# CHAPTER I

# INTRODUCTION

## 1.1 The Background of the Study

This globalization era forces people to know everything include the language. Language is used as a tool of communication. People have it since child and got it from parents, friends or environment and use it as the first language. When grow up, they get another language from school such as English language, and learn it as a foreign language. In Indonesia, mastering English is not pleasure or prestige of knowing the language, but it is the key to the international communication and also for technology and commerce in era of globalization (Hutchison, 2004: 195). Therefore, English is the important way to communicate with other countries about many aspects of life owned by human being. So, English has to be taught in every school in today's Indonesian curriculum for many purposes, such as for economic purpose, politics, diplomacy, English teacher, tourism, etc.

In Indonesia, government chooses English as the first foreign language. It is taught formally from elementary school up to the university level but still many students face difficulty to learn English because the process of learning English as a foreign language is the same with the process how children learn to talk for the first time. Every school in Indonesia has to give the best service for student with quality professional teacher to teach the students, facilities, methods, strategies, etc. People recognize the need for change in school. It solely to improve or to increase students' ability in many fields especially in English language either spoken or written because English language always needed to fulfill work field, for

example: as tourism, a trading, a teacher, businessman, interpreter, politics, etc.In order to be able to communicate in English, the learner should master the four language skills: listening, speaking, reading, and writing. People use it to understand our world through listening and reading and to communicate our feeling need and desires through speaking and writing.

Writing is one of four basic skills that very important in teaching and learning English. Writing is an activity done to compose the idea in written language effectively. Through writing people can express their experiences and social identities which focus on the contents, idea, and written products. According to Troyka (1987:3-4) writing is a way of communicating a message to a reader for a purpose. The purposes of writing are involves our actively thinking about ideas. The ideas will be developed to be a good and interested writing.

Generally writing is considered as the basic skills in English which must be mastered well by the learners. It is the good way to develop understanding of English, but most of the students still find many difficulties to express their thought and ideas in writing. It's because the students have to hear in mind how time consuming drills will be. Moreover, everyone learns to speak but not everyone learns to write (Johnson, 2001: 6). By the writing students can convey their knowledge, message, feeling, comment, etc to the readers.Based on the statement above, it is clear that writing is not an easy skill to master.

**Table .1.1 The Preliminary text of students'writing**

| NO | Name of Students | Pre Test |
|----|------------------|----------|
| 1 | Albert Elkana S | 30 |
| 2 | Calvin Samuel S | 30 |
| 3 | CharlyFrenklyn S | 30 |
| 4 | Daniel Hizkia T | 35 |
| 5 | DaulatPanalian H | 30 |
| 6 | David Martua O | 30 |
| 7 | FebyViona N | 30 |

| 8 | Gabriel Caesar N | 30 |
|---|---|---|
| 9 | Gebi Krista H | 30 |
| 10 | Grace Elyzabeth T | 30 |
| 11 | Hebert Tian T | 30 |
| 12 | Indah Lestari S | 30 |
| 13 | Indah Surya L.gaol | 30 |
| 14 | Ismeralda Indah | 30 |
| 15 | JeremiMarcelino S | 30 |
| 16 | Jesica Ruth Natalia | 30 |
| 17 | JessikantaZeruya | 35 |
| 18 | Joi Daniel T | 30 |
| 19 | Jonathan Antonius S | 30 |
| 20 | Kelvin Pridolin S | 30 |
| 21 | Lidia Margaretha H | 30 |
| 22 | LydiawatiGohea | 30 |
| 23 | Marselin Turnip | 35 |
| 24 | MarsyaSilalahi | 30 |
| 25 | Meda Roma S | 30 |
| 26 | Menti Elisabeth S | 30 |
| 27 | Michael Hamonangan S | 30 |
| 28 | Monica Juliati | 30 |
| 29 | Nadia Lawrence S | 30 |
| 30 | Natal Mario S | 30 |
| | Total | X = 915 |
| | Mean | 30,5 |

Based on the preliminary classroom observation that researcher did at smp methodist – 9 medan. The researcher found that the students' writing ability was still low. They made many mistakes in writing, such as not correctly in using appropriate tenses, vocabulary, grammar, and arranging words into a sentence. They are not able to begin to construct a simple paragraph although they were just asked to write a paragraph about their activities or opinion about their friends.

