

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language becomes an important aspect in human life. It is how people communicate and interact with others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written.

English is an international language, which is used to communicate by many people in different countries. Many scientists define the meaning of language differently but generally it is stated that language as a mean of communication. It is also learned to informal course to pass the examination as necessary part for career progression while working for an organization or business with an international concept.

Teaching writing is focus on something such as language practice in expressing our feelings and may help the students to express their thought on paper. Writing encourages the students to focus on accurate language use because they think as they writing, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004:31). Writing also the most difficult language skill to be learned because writing needs hard thinking to procedure idea, think and words. The purpose of teaching English is to develop students' skill in writing English effectively. In teaching writing, the elements of language such as grammatical are needed in writing skill, especially in procedure text. Procedure text is one of the texts that should be learned by students.

Procedure text is a text that is designed to describe how something that is accomplished and achieved through a sequence of actions or steps. Basically, Procedure text is the text which

tell about the process in making or do something (commonly In making foods, drink, etc). Procedure text is a text containing four components namely, goal, method, and re-orientation by which a writer describes how something is accomplish through a sequence of actions or step. It also helpful student to learn writing procedure text.

Based on the writer's experience When Taking Teaching Practice Program (PPL/Praktek Pengenalan Lapangan) In SMK Negeri 1 Medan, the writer found that most of students get low or not understood in writing procedure text. It seem from their assignment's result was not satisfy. The writer found the problem in student's writing procedure text. The first one is many student were not able to formulate ideas from their mind into writing procedure text. Then, they can't write the purpose into target language well. The next causes this is due lack of vocabulary, and were afraid to make some mistakes in grammar, and lack of insight and knowledge about the topic. The next causing teacher did not use the media or the other method even strategy to make student more understand about the topic.

There are some media or method in teaching writing to solve the student's problems. Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques. Based on explanation above, the writer interested in applying Shared Writing Strategy in the classroom according to Weigle (2002:116).

No	Students' initial name	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	ITN	10	10	5	10	15	50
2	ERK	15	10	10	10	10	55
3	ELT	20	10	15	5	10	60

	4	FTA	10	5	5	10	10	40
	5	RDA	15	10	10	10	10	65
	6	ALJ	10	10	15	15	10	60
ccor	7	DNA	10	10	10	5	20	55
din	8	TNA	15	15	10	15	10	65
g to	9	ICH	15	20	15	10	10	70
Rou	10	CTR	20	15	15	10	20	80
tma	11	GST	15	5	10	5	10	45
n	12	RTH	10	10	15	10	10	55
(20	13	VTA	10	15	10	15	15	65
05:	14	ALA	20	15	5	10	15	55
142	15	NVL	15	20	15	10	15	75
)	16	SBN	20	10	10	5	10	55
Reg	17	SRN	15	20	10	15	20	80
ardl	18	PTI	10	15	5	15	20	55
	19	ZNA	20	15	15	15	20	85
	20	ELN	10	10	5	5	10	40
		TOTAL						1.210

ess of the grade or content area we are teaching, using shared writing strategy is one of the most effective and efficient ways to ensure literacy success for all students. In shared writing, the teacher “holds the pen” and does the actual transcription while leading, guiding, accepting, and shaping students’ language and thinking. Shared writing makes it possible to raise expectations, show what’s possible, and provide opportunities for all students to contribute their thoughts and ideas, without fear of failure. Furthermore, an implication of the study showed that the strategy applied is influenced the students in which those who have taught through shared writing strategy are having better writing skill.

Based on the explanation above, the writer is very interested in carrying out a research entitled :“The Effect of using Shared Writing Strategy on Writing Procedure Text of Eighth Grade Students’ at SMP Negeri 1 Sitiotio “.

1.2 The Problem of the Study

Related on the background above, the study was intended to answer the following research question: Does shared writing strategy effect on writing procedure text of Eighth Grade students at SMP NEGERI 1 Sitiotio?

1.3 The Objective of the Study

In order to answer the question above, the objective of the study is to found out whether shared writing strategy effects on writing procedure text of Eighth grade students at SMP NEGERI 1 SITIOTIO.

1.4 The Scope and Limitation

There are many techniques which can be use in the teaching writing. From this case, the writer focuses on using shared writing strategy in teaching writing, especially in teaching procedure text. There are three part in procedure text, they are : social function, generic structure and lexico grammatical features. Generic structure of procedure text are goal that tell about purpose of making of something, material which consist of ingredients that are used in making something and steps which consist of detail about job or process to be done. The writer focus on the generic structure from procedure text to find out whether using of Shared Writing Strategy effect on writing procedure text.

The subjects of the study consist of two classes of eighth grade students at SMP Negeri 1 Silitio, and they were divided into two groups: the experimental group and the control group.

1.5 The Significances of the Study

1.5.1 Theoretically: this study is expected to enhance empirical support to the existing theories, literature, and scientific research findings of shared writing strategy in teaching writing especially on procedure text.

