

THE MULTIPLE TECHNIQUES CORRELATED WITH STUDENTS' ENGLISH WRITING OUTCOME AND THEIR LEARNING PERCEPTION

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Abstract

Some studies have discussed about the specific technique in teaching English, especially in writing skill. The results indicated that the conducted technique had some influences or even correlations with students' writing outcome. However, the studies just focused on examining one or two techniques. In this study, the author aimed to assemble some techniques she has applied in English writing class to be correlated with the students' outcome and learning perception. The research questions are ; 1. What was the students' English writing outcome taught by multiple techniques?, 3. How did the students' perception about the multiple techniques?, 4. Are there any correlation of those techniques and the students' writing outcome and learning perception?. There were about 25 students of class twelve Ibnu Shina at Senior High School MA Ma'arif 06 Pasir Sakti as subjects in the study. Upon this study, it can be concluded that the multiple techniques which have been applied in the classroom are correlated with the students' writing outcome and their learning perception. English teachers are suggested to apply more than two techniques for particular skill and need in order to reach the maximum achievement of learning a foreign language.

Keywords : Multiple Techniques, English Writing Outcome, Learning Perception

INTRODUCTION

A technique is a tool used by the teacher to elaborate the materials for the students. The use of techniques in teaching and learning is supposed to be the most essential part for getting students' comprehension in particular subject. However, some techniques are commonly assembled to reach the need of students in the class, this is called multiple or eclectic techniques. Sadtono (1978) suggested in order the portion of manipulative and communicative in teaching language is arranged gradually as the level of teaching and learning followed by students. Further, a particular or multiple techniques make the teacher feels easier transferring the knowledge for his/her students because some procedures offered inside the techniques. Reed (2003) said that becoming an effective teacher requires development of three general skills: 1) knowledge of what is to be taught, 2) an understanding of how people learn what is to be taught, and 3) the ability to convey knowledge and skill from the teacher

to the students. It is proved that a technique is very helpful for the teachers to solve the difficulties found in teaching a subject that regarded harder by the students.

English which becomes a foreign language in Indonesia, is perceived to be one of hard subject in the class. Regarding on that, in teaching English, the teachers are demanded to convey the material easily and understandable. One of skills in English, writing, is to be the concern of teaching and learning especially in Indonesia which goes to be a foreign language. Writing makes the learners scared and difficult to learn. This claim is in line with Nepomuceno (2011), who stated that,

“Among the four macro-skills of language, writing appears to be the most difficult. It is unlikely for learners to be enthusiastic and exciting to do writing tasks, which is usually “a desk” activity, as compared to speaking tasks which are normally asked to move around classroom. The fact that writing outputs are documented or recorded makes students think twice (or more) whenever asked to write.” (p.94)

To respond that bad perspective of learning writing, there are many techniques appear to cover the difficulty of teaching and learning writing. On another hand, there are other previous studies discussed about techniques in teaching writing which related to this study. As conducted by Nur Cahyo (2013) about Mind Mapping technique to improve students' writing skill. He claimed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities. All students could understand and respond to the researcher' instructions and explanations. The activities in the JCOT stage for using the mind mapping as a pre-writing planning strategy were successful to help the students generate or organize their ideas. They could also use the appropriate words they learnt to make the mind mapping. The activities in the ICOT stage to write the narrative text were effective through the mind mapping. The students could developing and generate their ideas using the mind mapping and they could produce the narrative text with the correct generic structure.

Another study was from Ismail (2010), Exploring students' perceptions about ESL writing that aimed at investigating students' perceptions about an academic writing course and writing in general. The general design of the study was quantitative and qualitative in nature as a questionnaire and a focus-group interview were implemented for data collection. The overall results demonstrated the students' positive views towards the Academic Writing

Course (AWC) in particular and ESL writing in general. The major findings demonstrated students' awareness of their needs and ESL writing requirements.