The failure of students in writing is likely happen because of the technique applied by the teacher during teaching and learning process takes place. The teacher still uses the traditional technique.It is true that teaching writing will be influenced by the teaching technique which is used by the teacher. Based on writer's experience in teaching practice (PPL), the teacher just focused on explainingthe materials based on the text book. Students' course book and *LKS* were used by the teacher as the main resources, because she had no other reference

books. As a result, the activities of writing were based on those resources and the students were lazy and uninterested to learn English. Motivation is one of important factors that contribute to the success of learning writing. However, during the observation, the researcher found that the students lacked motivation in learning English. This condition was found when the teacher was explaining the material in front of the class, some of the students gave less attention to the explanation. They spent their time talking to friends and doing other activities un related to the lesson, such as checking their cell phone, drawing a picture, and eating snacks in the class.Then, ask the students to write the material and do the task.So, some students cannot enjoy their learning, look bored, playing, annoying their friend, notfocused on the lesson, etc. According to the reasons above, the researcher decided that the students' writing ability needed to be improved. Therefore, the writer conducts a research entitled "The Effect of applying Writing Conference Strategy on students' ability in writing report text"

## 1.2 The Problem of the study

Based on the background of this study, the writer formulates the problem of the study as the following: "Does the Writing Conference Strategy significantly affect on writing report text of ninth students at SMP Negeri 2 Percut Sei Tuan:?"

## 1.3 The Objective of the Study

From the statement of the problem stated above the objective of this research is to find out whether Writing Conference Strategy gives significant effect on writing report text of ninth students at SMP Negeri 2 Percut Sei Tuan?

## 1.4 The Scope of the Study

There are many strategies that can be used in teaching writing, they are Think-Pair-Share strategy, Plan and Write strategy, Writing Workshop strategy,

Writing Conference Strategy.This study isfocuseson the use of Writing Conference Strategy to increase students' ability in writing report text at SMP Negeri 2 Percut Sei Tuan.

**1.5    The Significances of the study**

The findings of the study are expected to be theoretically and practically significant and relevant for some matters.

1.  Writer as the candidate teacher to increase the way of teaching by applying Writing Conference Strategy and as the input when someday face the real education world.

2.  Students of English Department, to give them information about writing report text which can help them to repair their ability in writing.

3.  Other researchers who are interested to improve the teaching and learning process through Writing Conference Strategy.

**1.6    Hypothesis**

The hypothesis of this research is formulated as follows:

Ha = There is a significant effect of Writing Conference Strategy on writing report text of ninth students at SMP Negeri 2 Percut Sei Tuan.

Ho = There is not a significant effect of Writing Conference Strategy on writing report text of ninth students at SMP Negeri 2 Percut Sei Tuan.

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1   Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. The writer uses some related theories as the references which are able to help her in analyzing data to strengthen this study.

## 2.2   Teaching Writing

As a teacher, the big challenge for them in teaching process that is when teaching writing because the teaching writing needs seriously and creativity in choosing good approaches. The writing process is an activity that is difficult to teach. According to Harmer (2004:11), for many years the teaching of writing focused on the written product rather than on the writing process.

Therefore, as a teacher, he should encourage and guide the students to explore and develop their creativity in learning writing. A teacher should be able to respond the students' thinking so that they are able to express their ideas in their mind. In addition, in giving material for teaching, teacher should recognize the instruction given. It can be about their real-life, environment, or thing close to their life.

## 2.3   Writing

The written productive language skill is called writing. Writing is one skill among the others skill that are listening, reading and speaking. Writing is the one important skill which has special function in human life.

## 2.3.1 The Concept of Writing

Writing is the one of four skill which inform ideas, opinion, and soon in the

written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing there are always process and product. The process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself. Trimmer (1995:2) states writing is also opportunity, it allows about yourself you to express something about yourself, to explore and explain ideas, and to assess the claims of other people. By formulating and organizing ideas, and finding the rights words to present them, you gain power. From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

Writing is one of four language skills which express about something for the reader. It is used to explore and explain the ideas for other people. Writing is one of the most powerful communication tool you will use today and for the rest of your life Ruby, (2001: 30). Furthermore, you will use it it to share your thoughts and ideas with others and event to communicate with yourself. Class notes, journal, diary notes,shopping lists are just a few of the ways you can use writing to help you remember fact and details.