1.5.2 Practically: The findings may be useful for the following practice.

- a. For the writer : who are interested with the same topic can used as a reference.
- b. For the Students of English Department : to enrich their knowledge about shared writing strategy on procedure text.
- c. For the English teachers: this research can be used by the English teachers as a reference to teach their students about shared writing strategy on procedure text.

1.6 The Hypothesis

Ha: There is a significant effect of Shared Writing Strategy on writing procedure text of students achievement at SMP Negeri 1 Silitio.

Ho: There is no significant effect of Shared Writing Strategy on writing procedure text of students achievement at SMP Negeri 1 Silitio.

CHAPTER II

REVIEW OF LITERATURE

2. Theoretical Framework

Related literature and explanation of the related materials is the presents a review of the chapter. The writer presents the discussion in some theories related to study in order to strength of the study.

In doing a research it is very important to clarify all terms that related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In this case, the writer is going to elaborate the terms, which are important for the purpose of this study.

2.1 Language

Language is a tool for communication in the world. It is important for social life. According to Kamarudin (2016:13) Language is used for many purposes, it can be for expressing feelings, asking questions, protesting, criticizing, making request, promising, thanking, insulting, apologizing, and say hello and goodbye. In other word people usually use language in their daily life for communicating with the others in order to inform, to express their ideas, and to build up their social relationship. In order to communicate successfully, human beings are supposed to obey to a certain mode of interaction.

In general language is a means of communication. A language what the members of a particular society speak. It cannot be separated from our life as human being who need language as a means of communication when interact with the others. The writer can conclude that language and communicate are two terminologies that cannot be separated from one another. When the term language appears, the term communication appears as well. This case can be analogous with human beings and air that always take a breath anytime.

Not only as a means of communication, language is also as a device to show oneself-identify. Via a language people can express their point of view/ understanding toward certain things, origin of one's nation, one's education even one's nature.

By using language, human beings can narrate and share their experience to others and tell some events in the pass and can study the important things from those events to be better in future by using language. Human produces language which uses to talk their experience everyday.

Barber Beal (2009:1) says that a human language is signalling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without witting, but we know of no human community which has a written language without a spoken or signed one.

Based on the explanation above, the writer concludes that language is a tool of human communication to express our personal reaction to the situation, and to simulate a response in someone else.

2.2 Writing

Writing is one of language skill which are important to have. Writing is one of language skill used by people to convey their messages. It also to express idea, feelings, thoughts, etc. writing is process of outing their ideas or thoughts in writing form. In writing, a writer needs the words and organizational structures that make the words convey the writers' idea or messages

through development and coherence. In writing, some ideas are formed in sentences which are arranged in a good way and related to each so that the information can be received.

According to Harmer (2004:3) “writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities”. It gives student time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books and other reference material to help them in writing.

The process of refers to the act of gathering ideas and working them until they are represented in manner that is comprehensible to read. According to Susanto (2007:1) defines that writing as process of expressing ideas or thoughts in words should be done at leisure. How can we do something that we do not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Writing can be said as a process of an activity. The process writing means that putting thoughts and ideas in words. According to Harmer (2004:12) “writing process is a way of looking at what the people do when people compos written text.”

They are summarize that writing is a whole activity of the learners for formulating and organizing some ideas in right words from the learner to deliver and communicate what is the aims or purposes to the reader and present the ideas on a piece of paper.

2.2.1 The Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, research and the process of writing should be known.

According to Harmer (2004:4), the process of writing has four main elements. They are:

1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience of writer think of audience that writes for, since this will influence not only the shape of the writing, but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include. They plan what they are going to write in the first draft. The students are writing for and content structure to sequences the facts, ideas or arguments.

2. Drafting

Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and

the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

2.2.2 Teaching Writing

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing. Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Teachers also give a freedom to the students to express ideas. According to Harmer (2004:11) “teaching writing is students’ attention was directed to the “what” rather than “how” of text construction.” According to Siahaan (2008:213) “the teachers in teaching writing are suggested to seek information about teaching strategies in order to improve students’ knowledge about the existing teaching strategy and develop the ability to select and apply the suitable strategy for students’ classroom activities.” The writer concludes that teaching writing includes the how the strategy that used by the teacher to teach the materials to the students.

In the previous discussion, it is stated that process takes an utmost point in developing students’ writing skill. Writing cannot be done perfectly without having mistakes through the process. Famous writers should also pass a writing process before they are able to publish their work. Making drafts, writing the content, revising the content and finalizing the result of writing surely take long time. Second language writing then should be taught continually with patience in a long period. There is no exact time whether the teaching writing would stop after few years or it must be continued in the next few years. Regarded as a process, teaching writing requires lots exercises and practices to get a result. The students who learn to write need time to adjust themselves to get into the writing. On the other hand, a teacher who is responsible to the teaching learning process has to be able to give a chance to the students to develop their writing skill.