The last study was conducted by Setiyawati (2015) about The Students' Writing Ability and Their Learning Attitude Taught by DLC Technique. The research method was Classroom Action Research (CAR). The criteria of success was that the average score of the students was equal to 65 of 100 scales and 80 % of the students passed the minimum score. The result showed that the students' score in pre-liminary was 58.21 and in cycle-1 was 63.38. It means that there was an increase of 5.17 point. The average score in cycle-2 was 74.68 which mean that there was an increase of 11, 3 point. Only 32 % of students reached 65 of the score in pre-liminary, only 36 % of them reached the goal in cycle-I and 100 % of the students reached the goal in Cycle2. The students' attitude was improved marked with the increasing number of students who liked the DLC model of teaching. The researcher used the following data analysis technique; coding the students, rating their works with two raters, and t-test, descriptive statistics of learning attitude and calibration. Upon this research it can be concluded that the students' ability in writing descriptive text is improved and their mastery learning exceeds the target of 80% in which 100 % of students reached 65 score or more.

This study also involved the techniques of teaching writing which is different from the previous study in term of research design, analysis, and procedure. The researcher who is also a teacher tried to combine two techniques (Draw Label Caption and Mind Mapping technique) in one teaching and learning. Her record of teaching and learning was dropped into this recent study. This study is aimed at knowing whether there is a correlation between the multiple techniques used by the teacher towards students' writing outcome and learning perception.

The problem of the research was assumption of the real condition and questions around English class. There are some problems relate to students' writing outcome, students' learning perception, and the multiple techniques used by the teacher.

Firstly, the particular technique which was commonly used by the teacher sometime do not solve the students' writing problems. The students who have different level of difficulties also could not adapt with the technique which was being applied by the teacher. Therefore, the teacher tried to find multiple techniques to cover those level of difficulties. Secondly, all students who could or not follow the procedure of learning were known with

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their score of writing. The final score identified that the techniques which being used were well applied or not. Thirdly, the students' perspectives also contribute to the achievement in teaching and learning. Those three basic facts formulated to the following problems ; After the teacher applied the multiple techniques, some students got good score in writing but had bad learning perception. While, some students who got bad score in writing, had good learning perception. Hence, some students who got good score in writing, had good learning perception as well. Then, some other students got bad score in writing, also had bad learning perception.

After reviewing literatures and observing what exactly happened in the class, the following research questions were addressed based on problem background :

1. What was the students' English learning outcome taught by multiple techniques?
2. How did the students' perception about the multiple techniques?
3. Are there any correlation of those techniques and the students' learning outcome and learning perception?

These would be answered after the data analysis was done.

METHODOLOGY

The research design of this study is descriptive qualitative research which is a kind of expose facto research. The participants of this study were about 25 students of class twelve Ibnu Shina at Senior High School MA Ma'arif 06 Pasir Sakti academic year 2016/2017. They were taken with random sampling technique from total of population 87 students in two another classes. The steps of random sampling technique are : (1). The whole students of eight grade, (2) Write the classes in peace of paper, (3) The paper wrapped and then put into a jar, (4). Then, there is a little slit on the jar's mouth to let one peace wrapped out, (5) The paper which come out firstly is as the sample of this research.

There were basically two kind of instruments to collect the data in this study, they were test and questionnaire. Kusnaldi (2008:90) stated that test is a series of questions or statements used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or group. The test was conducted to know how was the score of students' writing

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and the questionnaire was given to know how was the students' perception about multiple techniques taught by the teacher. Both instruments was measured based on content and construct validity. The content validity was in line with the syllabus on curriculum and material development. And the construct validity was based on the theories which were determined as the indicators to develop the questions or statements in the questionnaire. While, to analyze the data in the research, the author used Pearson Correlation Product Moment.

RESULTS AND DISCUSSION

To answer research question 1 and 2 about the students' writing outcome and the students' learning perception taught by multiple techniques, the author have identified from the result of test and questionnaire. Both was depicted with these following explanations.

The Result of Students' Writing Outcome

The students' writing outcome showed the positive result from pretest to posttest. Their writing scores were analyzed by the teacher using descriptive statistics.