Heaton (2008:141) states that writing skills are complex and difficult to teach, because it requires mastery, not only the grammatical and rhetorical devices but also conceptual and judgment elements. So, writing can be regarded as a process as well as a result. Writing is an activity done by someone to produce a good writing.

**2.3.2 The Process of Writing**

The teacher has an important role in writing process. Carol (2001:15) states writing can be categorized by mode the form or shape that it takes. Each type has characteristics that are unique.

Ruby (2001:15) states some of stages of writing process:

1. Prewriting is a freely exploring topics, choosing a topic, and beginning to gather and organize details before you write.

2. Drafting is a getting your ideas down on paper in roughly the format you intend.

3. Revising is a correcting any major errors and improving the writing's form and content.

4. Editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics.

5. Publishing and presenting is sharing your writing.

According to Silva (1990: 22), the teacher's role is to help students develop viable strategies for getting started ( finding topics, generating ideas, and information, focusing and planning structure and procedure), for drafting ( encouraging multiple drafts), and for editing ( attending to vocabulary), sentence structure, grammar, and mechanics). It help students to be a good writer and also can make the students produce a good writing. Moreover writing will increase the students' understanding of text structure because it causes them to think like writers.From the explanation above, it is known that writing which produces written language is more complex and difficult to learn than speaking.

Fundamentally the teacher needs to consider the role of the students as writer. The teacher needs to regard writing as cultural activity, and engaged students in the writing process.

### 2.3.3 The Genres of Writing

Genre has been theorized from a range of perspective, including literacy studies, popular culture, linguistics, pedagogy and more recently. According to Knap and Watkins (2005:15) genre or genre theory as it has been develop in literacy education is an organizing concept for cultural practices.Genre is place occasion, function, behavior, and interaction structures. Genre areclassified according to their social purpose and identified according to the stages they move through to attain their purpose. Generally, there are thirteen genres of writing according to Gerrot and Wignell (1994:190-219) namely, spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.In addition, the standard of competence for the writing skill in senior high schools is to express the meaning of written functional texts and simple short essays

1. Spoof to retell an event with a humorous twist.

2. Recount to retell something that happened in the past and to tell a series of past event.

3. Report to describe the way things are, with reference to arrange of natural, man-made and social phenomenon in our environment.

4. Analytical Exposition to persuade the reader or listener that something is the case.

5. News Item to inform the reader, listeners or viewer about events of day which is considered newsworthy or important.

6. Anecdote to share with others an account for unusual of amusing incident.

7. Narrative to amuse, entertain, and deal actual or various experience inn different ways, it deal with problematic events which lead to a crisis of turning points of some kinds, which in turn finds a resolution.

8. Procedure to describe how something is accomplished through a sequence of action steps.

9. Description to describe a particular person, place or thing.

10. Hortatory Exposition to persuade the reader or listener that something should or should not be the case.

11. Explanation to explain the process involved in the formation or working of natural or socio cultural phenomena.

12. Discussion to present two points of view about an issue.

13. Review to critique an art of work or event for a public audience.

**2.3.4 Report Text**

Report text is a text which presents information about something, as it is. It is a result of systematic observation and analysis.Here are some important matters to consider as you prepare a report ( Langan, 1996:248)

1. Apply the four basic standards of effective writing ( unity, support, coherence, and clear, error-free sentence).

a. Make sure each major paragraph presents and then develops a single main point. For example, in the model report that follows, a paragraph summarizes the book, and the three paragraphs that follow three separates reactions that the students writer had. The student then closes the report with a short concluding paragraph.

b.  Support with the specific reactions and detail any general points or attitudes you express. Statement such as: "I agreed with many ideas in this article" and "I found the book very interesting" are meaningless without specific evidence that show why you feel as you do. Look at the model report to see how the main point or topic sentence of each paragraph is developed by specific supporting evidence.

c.  Organize the material in the paper. Follow the basic plan of organization already describe: an introduction. A summary of one or more paragraphs. A reaction of two or more paragraphs, and conclusion. Use transition to connect the parts of the paper.

d.  Proofread the paper for grammar, mechanics, punctuation, and word use.

2.  Document quotations from all works by placing the page number in parentheses after the quoted the material. You may use the quotations in the summary and reaction part s of paper, but do not over rely on them. Use them to emphasize key ideas.

**2.3.5 The Generic Structure**

According Gerot and Wignell (1994) who states that a report text has elements: general classification and description. General classification and description part tells about what phenomenon under discussion is. Description part tells about what phenomenon under discussion, is like term of parts, qualities and habit or behavior for living and non -living things.