Before writing, students learn a lot through the process of reading and listening. The complexity level of writing in second language is totally different from writing in the first language. According to Silva in Hyland (2003), writing in second language tends to be tenser, more difficult, and less effective than writing in the first language. Every student has a different proficiency level in requiring a second language whereas students' proficiency will affect the process of writing.

The better second language proficiency they have, the better writing performance would be resulted.

As a consequence, teacher as the central part in teaching learning process must develop a set of steps to assist students in second language writing. Teacher, therefore, has to facilitate the students through a variety of interactions in writing and writing instruction as well.

2.2.3 Types of Genre

There are many genre in writing. Genre is most popularly known as a category of literature, music, or other forms of art or entertainment, whether written or spoken, audio or visual, based on some set of stylistic criteria, yet genres can be aesthetic, rhetorical, communicative, or functional.

According Knapp and Watkins (2005:22) "genre as a textual category is theorized as an abstraction or classification of real-life, everyday texts (registers)." According to Hyland (2009:15) "genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations." The function of text type is as the frame of reference so that the text can be made effectively by choosing and arranging text elements.

In genre, the text type will be explained in rhetorical structure and communicative purpose of each the text type. The using of language also will be explained into sentence patterns. It would make a difference between one text type and the others. According to Pardiyono (2007:14), there are two components of genre in text type. First, text elements are rhetorically structured. And the second, the information or meanings is realized in the appropriate grammatical patterns. The writer concludes that genre is a form of the texts which has a full meaning.

According to Gerot and Wignell (1994:190), texts are divided into thirteen types of genre, there are:

1. Report

Report text is to describe the way things in around environment are described and report genre usually tells the natural and not natural social phenomena. Social function of report text is to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structure of report text is are general classification and description.

2. News Item

News item is a text that is used to inform the daily and real factual happenings in human life and Social function of news item is to inform the readers, listeners or viewers about events of the day which are considered newsworthy or importance.

3. Analytical exposition

Analytical exposition is a part of exposition in general. This genre will often involve the writer comparing opposite points of view and concluding with an arguments and conclusive

argument. Social function of analytical exposition is to persuade the reader or listener that something in the case and the purpose of analytical exposition is to persuade the reader and listener that there is something had certainly need to get attention from reader and listener.

4. Anecdote

Anecdote is a text that used to share amusing incident with others. Anecdote can include an extensive range of story and tales. Social function of anecdote is to share with others an account of unusual or amusing incident.

5. Recount

Recount is retelling of an event or an experience in the past. Recount text is usually factual and imaginative. The purpose of recount is to inform or entertain about the past activity to the listener or reader. The generic structures of recount are orientation, events, and reorientation. Social function of recount is to retells events for the purpose of informing and entertaining.

6. Narrative

Narrative is a text that used to entertain and amuse in different way. There are many types of Narrative. They can be factual, imaginary or both. Social function of Narrative is to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7. Procedure

Procedure text is a text that is designed to describe how something of actions and steps. Procedure tells that users how to do something. Procedure text is the text which tells about the process in making or doing something. Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

8. Descriptive

Descriptive is a text that used to describe the object or person or idea so that reader and listener can see the object or person, or idea by his/her eyes physically. Social function of descriptive is to describe a particular person, place or thing. Descriptive genre can also be defined the way how things, smell, taste and sound.

9. Hortatory exposition

Exposition is used to present to present a logical argument from point of the view. Social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

10. Explanation

Explanation is often found in science, geography, and history text book. Genre of explanation is a explaining a process formation and also explanation genre is to explain the process involved in the formation or work. Social function of explanation is to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different of view. The kind of text commonly found in philosophical historic and social text. Social function of discussion is to present (at least) two points of view about an issue.

12. Review

Review is a text which provides the viewer to criticize, evaluate a book in particular Social function of review is to critique an art work or event for a public audience.

13. Spoof

Spoof is text which tells factual story that happened in the past time with unpredictable and funny ending. Spoof has generic structure as any others text, those are orientation, events, and twist. Social function of spoof is to retell an event with a humorous twist.

2.3 Procedure Text

Procedure text is kind of text which teaches how to do or make something completely. For this reason, procedure text generally begins with the goal of the task, which is usually stated as heading. Procedure text dominantly structured with imperative sentence since it actually an instruction. According to Pardiyono (2007: 125-140) procedure text is a type of text whose function is to explain something step by step. Procedure text usually often uses images to illustrate the steps. It is known for its detailed information. According to Dirgeyesa (2003: 20) procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. Martin in ken Hyland (2003: 20) stated the purpose of procedure

text is show how processes or events are accomplished – how something is done. By following the instructions people can make and know the information, Dirgeyesa (2014:67).

2.3.1 Generic Structure

Generic Structure is the general structure which contains in procedure text. According to Dirgeyesa (2004:69) there are two type of generic structure in accordance with type of procedure writing. First, how to make something. This typical procedure needs materials or ingredients to accomplish the process.