Table 1. Result of Students' Writing Outcome

| <i>Result of Pretest</i> | | <i>Result of Posttest</i> | |
|--------------------------|-------------|---------------------------|-------------|
| Mean | 73,33333333 | Mean | 83,2 |
| Standard Error | 0,93573707 | Standard Error | 0,7 |
| Median | 70 | Median | 85 |
| Mode | 70 | Mode | 85 |
| Standard Deviation | 4,584156711 | Standard Deviation | 3,5 |
| Sample Variance | 21,01449275 | Sample Variance | 12,25 |
| Kurtosis | 0,169950739 | Kurtosis | 0,857185659 |
| Skewness | 1,12148562 | Skewness | -0,94181772 |
| Range | 15 | Range | 15 |
| Minimum | 70 | Minimum | 75 |
| Maximum | 85 | Maximum | 90 |
| Sum | 1760 | Sum | 2080 |
| Count | 24 | Count | 25 |
| Largest(1) | 85 | Largest(1) | 90 |
| Smallest(1) | 70 | Smallest(1) | 75 |
| Confidence Level(95,0%) | 1,935719612 | Confidence Level(95,0%) | 1,444728993 |

It is quite clear that the result of descriptive analysis has informed the readers of the following facts. The mean of the pretest was 73 and posttest was 83. It meant that there was significant increase from previous test. Further, the interpretation of standard deviation in pretest which was 4,5 indicated that the gap between the lowest score and the highest one were large. It showed decreasingly in posttest, where the standard deviation was 3,5 that meant the teaching have effected the previous gap in pretest.

The Result of Students' Learning Perception

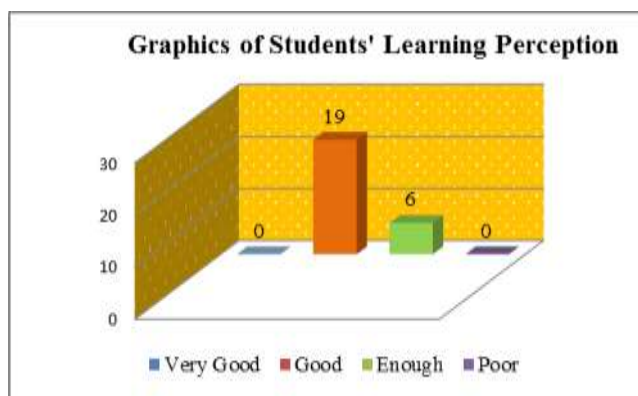


Figure 1. Result of Students' Learning Perception

From the results above, it could be known that the multiple techniques had affected the students' learning perception. It proved with the results on the graphics, from the total of 25 students there was no student said that multiple techniques was the best technique in their classroom. However, there were about 19 students assumed that their teaching and learning was very helpful with multiple techniques. Further, there were 6 students claimed that the multiple techniques had enough power on their learning. At last, there was no student who had not been effected with the multiple techniques.

Result of Multiple Techniques Correlated with The Students' Learning Outcome and Learning Perception

To answer research question 3, the author analyzed the data using Pearson formulated with SPSS 16 as these following explanation.

Figure 2. Result of Correlation of Writing Outcome and Learning Perception

Correlations

| | | Writing Outcome | Learning Perception |
|--------------------|---------------------|-----------------|---------------------|
| WritingOutcome | Pearson Correlation | 1 | .968** |
| | Sig. (2-tailed) | | .000 |
| | N | 25 | 25 |
| LearningPerception | Pearson Correlation | .968** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 25 | 25 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the figure above, it depicted that the Pearson Correlation was 0.968. It meant that there was a significant correlation between writing outcome and learning perception. That tight correlation was showed with the category of correlation close to +1. The sign of positive described that the correlation between writing outcome and learning perception had a straight correlation. It meant that the more writing outcome of a student, the more learning perception of her/him. Thus, it could be concluded that the correlation of writing outcome and learning perception was tight, significant, and directed.

Discussion

In this section, the author tried to compare the findings of this study with the findings of previous studies. The comparison contains the writing outcome of students related to some techniques given in class.

The result of this study showed that the students’ writing outcome was improved significantly from mean in pretest 73 become 83 in posttest. Further, the students’ learning perception toward multiple techniques was also positive. It was proved with the average responses of students they have filled in questionnaire. This study also showed the correlation between multiple techniques and students’ writing outcome and learning perception. It resulted that they have correlation each other.