1.  General classification

Stating the classification of general aspect of thing; animal, public place plant, etc which will be discussed in general.

2. Description

Describing the thing which will be discussed in detail; part per-part, customs or deed for living creature and usage for materials.

**2.3.6 Language Feature of Report**

a. Using general nouns ; people, translation

b. Using action verbs

c. Using simple present tense.

**Figure 2.1 The Example of Report Text**



**2.3.7 The Differences BetweenReport Text and Descriptive Text.**

Some text types are quite difficult to differ. Such "report" and "descriptive text" have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will reveal.

The purposes of the two text are to give the live-description of the object/participant. Both the report and descriptive texts try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What

makes different, between report and descriptive text is the scope of the written object. If we talk about, e.g : bicycle, it belongs to report text. It will talk about bicycle in general; its part, physical strength, function for certain people or other general characters of bike. In the other hand, descriptive text will convey more focus, for example "my bicycle" with its specific characters: color, length, wheel style, etc. In short, report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. This scientific and technical sense makes clearer difference from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing. It describes the specific thing simply as the thing is. *(taken from:inderstandingtext.blogspot.com). Accessed on March 10$^{th}$ 2018.*

**2.3.8  Strategy**

There are so many way to teach the students to obtain the aim of teaching learning process. It can through method, strategy, style, approach, or strategy to get the students' interesting in study. Strategy is the one good way to teach students well that can be explain in this following.

**2.3.9  The definition of Strategy**

Kemp (Wina Sanjaya : 2006) states that strategy is a process of learning activity that should be done by teacher and students in order to get affective learning and efficient. It means that, in this term contains the planning, strategy in conceptual about decisions which will be taken in learning process. Furthermore, planning the selection of ways that will be used by teachers in learning activities where in the learning process emphasizes on student activities. The selection is done by considering the situation and conditions, learning resources, needs and

characteristics of learners encountered in order to achieve effective and efficient learning objectives.

Djamarah (2010:5) states that strategy iss public pattern to teacher-students activity in teaching learning process to get the effective aims. There are four basic strategies in teaching learning process, namely:

1. Identify and decide the specification and qualification of students behavior exchange and personality as that is hoped.

2. Choose learning approach system based on society aspiration and life view.

3. Choose and decide the method, and technique of teaching and learningeffectively, in order to be teacher preparation in teaching learning process.

4. Decide the norm and the minimal limited of success or criteria and success standard in order to be teacher orientation in evaluation of result and learning.

## 2.4 Writing Conference Strategy

Writing Conference are "private conversations between teacher and student about the students writing or writing process"(Murray,1985,p.140)called these conversations " professional discussion between writers on students writing".  this statement is appropriate with the opinion of  Tompkins (1990,p. 370) which states that in teacher-student writing conferences are individual, one-on-one teacher-student conversations about the students' or writing process.

Within Language Arts instruction, the use of teacher-student writing conferencesfor problem students, have been accepted as effective strategies for teaching writing where the writer can share his/her writing with an audience in terms of revising or sharing purposes (Anderson, 2000:140). Teacher-

studentwriting conferences are individual, one-on-one teacher-student conversationsabout the students' writing or writing process. Murray (1985:140) called these conversations "professional discussion between writers" on what works and what does not work in students' writings. Over the decades, writing conferences have been investigated under different names reflecting their multiple functions including: response sessionsassisted performance, face-to-face interaction, one-to-one teaching, one-to-one interaction,conversation about the student's paper, private communication/conversations, interactive dialogues, dialectic encounter and meaningful contact .

Although there is more than one way to label writing conferences, their processand purpose is consistently defined by researchers. For example, all of them have a purpose, follow predictable structure, and put students in the position of beingpartners for collaboration (Anderson, 2000: 140). During the writing conferences, teachers' roles are helping children to expand their thinking by asking questions,making comments, or introducing different ideas that encourage and force studentsto think more and create diverse ideas . The value of writing conferences has been highlighted as providing an avenue that allows the writer an audience for face-to-face discussion about their written work. Several studies purport that writing conferences make students better writers and improve their habits and attitudes toward learning, independence, and authority (Flynn & King, 1993:17).