Generic structure	Functions
Goal	It consists of a topic to be discussed and explained or to be accomplished. it consist of a statement of purpose of the writing and it should be clear and interesting so that the reader will be interested in reading.
Materials	They are ingredients which are needed to make something and to some extents tools needed are also provided.
Sequence of steps to accomplish the job or activity or event stated in topic	It consists of detail about the job or process to be done. It is matter of instruction how something is done or something works. The instruction or steps must be chronological by using sequence marker such as first, second, third, next, then, finally.
Closing	Optional

Second, how to operate something and how something work. This type of procedure text does not need material, ingredients, or tools as the previous one. It just shows the steps or actions how the thing is operated or works on regular order.

Generic structure	Functions
Goal	It consists of a topic to be discussed and explained or to be accomplished and it should be clear, interesting

	consists of statement of the purpose of the writing so that the reader will be interested in reading.
Sequence of steps to accomplish the job or activity or event stated in topic	It consist of detail of about the job or process to be done and The instruction or steps must be chronological by using sequence marker such as first, second, third, next, then, finally.
Closing (optional)	Concluding sentence express success and it consists of conclusion or statement of recommendation.

2.3.2 The Example of Procedure Text

The example of Procedure text:

“How to Make Milk Tea”

Ingredients

- 1 cup water
- 1 teaspoon of your favorite tea leaves
- 3/4 cup milk
- Sweetener of your choice

Tools

- Small strainer
- Large tea mug
- Teaspoon
- Small pot
- Tea infuser

Directions

1. Bring 1 cup of water to boil in a small pot.
2. Put 1 teaspoon of your favorite tea leaves in a tea diffuser, snap the diffuser shut and put the diffuser in the boiling water.
3. Brew the tea for 2-5 minutes
4. Remove the tea diffuser.
5. Add 3/4 cup of milk to the tea.
6. Return the tea to a boil and remove it immediately to prevent scalding the milk.
7. Hold a small strainer over a large mug and strain the tea into the mug.
8. Add the sweetener

2.4 Shared Writing Strategy

Shared writing strategy allows students to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write. Routman (2005) says that shared writing strategy gives the students many opportunities to express their ideas orally, and without fear of failure or worrying about the actual writing, helps to set them up for writing success later.

Shared writing should not be confused with other almost similar teaching strategies, such as interactive writing and guided writing. Fountas (1999:35) says that interactive writing lessons may begin to look more like shared writing as the teacher and students collaborate to create longer and more complex text. McCarrier (2000) says that interactive writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group-writing of a large-print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and reread by the group to make the reading and writing connection. McCarrier emphasizes that, in

interactive writing, the composition is read and reread by the group of the students; meanwhile, in shared writing, the composition is read and reread by the teacher.

Routman (1994) lists several benefits of utilizing the shared writing strategy with students. Some of these include the recognition that shared writing (i) reinforces and supports reading as well as writing. This point suggests that writing is closely related with reading. Writing requires the students to have a lot of ideas, and the ideas are gotten from reading. (ii) makes it possible for all students to participate. By using shared writing strategy, all of the students have equal opportunity to deliver their ideas without feeling afraid of mistakes.; (iii) encourages close examination of texts, words, and options of authors.

As shared writing also focuses on editing, the students can examine their texts quickly before they finish writing; (iv) demonstrates the conventions of writing-spelling, punctuation, and grammar. In shared writing strategy, before the students finish writing, they have to reread their text. The purpose of this activity is to make sure whether they have used a correct spelling, punctuation, and grammar in their text; and (v) focuses on composing and leaves transcribing to the teacher.

In addition, The National Literacy Strategy (2000) argues that a shared writing strategy enables teachers to:(i) work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly;(ii) make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing; (iii) scaffold some aspects of writing, e.g the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or

effects; (iv) focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting;(v) introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalizing principles to apply in their own work; and (vi) provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

Shared writing is a powerful teaching strategy, this strategy explains how to use shared writing to teach students in effective way.

1. Strategy

The term strategy is frequently used by the educators, practitioners and language pedagogy as the way of teaching. Strategy in common can be defined as various important parameters of the language teaching process or general approaches to instruction that apply in a variety of content areas and are used to meet a range of learning objectives (Eggen and Kauchak, 2012). Strategy also opens a priority to a student-centered teaching process and an engagement for both teacher and students as well. Therefore, strategy in teaching learning process considers important components to attain meaningful and effective teaching. According to Schwandt (1997), strategy in teaching should evolve as the study proceeds with the flexible option of allowing for and anticipating changes in procedures. In relation, English teaching calls for distinctive strategy to focus on students' learning process. Dealing with teaching writing, the use of strategy is believed to result a gradually developing text from the series of composing process A strategy use also opens a priority to a student-centered teaching process and an engagement for both teacher and students as well. Therefore, strategy in teaching process considers important components to attain meaningful and effective teaching. According to Schwandt (1997), strategy in teaching

should evolve as the study proceeds with the flexible option of allowing for and anticipating changes in procedures. In relation, English teaching calls for distinctive strategy to focus on students' learning process. (Hedge, 2000)