Those were also happened on three previous studies. First, Nur Cahyo (2013) resulted that He claimed that the use of the mind mapping was effective to improve the students’

writing skill. The students could develop and generate their ideas using the mind mapping and they could produce the narrative text with the correct generic structure.

The second, in Ismail (2010), results that certain issues regarding teaching and learning writing in English as a second language. Teachers and educators in similar situations may utilize those results to enhance the teaching and learning of L2 writing. First language influence should be taken into consideration during writing classes as the use of L1 may enhance better writing performance in L2. Students also bring with them to the writing class the whole culture of their education including the cultural patterns of L1 writing which may influence writing in L2.

The last, Setiyawati (2015) resulted that the students' score in pre-liminary was 58.21 and in cycle-1 was 63.38. It means that there was an increase of 5.17 point. The average score in cycle-2 was 74.68 which mean that there was an increase of 11, 3 point. Only 32 % of students reached 65 of the score in pre-liminary, only 36 % of them reached the goal in cycle-I and 100 % of the students reached the goal in Cycle2. The students' attitude was improved marked with the increasing number of students who liked the DLC model of teaching.

Based on the comparison of the findings in present and previous studies, it could be indicated that some techniques of writing which were combined by the teacher could increase the students' writing outcome. Other findings were the students' learning perception towards multiple techniques was also positive and they were correlated each other.

CONCLUSIONS AND SUGGESTION

From the findings showed in the research, it can be concluded that the students' writing outcome and their learning perception had positive affects from the implementation of multiple techniques. Further, there was a correlation between multiple techniques and students' writing outcome and their learning perception. English teachers are strongly encouraged to be more creative in combining or modifying the techniques in teaching and learning based on their students' needs. However, not all techniques need to be covered because they already had good procedure of teaching. It depends on how the teacher wants to direct her/his class as far as it is effective for the students.

BIO-PROFILE

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Appendix 1
RUBRIC SCORING FOR WRITING TEST

| No. | Criteria of Writing | Description of Scoring | Total Score |
|-----|---------------------|--|-------------|
| 1. | Content | 20 : all the developing sentence support the main idea 15 : there are some developing sentence support the main idea 10 : two of developing sentence support the main idea 0 : there is no developing sentence support the main idea | |
| 2. | Grammar | 20 : all the sentence are written. In the right form of tenses 15 : there are some sentence are written in the right form of tenses 10 : one of the sentence is written in the right form of tenses 0 : there is no sentence in the right form of tenses at all | |
| 3. | Form | 20 : there are at least two right uses of transitional word and all the supporting sentence are written in chronological order 15 : there is at least one right use of transitional word and all the supporting sentence are written in chronological order 10 : one of the supporting sentence in written in chronological order 0 : there is no supporting sentence in written in chronological order | |
| 4. | Vocabulary | 20 : all of vocabularies are written in English and used in correct manner 15 : some vocabularies are written in Indonesian 10 : a quarter of vocabularies are written in Indonesian 0 : a half vocabulary are written in Indonesian no attempt to write | |
| 5. | Mechanic | 20 : all the sentence are using correct punctuation and spelling 15 : some of all sentence are using correct punctuation and spelling 10 : a half of all sentence are using correct punctuation and spelling 0 : a quarter of all sentence are using correct punctuation and spelling | |

Appendix 2

Table of Aspects and Question Distributions of Questionnaire

| No | Aspect | Indicator | Representation | |
|----|--|--|----------------|-----------------|
| | | | Positive | Negative |
| 1 | The perception of the objective and content of English | <input type="checkbox"/> Believing in how important the objective and content of English study | 9, 17, 21, 24. | 1, 2, 27. |
| | | <input type="checkbox"/> The eagerness of learning and applying the material of English | 29, 22. | 10, 19. |
| 2 | The perception of the techniques in learning English | <input type="checkbox"/> The seriousness of learning English . | 13, 14, 25. | 26, 15, 20, 28. |
| | | <input type="checkbox"/> The interest of reading and writing or learning the English books . | 23 | 16 |
| 3 | The perception of the English teacher | <input type="checkbox"/> The instructional techniques of English teacher . | 3, 7, 8. | 4, 11. |
| | | <input type="checkbox"/> The interaction between teacher and students . | 5, 6. | |
| 4 | The perception of sharpening English | <input type="checkbox"/> The effort of sharpening English | 30 | 18 |

The Questionnaire of Learning Attitude

Directions!

