use conjunction in writing activities and only **49,54%** or **54** students stated they are not able to put the exact conjunctions during the process of writing. In other words, the students had a good perception of the two things that have been described above.

➤ Teachers' Aspect

a) The Answer above 50%

From 13 indicators measured on teachers' aspects, the writer got eleven answers that have total percentages above 50%. They are number 8, 9, 10, 11, 12, 13, 14, 16, 18, 19 and 20. It means that they had good perceptions on writing skill based on the teacher attitude in learning process. To prove such a thing, we can see from number 8 which chosen by **79 (72, 47%)** students, they had perception that the teacher often gave pre-question related to the material before the lesson started. Second, come from number 9 and 13 in which **66 (60, 55%)** students said that post-test given by the teacher gave a positive impact on them, which might motivate students to improve their skills in writing. Besides, in number 13 it is said that the teacher often provided to help

students if they had difficulty in learning process. For the questions number 10 and 11, **65, 13%** or **71** students chose "yes" because teachers mastered the writing materials provided to students. In addition, the teacher always gave out the opportunity for them to ask questions about things related to the materials that were not understood by students after the teacher had explained them.

Then, the answer chosen by students for number 12, 14, 16 and 19 they had the same total of percentage with the total number of students is **74 or 67, 88%** answered "yes" and only **32, 11%** answered "no". It shows that in number 12, 14, 16 and 19 the teacher facilitated students with media and always gave a chance for students to deliver their idea related to the writing activities. The teacher not only asked some students who were known to answer the question and also gave a good comment for students who were good in writing too. It means that the teacher had positive impact in lesson. Next, we arrive at the number 18 in which **87 (79.81%)** of students voted "no" and stated that teachers almost never tell interesting and amusing stories as an introduction to start a lesson or as a distraction while writing lesson is taking place, and only **22 students (20,18%)** voted "yes" for the statement. The last answer chosen by students was number 20. Here **58, 71% or 64** students answer "yes" and only **45(41, 28%)** students chose

“no”. It is found that after finishing the teaching, teachers often gave homework to students related to the writing material that had been taught. In other words, after seeing the results, it can be concluded that in this section, the students have a good perception on writing skill because the answer for this question is positive and students' response to it is so good, it can be seen from the number of percentage of students on average above 50%.

b) The Answer under 50%

In this part, we will interpret the data from numbers 15 and 17, both of which have an average percentage below 50%. As show for item number 15, there are fifty- fifty % or 52 students chose “no” and “yes”, so it can be said that, 52 students said that the teacher be fair in giving scores for them, but 52 students stated instead that their teacher was often unfair in providing it. Move to number 17, there are **53(50, 96%)** students chose “yes” and **51(49, 03%)** students chose “no”. In this case, they are assumed that if there is an error in delivery of content-related writing, the teacher will openly admit it and apologize to them.

➤ Discussion

The results of the data shows that the presentation above 50% is dominated by "yes" answer as many as 5 options, and only 2 options answered "no" with the total percentage below

50%. It means, students have a bad perception of the writing skills, because the statement was negative. It is the same as the teachers' aspect, where the answers above 50% are dominated by students with "yes" answers. In contrary, it is shown that students have a good perception on writing skills because their statements were positive. In this case the problem that arises in the writing lesson is caused by the students themselves, they have not mastered the techniques in writing. They did not follow the writing lessons seriously, they did not pay attention to the teacher's explanations, and more often played in the classroom rather than following the writing activities. While from the aspect of teachers, we can see that the teacher has given everything students' needs. Teachers provided students with good and right writing materials, and showed a good attitude in front of class.

a. Finding from Interview

- 1) Students' responses on whether they like English writing or not are :

Some of them like writing because they said writing is fun; writing is an easy subject, writing is their hobbies and by writing they can express their feeling explicitly or clearly. In addition, they hope that they can write something better based on what they have learnt in the classroom. They also hope that they can improve their ideas, organize paragraphs,

increase their vocabulary and have good spelling, punctuation and conjunction. Some reasons that make students not like English writing are: they are lazy to memorize vocabularies, the teacher often made strained atmosphere in the classroom so they felt afraid to ask something which made them confused. Besides, both teacher and students are lack of effort to learn it because the students felt that writing was difficult to be understood from the beginning they learnt until now.

- 2) The students learn English writing because many of them wanted to be good writers to continue their study to the university to enter English department, to join the competitions like a short story, to teach other people, to be a good English teacher so that writing needs to be mastered, to be book translator and to get a good job in office.
- 3) According to the students, they stated that in teaching and learning process, teacher should be able to create joyful and fun learning atmosphere with interesting funny story and educative games. In this case, the students stated that the teacher failed to do so, and based on students' perception obtained through interview, the teacher was good in the material mastery, but there were a number of problems above that students stated above were still poor. In relation to the use of media, students stated that teachers still less and rarely

use the teaching media, it can influence the students' perception on writing skill because the using of media is very useful and functioning in writing skill. Students need an English teacher who can use creative and innovative media to increase their motivation in learning. According to the students, the English teacher was unable to create innovative media which can motivate them

D. Conclusion and Suggestion

First, the total response from students' aspects who chose "yes" is about 55, 77% and only 44.21% students' answered "no" for it and absolutely the dominant answer is "yes". It means that students have a bad perception on writing skill because the types of questions from students or internal aspects are negative questions. Generally, it can be said that they are difficult to use appropriate tenses in writing, they are lack in vocabulary and they have difficulty in determining the ideas. Second, the dominant answers that appeared from the teacher aspects is that about **59, 63%** students chose "yes" and only **40, 36%** students chose "no" for the questions above. Because the characteristic of the teacher aspects is positive, it means that students have a good perception in terms of external aspects that were shown by the teacher's attitude in learning process.

Based on the result of this study above, the writer offers the following number of suggestion:

1. The students should study hard and develop their writing ability in anyway and anywhere. It is meant to increase or check their ability and understanding to what they have learnt in the classroom
2. The students should spend their time seriously while the teacher is giving explanation or exercise about writing. They should pay attention to what is described by the teacher and take note of what is written by the teacher on the board, so that they can understand the lesson well.
3. English teacher should give the students more opportunity to express their ideas. Moreover, they have to be more selective in choosing the materials to be taught and use different kinds of techniques in teaching. So, the students will consider that English is not a difficult subject at all.
4. The study discussed student' perception on writing skill at the second grade students. It is suggested for the next researcher to investigate students more specific about that. It is needed to conduct further research about students' perception on writing skill at junior or senior high school in Mataram.

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