2. Shared Writing

Shared writing strategy offers an opportunity that allows the teacher to model good writing for his/her students (Booth & Swartz, 2004). Shared writing is a joint writing strategy in which both tutor and learners contribute to the plan, the ideas, and the language of the text they construct together (Tertiary Education Commission, 2009). The teacher begins the teaching writing by gathering the students around an easel and starts a discussion about a shared experience, for instance, a topic they all are studying or know about. Afterward, the teacher then elicits information and leads a discussion based on the topic they have decided before. During the discussion, the students share their ideas while the teacher records them on a chart paper in paragraph form. The illustration below is the sequence of shared writing and I also put a short description on it.

The illustration above shares the idea of the activities using shared writing strategy. Both teacher and students have to play their roles in teaching learning process. The implementation of shared writing strategy raises mutual understanding, positive interaction between teacher and students. The voice of the students is acknowledged as an attempt to put them equally in a meaningful teaching learning process.

According to Routman (1994: 87), shared writing is a cooperative instructional activity in which the teacher serves as the scribe. The students contribute their ideas and the teacher negotiates the text. She proposes some recognition for shared writing:

- a. Reinforces and supports writing
- b. Makes it possible for all students to participate
- c. Encourages close examination of texts, words, and options of authors
- d. Demonstrates the conventions of writing-spelling, punctuation, and grammar
- e. Focuses on composing and leaves transcribing to the teacher

Shared writing strategy provides student-centered activities. Teacher facilitates the students during the process of writing. Students are able to learn simultaneously through the process without being ordered strictly. Graves (1994:95) adds that students need this kind of instruction to focus on the lesson. Moreover, shared writing requires students' participations in all activities. The teacher might facilitate the process with the lesson plan, interesting activities and valuable feedback to the students.

Next, shared writing strategy also encourages close examination of texts, words and options of authors (Routman, 2005: 58). This means that a writing process is a shared experience and it makes an experience visible.

During the process of shared writing strategy, teacher also models a certain text to the students. It is done continuously to demonstrate the conventions of writing, spelling, punctuation, and grammar through the process of writing. At last, students may focus on the composing while the teacher helps to do the revision.

To sum up, shared writing strategy is a specific method of writing in which teacher models the thought of process to achieve a particular result and allows students to engage in and focus on the process. The teacher, acting as a scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Furthermore,

shared writing is considered as a powerful method to teach directly the key skills and concepts needed in a writing process. The power of sharing between students and teacher is tied during the process of shared writing strategy.

2.5 Shared Writing Activities

In this illustration, she applied the next stage of shared writing strategy namely shared writing activities. It was divided into six parts as follow:

- a. Teacher modeled how to clarify ideas, choose appropriate vocabulary, and draws on language and text knowledge to compose and revise a text. Teacher helped students to do several activities (in group or individually).
- b. Teacher worked with students to organize the ideas and plan an outline, reminding them of the outlines they had worked with previously In this phase, activating simplified activities were done by the teacher. She used to unite two or three activities in a row. The aim was to create effective teaching. Firstly, she unified two shared activities into one description.
- c. Working together with the students, the teacher critically analyzed how the main ideas were to be expressed (for example, whether they would be supported by evidence or illustration)
- d. Teacher wrote with the students, constructing the text together. They discussed the choices that were made by learners and the possible consequences of different choices
- e. Teacher had a discussion with the students whether appropriate language features had been used to link ideas and whether the text was likely to engage its intended audience. At the end of this shared writing activities phase, students and teacher checked the writing together. She asked

the students to evaluate their friends writing and gave score on it. This activity was ended by collecting students result.

f. Modifying the writing, attending to surface features such as spelling, grammar and punctuation if necessary. Teacher and students did grammar checking and other parts if necessary.

2.6 The Teacher's Role

In a teaching process, a teacher still plays some important roles. For most people, a teacher is mostly described as a person who teaches students in classroom. Students frequently consider their teacher as the source of knowledge since the teacher is older than them. Nowadays, the teacher does not merely give all knowledge or materials for the students in the classroom, but they are also supposed to become a facilitator or a motivator for their students.

According to Harmer (2001: 57), a teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on. It means that students become the center of teaching process. The students should be able to develop their competence from teachers' help, but develop mostly by their own experiences. In other words, the students should be independent. However, as a facilitator or the resource, the teacher has to be skillful. It is important for teacher to help the students if they face any difficulties in doing an exercise or understanding the materials. Tylee (1999:48) asserts that the teacher, who is a variable in the classroom context, is charged with the function of acting as an intermediary between the variables outside the classroom and the students to assist the students in their learning. Teacher, therefore, have to be able to facilitate students during the process of teaching and learning. Furthermore, the roles of teacher in

teaching learning process in the classroom should be in line with the responsibilities of teacher as an educator.