## 2.4.1 Characteristics of Writing Conference Strategy

Donald Graves (1982:76) identified six characteristics of successful writingconferences. Conferences should: (1) have a predictable structure; (2) focus on afew points; (3) demonstrate solutions to students' problems; (4) permit role

reversals; (5) encourage use of a vocabulary appropriate for writing; and (6) stimulate pleasure in writing. Most teachers use some variant of these characteristics in their classroom.

### 2.4.2 Advantages of Writing Conference Strategy

According to Donald Graves (1982:76) who is considered to be father of the 'process to writing approach', the primary purpose of writing conference is to "help children teach you about what they know so that you can help them more effectively with their writing. In short, using Writing Conference Strategy will help students become independent writers.

Advantages of the Writing Conference Strategy

a. It provides immediate feedback

b. It creates a positive attitude among student towards writing and motivates t hem to improve their work

c. It structures the teaching process around the student's skill level and understanding

d. It addresses and improve writing skills including the process of writing.(*https://k12teacherstaffdevelopment.com/tlb/incorporate-writing-conferences-in-the-classroom-for-better-writing-experiences/*).*Accessedon March, 10$^{th}$2018.*

### 2.4.3 Step of Conducting a Writing Conference

a. The first step is to introduce the entire class to new concepts or next phases during writing workshop. Then, the classroom can be divided into specific writing centers with a list of writing activities: for example research, outline, first draft, final draft, etc. Students are instructed to continue with their work during the session and to wait their turn for a conference with a teacher. They

are not allow to interrupt another conference unless it is an emergency.

b.   During the workshop , teacher can model new strategies by analyzing their own work, using the "think aloud strategy". In doing so, teachers can both familiarize and empower students with the mode of questioning, enabling them to critically appraise their own work.

c.   The information gathered in the conferences and an overall understanding of the abilities of the student will help direct the comment and feedback. Typically, the feedback should be positive, short, simple and specific and help facilitate the student to enter the next phase of writing.

Based on characteristics of effective writing conferences identified in the literature ( Boynton, 2003: 99) research observations uncovered several ways in which a specific table for conducting conferences was designated and teacher always sat next to the student, not across from them. For less confidentstudents the side-by-side seating arrangement was less threatening because it did not force them to make unwanted eye contact. She also used the smaller student chair in order to sit at an equal height with students. To give the student control during the conference and promote an equal sharing of authority. Also, in order to allow students to determine the conference agenda the teacher generally started writing conferences with a predictable question such as "So what is your story about?" and/or "Okay, how are we doing?". Since a predictable conferencing pattern was followed, students were encouraged to lead off the conference talk and were also able to speak up at any time allowing the teacher's role to be more of a coach instead of the all-knowing dictator. This led students to freely explain their texts and/or ideas because the teacher often prompted them with open-ended questions. By keeping the conferences concise and focused the teacher allowed students to

have multiple conferences over the period of the writing process ( Boynton, 2003; Graves, 1983: 99). During these conferences Alex remained attentive by listening carefully to students' ideas, questions, and responses. Her conscientious behavior encouraged students to be more open and share their topics and concerns (Kaufman, 1998).

## 2.5 Previous Research

The previous study about writing conference strategy was done by *Neal Lerner (2005) who analyzed the Teacher-Student Writing Conference and the Desire for Intimacy*. He found that the persistence of teacher-student conferencing to the way it fills our need to forge connections with our students, the kind of promise for teaching and learning that drew us to the profession in the first place. Perhaps this need can be filled in other ways. The writing conferencing is a window into our hopes and dreams as teachers, into our successes and failures, into the limits of writing instruction and its endless possibilities. The second researcher was done by *Aysegul Bayraktar (2009) who analyzed An Exploration of the Teacher-Student Writing Conference and the Potential Influence of Self Efficacy.* This study was able to uncover several rules of thumb for practitioners to keep in mind when conferring with their students. First and foremost the teacher needs to be patient. This is sometimes difficult for teachers because they are usually more familiar with and experienced in solving writing problems. Second, teachers should keep in mind that one-on-one interactions through writing conferences provide opportunities for their students to shine. Finally, teacher education programs can incorporate the lessons learned about effective writing conferences into their Language Arts curriculum. The third researcher was done by *Aysegul Bayraktar (2009) who analyzed Nature of Interactions during Teacher-*

*Student Writing Conferences, Revisiting the Potential Effects of Self-Efficacy Beliefs*.The classroom teacher was good at conducting conferences having balanced and student-centered features. Also, nature of writing conferences changed among students with different self-efficacy levels in terms of focus, ownership, conference agenda, turn taking, frequency of talk, numbers and functions of the questions asked, numbers of praise statements provided by the teacher, and amount of outside interruptions occurred during conferences.