1. Put a thick in the box if you think it represents your agreement;
2. Consider your own understanding and need based on what you feel when joining English class;
3. Your choice indicates your own feeling; accordingly consulting matters with your friends is prohibited;

Scoring Meaning
 SA : Strongly Agree
 A : Agree
 DA : Disagree
 SDA : Strongly Disagree

| No | Detail of Statement | Level of Agreement | | | |
|----|---|--------------------|---|----|-----|
| | | SA | A | DA | SDA |
| 1 | The material of English ; particularly in Writing is supposed to be the hardest one for me | | | | |
| 2 | If I do not understand English particularly in Writing, I will not try to learn because I do not know the objective of learning English | | | | |
| 3 | I feel more active following English class, because my teacher tells me the objective of English | | | | |
| 4 | My English teacher uses some techniques in explaining the material accordingly it feels so boring | | | | |
| 5 | My English teacher is ready to reexplain the material whether I am unclear yet. | | | | |
| 6 | My English teacher gives the questioning chances to the students | | | | |
| 7 | My English teacher answers clearly about the students' questions | | | | |
| 8 | My English teacher often gives pre-test to the students | | | | |
| 9 | I think the teacher's tasks are easy to do | | | | |
| 10 | I dislike English because it gives me many homeworks | | | | |
| 11 | During explaining English, the examples given by teacher is comprehensible | | | | |
| 12 | I am happy to retell the English material to my friends | | | | |
| 13 | I can do the English test well though it is so | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | hard | | | | |
| 14 | I am worried about the English writing test result | | | | |
| 15 | I am nervous before coming English class | | | | |
| 16 | No creative one in English class, because it just concerns on speaking and writing | | | | |
| 17 | I can attain my dream easily because of English | | | | |
| 18 | I have no one to hear my complaint of English material | | | | |
| 19 | I am not able to follow English material particularly in Writing | | | | |
| 20 | The mistaken feeling makes me scared to write in front of the class | | | | |
| 21 | Without English, other knowledge will not develop | | | | |
| 22 | I always do English homework given by teacher | | | | |
| 23 | I am interested to writing and learning all things relate to English | | | | |
| 24 | Learning English able to enlarge my inspiration | | | | |
| 25 | I am more worried about getting English writing test than other tests | | | | |
| 26 | I feel tense during learning English | | | | |
| 27 | I am so confused in writing and doing English test | | | | |
| 28 | I am not concentrated on learning English | | | | |
| 29 | Learning English able to appear the new ideas | | | | |
| 30 | It is easy to write descriptive tests because of many pictures and map of words | | | | |

Appendix 3

Steps of Instructing Multiple Techniques

The multiple techniques used by the teacher are the eclectism of Draw Label Caption technique and Mind Mapping technique in teaching writing of descriptive text. Both techniques are combined as the following steps :

1. Generate ideas – decide what to write about.
2. Questions to guide writing
3. Brainstorming/Concept mapping/Graphic organizers
4. Draw – make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
5. Label – create a one or two word text label for each item in your drawing. Label everything the students can think of, even different parts of things.
6. Draft – put the ideas down on paper without concern for being correct.
7. Composing
 - Ideas
 - Words
 - Language patterns
8. Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.
9. Revise – explain and expand the content, confirm logical sequence of sentences.
10. Edit – make final changes and corrections, make notes to review in future lessons, the type and amount of editing will depend on the purpose and audience of text, focus on one thing at a time (reinforce that writing does not have to be perfect!).
11. Scribing
 - Spelling
 - Punctuation
 - Grammar
12. Publish – share the writing with others.