In a teaching process, the act of communication is built by having a set of planning and structuring learning activities as a fundamental to success in teaching and learning. The teacher has to prepare what will be done in the classroom. Therefore, an active teacher should vary his/her teaching strategies, methods, techniques in order to motivate the students in a learning process. It is different from an active teacher; a passive teacher will rely on the same old teaching strategies, methods, techniques day after day. Ideally, the teacher has to have good planning in creating the teaching process including the materials and the teaching strategies, methods, techniques. So, the materials are well prepared.

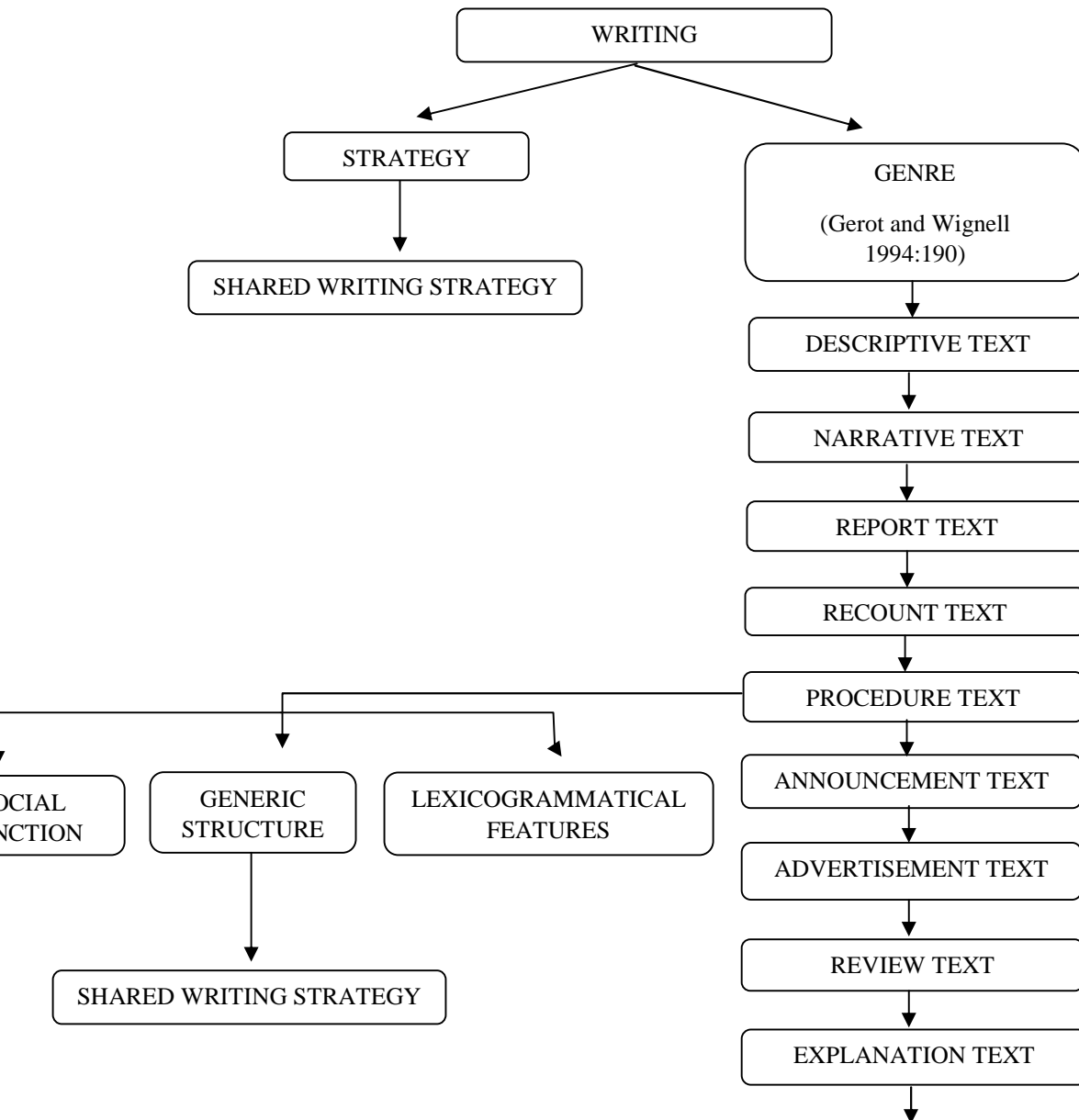
2.7 Conceptual Framework

Writing is a way to know English language. It is also used to express ideas, feelings, and thoughts. Writing is the mental work of the inventions ideas, thinking about how to express them into statement and paragraph that will be clear to a reader.

This study deals with writing ability by apply Shared Writing Strategy. In accordance with this, teachers can the several methods in teaching. One of them is Shared Writing Strategy. Shared Writing Strategy is a powerful teaching strategy, this strategy explains how to use shared writing to teach students in effective way.