The fourth researcher was done by *Noreen Nordin (2014) who analyzedEffectiveness of Conference Feedback on College Students' Composition in the English as a Second Language (ESL) Context*. This article examines the negotiation teacher-student feedback conferences in a college writing course. The conferences were held in groups with one teacher and six participants who agreed to take part in this study. The study includes the right for the teacher to offer advice and to criticize, which is often considered to be threatening in more normal contexts. However, as the data analysis shows, participants also interact in ways that challenge the common norms, some of which might be considered more conventionally attacking, The conclusion of the study draws on real-life talk-in-interaction (from transcribed recordings), the participants' perspectives (from focus groups and interviews) and situated detail (from field-notes) to produce a contextualized and nuanced analysis. Other research about writing conference strategy was done by *Lisa Hawkins (2016) who analyzedThe Power of Purposeful Talk in the Primary-Grade Writing Conference*.As writing teachers interested in making themost of our one-on-oneengagement with students,we must regularly examine our own writing conferenceenactment for such alignment. This work canbe undertaken through periodic examination of a sampling of self-

recordedteacher–studentwritingconferences. To better facilitate this, Table 2 providesas a reference a list of recommended questionsfor reflection, along with a list of the four potentialprimary-gradeconference types illustrated in thisarticle and their associated forms and functions. Itis through such self-reflectionand examination ofconference talk that we might begin to select theconference type that is "just right" for responding toour students' needs in the moment, for it is here—whenform and function align with instructionalintent—thatpurposeful talk can take place.

## 2.6    Conceptual Framework

Generally writing is the basic skill in English which must be mastered well by the learners because it is the good way to develop understanding of  English . all the information, knowledge, and science  already achieve can be expressed by writing down opinions, ideas, thought, or any piece of information clearly and legibly. But most of the students still find many difficulties to express their thought and ideas in writing, especially in writing report text. In this study, the students ability in writing report text concern with some factors that are: contents, organization, vocabulary, language use, and mechanics that should be exist in their writing.

The students ability in writing report text are not same each other. Some of them still find many difficulties to begin constructing a simple paragraph although they were just asked to write a paragraph about their activities or opinion about their friends. The writer conclude it is caused teacher still uses conventional technique in teaching learning process. In addition, students are also still thinking that learning English is a difficult and bored subject. The writer think that teachers role in writing skill is still less, because the student could not be though and

develop their insight in writing class. Due to the reason, most of the students are not interested in learning writing especially in report text. They do not pay much attention and enthusiasm on writing tasks. Perhaps they have ideas in their mind but they do not know how to organize or express their point of views in writing, so the purpose of teaching English could not be reached.