The use of a shared writing strategy in teaching writing is considered as an important factor to provide an actual life skill to the students. Therefore, it is important to know information about the teacher who have applied shared writing strategy in teaching

writing. The information that must be explored would be about her life stories in implementing the use of shared writing strategy in teaching writing.



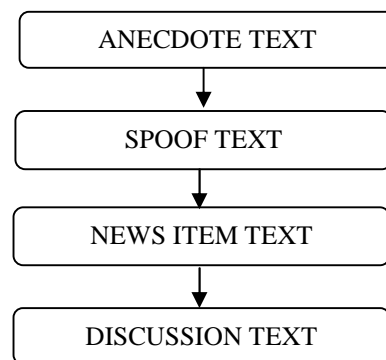


Figure 2.1 The Effect of Using Shared Writing Strategy on Writing Procedure Text of Eighth Grade Students At SMP Negeri 1 Sititio.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There were two types of research namely qualitative research and quantitative research. In conducting this study, the writer uses a quantitative research According to John W. Creswell (2008:1) Quantitative Research is a means for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion.

3.2 Population and Sample

3.2.1 Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. Arikunto, S.(2010:173) "*Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*". (population is a set of all elements processing one or more attributes of interest if someone want to observe all of the elements in the research area, so his research called population research). The population of this study was eighth grade student of SMP Negeri 1 Sitiotio. There were 2 classes of grade VIII (VIII B, and VIII C).

3.2.2 Sample

A sample was a group of individuals who represents the whole individuals in the population. Arikunto, S. (2006:38) The total number of the sample would be taken by using random sampling technique. The writer choose VIII B and VIII C as the sample of this research. The sample are consists 40 students.

3.3 The Instrument of Collecting Data

In this study, the writer needs a test to collect the data. According to Arikunto (2010:192)"*tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan inteligensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok*" (test is a strings of question or practice that is used for measuring the skills, knowledge, ability in individual or group).

The test for collecting the data was designed in order to gain the result of the study. The type of the test is writing. Writing test is as the instrument used for collecting the data. The test item is procedure writing based on the knowledge of students. In the test, the writer instructs the

students to write an procedure about procedure text. And the time for answering this test is 30 minutes.

3.4 The Procedures of Collecting Data

Quantitative data is collected through test which is administrated by the writer. In order to get the data in this study, three procedures were taken by the writer namely: pre-test, treatment (teaching presentation) and post-test.

1. Pre-test

The pre-test would be given to both groups (experimental group and control group) before treatment. The writer administrates the pre-test and gives the writing test to students to get the students' level understanding in procedure text. This pre-test was useful to know how far students' knowledge toward the material namely procedure text that is taught.

2. Post-test

The writer administrates the post-test and gives the writing procedure text to know the result of the students after getting the material from the writer.

3. Treatment

Both the experimental class and control class are taught by using the same material of procedure text. the treatment would be conducted in experimental group only. The first cycle has four meetings and the second cycle has two meetings do there is six meetings in this research. In the experimental class, the writer uses Shared Writing Strategy as the learning method for the students in writing procedure text.

3.4.1 Teaching Practice in the Experimental Group

The treatment was conducted after doing the pre-test. The teacher will teach the material procedure text by using Shared Writing Strategy, as the learning method and following these procedures.

Table 3.2

The Treatment for Experimental Group

Teacher's Activities	Students' Activities
<p>Teacher reviews about procedure text, such as communicate purpose, rhetorical purpose and the grammatical patterns of the procedure text.</p> <p>Teacher explains about the learning method that they will use in discussing their findings.</p> <p>Teacher also explains about the advantages of using Total Physical Response Method into learning process.</p> <p>Teacher gives the time to the students to ask some questions about the learning method.</p> <p>Teacher relates it to write procedure text.</p>	<p>The students listen to the teacher's explanation.</p> <p>2.The students ask some question to the teacher</p> <p>3.The students listen to the explanation.</p>

3.4.2 Teaching Practice in the Control Group

The teaching learning process that would be applied in the control class is without using Shared Writing Strategy. The teaching procedure in control group could be seen as following:

Table 3.3

The Treatment for Control Group

Teachers' activities	Students' activities
<p>The teacher greets the students.</p> <p>The teacher explains about the procedure text such as communicate purpose, rhetorical structure and grammatical pattern of procedure text.</p> <p>The teacher asks the students write procedure text.</p>	<p>1.The students give a response for the teacher's greeting.</p> <p>2. The students listen to the teacher's explanation about procedure text.</p> <p>3. The students write the procedure text.</p>

3.5 The Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. There are five components in writing assessment according to Jacobs et al, scale (Weigle, 2002:116), namely:

1. Content

Content refers to the students' ability to write the ideas and information in the form of logical statement.