Based on the reasons, the writer takes a solution to improve students ability in writing report text by using Writing Conference Strategy. Because by using this strategy, it can overcome the problems faced by the students and increase their curiosity in writing report text. They will become more active, creative, motivated and go directly to the problems. Therefore, after using Writing Conference Strategy this research is expected giving significant effect on students' ability in writing report text.
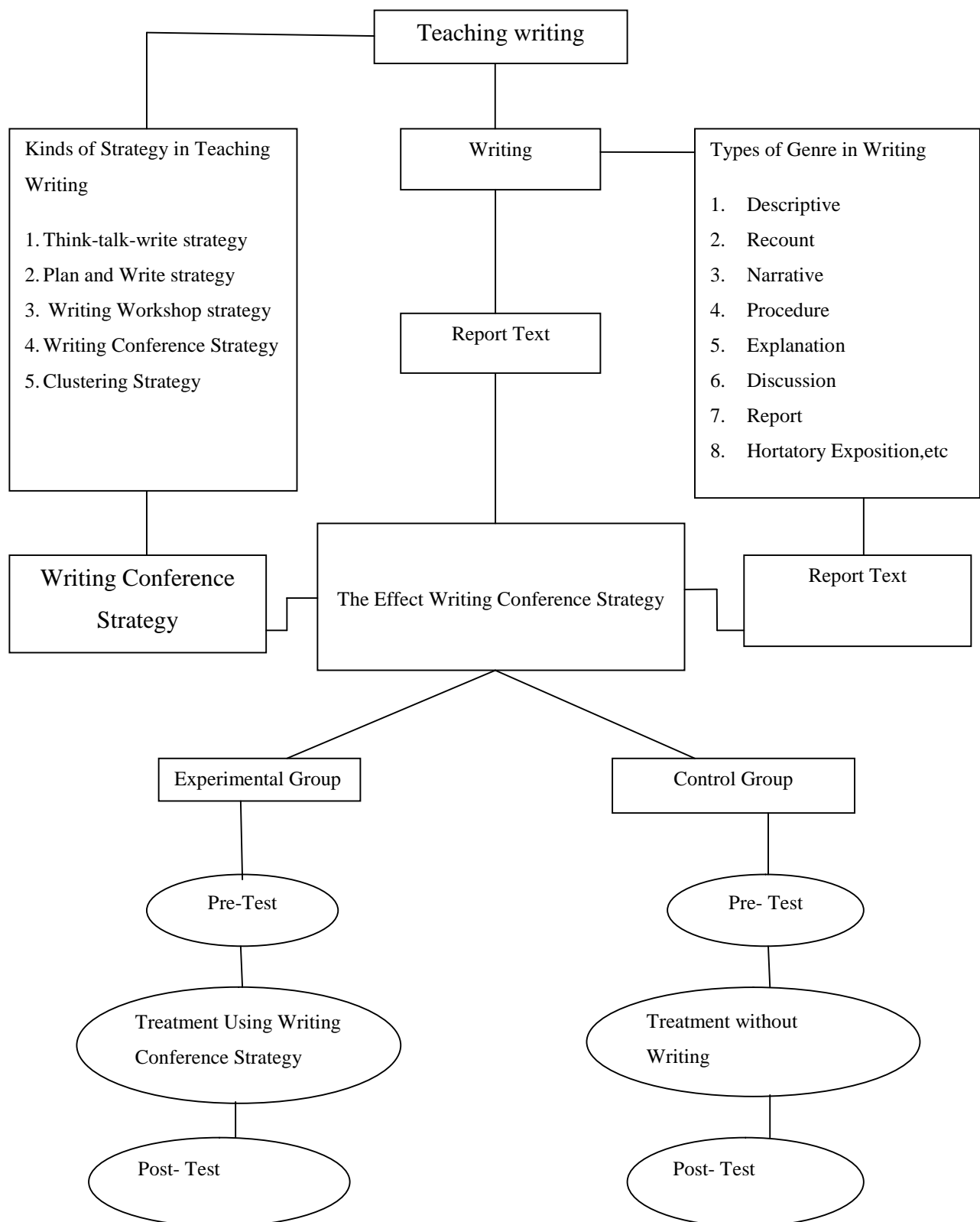
```
                              Teaching writing

Kinds of Strategy in Teaching        Writing            Types of Genre in Writing
Writing
                                                         1.  Descriptive
1. Think-talk-write strategy                             2.  Recount
2. Plan and Write strategy                               3.  Narrative
3.  Writing Workshop strategy                            4.  Procedure
4. Writing Conference Strategy       Report Text         5.  Explanation
5. Clustering Strategy                                   6.  Discussion
                                                         7.  Report
                                                         8.  Hortatory Exposition,etc


   Writing Conference          The Effect Writing Conference Strategy      Report Text
      Strategy


              Experimental Group                     Control Group


                   Pre-Test                             Pre- Test


           Treatment Using Writing              Treatment without
           Conference Strategy                  Writing


                  Post- Test                           Post- Test
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Figure 2.2.Conceptual Framework of writing conference strategy on students'

ability in writing report text. ( Eva Eccin : 2018 )

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 The Research Design

This study was conducted by using experimental quantitative design. Experimental quantitative design is used to establish cause and effect by manipulating an independent variable to see its effect on a dependent variable . According to Sugiono (2012:107), experimental research is research methods used to find the effect of a particular treatment over another in a controlled condition.

In this research design, there were two groups of students namely experimental group and control group. Both groups were given pre test and post test. The experimental group was taught by using Writing Conference Strategy while the control group taught without Writing Conference Strategy. The research design is figured out as following:

**Table 3.1 The Research Design**

| Group | Pre Test | Treatment | Post Test |
|---|---|---|---|
| Experimental group | | Using Writing Conference Strategy | |
| Control Group | | Using Conventional Method | |

## 3.2 The Population and Sample

## 3.2.1 Population

The population is any group of individual that have one or more characteristics in common that is interest to the research (Best, 1982:13). It means

that population is a group of individuals that share one or more characteristics from data can be gathered and analyzed.

The population of this research was ninth students of SMP Negeri 2 Percut Sei Tuan. The number of population is 60 students consist of two classes, each class consist of 30 students they are IX-3, IX-4.

**3.2.2 Sample**

The sample were choosen of this research was two classes. They consisted of experimental class (30) and control class (30). So, sample was 60 students.

**3.3 The instrument of Collecting Data**

In collecting data writing test was conducted as an instrument. In this case, the same test in pre test and post test will be given to the experimental and control groups. The teacher made the test based on the topic that was taught. The topic adjust based on the curriculum implied in vocational school. The students were asked to write report text.

**3.4 The Procedures of the Teaching.**

In order to get the data from this research, three procedures were taken by the writer namely: pre test, treatment (teaching presentation), and post test.