27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assign topic.
22 – 26	Average to good ; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor ; limited knowledge of subject, little substance, inadequate development of topic.
13 – 16	Very poor ; does not show the knowledge of subject, not substantive, no patient, or not enough to evaluate.

2. Organization

Organization refers to the students' ability to write ideas and information in good logical order. The topic and the supporting sentences are clearly stated.

18 – 20	Very good to excellent; ideas clearly state/ support, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good ; somewhat copy, loose organize but main ideas stand out, limit support, logical sequencing and development.
10 – 13	Fair to poor ; non-fluent, ideas confuse or disconnect, lacks logical sequencing and development.
7 – 9	Very poor ; does not communicative, no organization, or not enough to evaluate.

3. Vocabulary

Vocabulary refers stated to the students' ability in using word or idiom to express ideas logically, and also refers to the ability to use the synonym, antonym, prefix, and suffix exactly.

18 – 20	Very good to excellent; effective words idioms choices and usage, word form mastery appropriate register.
14 – 17	Average to good ; adequate range, occasional errors of words/ idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor ; limited range, frequent errors of words/ idioms form, choice, usage and meaning obscured.
7 – 9	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Language Use

Language Use refers to the students' ability in writing sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and time signal.

22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronoun preposition.
18 - 21	Average to good ; simple construction minor problems in complex instructions several errors of agreement, tenses, number of words order/ function, articles pronoun, preposition and meeting seldom obscure.
11 – 17	Fair to poor ; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, articles pronoun, preposition and or fragments meaning confused or obscure.
5 – 10	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

5. Mechanics

Mechanics refers to the students' in using words appropriately; by using function correctly, paragraph, and the text can read used correctly.

5	Very good to excellent; demonstrate mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good ; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscure.
3	Fair to poor ; frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscure or confuse.

2	Very poor ; no mastery convention, dominate by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.
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3.6 The Technique of Data Analysis

This study would apply the quantitative data. The quantitative data was used to analyze the score of student. The step in analyzing data, they are :

1. Scoring the pre-test and post- test for control group and experimental group, and found out the mean score for each group by using:

$$M = \frac{\sum x}{N}$$

Where :

M : Mean

X : total score

N : sum of students

1. Tabulating the data for control group and experimental group
2. Comparing the score by using t-test. A t-test was used in this research in order to prove the hypothesis that stated “There is a significance effect on using Shared Writing Strategy in teaching procedure text in writing skill”. The formula of the test is :

$$t = \frac{Mx - My}{\left(\frac{dx^2}{Nx} + \frac{dy^2}{Ny} - 2\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$$

Where :

Ma = mean of experimental group

Mb = mean of control group

da = standard deviation of experimental group's scores

db = standard deviation of control group's scores

Na = total number sample of experimental group

Nb = total number sample of control group

3. Concluding the finding

3.7 The Procedure of Analyzing the Data

The procedures in analyzing the data would gone as following:

1. Find out the mean score of each group by using:

$$Mx = \frac{\sum d}{N}$$

Where:

M = mean

d = total score

N = sum of students

2. Tabulating the data for control group and experimental group
3. Comparing the score of pre-test and post-test by using t-test
4. Conclude the findings and answer the hypothesis
5. Write the finding

3.8 Validity and Reliability of the Text

There were two important in a research in text. There were validity and reliability. Validity simply means that a test or instrument is accurately measuring what it supposed to. Reliability is a measure of the stability or consistency of test scores. You can also think of it as the ability for a test or research finding to be repeatable.

3.8.1 Validity

According to Best and Kahn (2006:289), “validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. An instrument can be valid if it can measure what is supposed to be measured”. It concerned with how well the test measured the subject matter and learning outcomes covered during the instruction period, to show that the test would be valid in terms of contents.

Arikunto (2010:211) state that “the validity is measure that shows the levels of validity or the validity of something”. Validity refers to the test. A test will be said is good if it valid and reliable. To ensure that the test is good, the validity should be established clearly with the points of the test. The test in this research will use writing test form.

Table 3.1

Content Validity

Content	Kinds of Procedure Text	Test Item	Kinds of Test	Score
Procedure Text	Goal	1 Paragraph	Essay	25
	Material	1 Paragraph	Essay	25
	Step	1 Paragraph	Essay	50
Total		3 Paragraph		100

3.8.2 The Reliability of the Test

Brown (2004:20) states that “reliability is consistence and dependable. It means if the same test given to the same student or matched students on two or different occasions, the test should yield similar results.

To get the reliability of the test, the writer use Kuder Richardson 21 formula (KR^{21}) as the following:

$$(KR_{21}) = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KSD^2} \right)$$

Where:

KR_{21} = Reliability of the Text

K = Number of Items in the Test

M = Mean of the Test

SD^2 = Standard Deviation

According to Arikunto (2010:313), the categories of coefficient correlation is one of tools statistic that uses to compare the result of measurements from two variables which has different so that determine the levels of relationship between other variables. The categories of coefficient correlation are as the following:

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81 – above = the reliability is very high