**3.4.1 Pre Test**

The pre test is given out to both groups ( experimental and control group) before the treatment. The pre test was used to know the mean scores of the experimental group and control group before receiving treatment. First of all, the students were asked the students to write report text to check their understanding about report text.

**3.4.2 Treatment**

After the pre test had been carried out to both experimental and control group. The experimental group was taught by applying Writing Conference Strategy. In control group, the researcher applied conventional method.

The treatment was given to the experimental group in several meetings. The meeting procedures of control can be seen as follows:

**Table 3.2 Teaching Procedures in Experimental Group**

| Meeting | Activities | Times |
|---|---|---|
| 1 | - Teacher greets and checked the students' attendance.<br>- Teacher Giving motivation and explained about what the students will do<br>- Teacher give Pre Test. | 90 minutes |
| 2 | - Teacher explaining about Report Text.<br>- The teacher divides the students into some groups randomly based on their ability in writing.<br>- Teacher introduces the entire class to new concepts or next phases during writing workshop into specific writing centers with a list of writing activities<br>- Students are instructed to continue with their work during the session and to wait their turn for a conference with a teacher. They are not to interrupt another conference unless it is an emergency.<br>- Teachers familiarize and empower students with the mode of questioning, enabling them to critically appraise their own work.<br>- Teacher will help direct the comment and feedback. Typically, the feedback should be positive, short, simple and specific and help facilitate the student to enter the next phase of writing.<br>- Students should think about what they learned has added to their understanding. | 90 minutes |
| 3 | - Giving direction relate to the Post Test<br>- Giving Post Test | 90 Minutes |

In control group, the students are taught by applying conventional method. The students are asked to open their English book in getting some information about writing section. The teaching procedures in control group can be seen as the following below:

**Table 3.3 Teaching Procedures in Control Group**

| Meetings | Activities | Times |
|---|---|---|
| 1 | - Teacher greats the students, give motivation and checks the attendance list<br>- Give the pre test | 10 minutes |
| 2 | - The teacher introduces the topic to the students<br>- The teacher asks them to write the topic and find the difficult word<br>- The teacher discusses the topic with the students , asks them to translate the text given<br>- The teacher translate the text and gives another example of the same topic<br>- The teacher ask the students to practice and write the vocabulary based on the teacher instruction<br>- The teacher explains what the text is about and then asks them to answer the question based on the text | 70 minutes |
| 3 | - Giving direction related to the post test<br>- Giving post test | 90 minutes |

### 3.4.3 Post Test

After the teaching presentation, both the experimental and control group, the teacher gives the post test to each students in both experimental and control group after receiving treatment. The test used in post-test is same with the pre test. The post test is used to know the effect of Writing Conference Strategy on their learning process.

## 3.5 Assessment of Writing

AccordingtoStephenIsaacson*http:www.readingrockets.org/article/6208*on going assessment of writing is integral to the effective teaching of writing to students with learning disabilities. Curriculum –based assessment can be used to assess the writing process and product and should take into account purpose as well. The writing process can be assesses through observational and self-observational checklist. The writing product can be evaluated on five product factors: content, organization, mechanism, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of students writing performance across different text structures and genres. These simple classroom measures can fulfill various functions of assessment including: identifying strength and

weakness, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

According to Jacob in Huges (2003:104), there are five main points for writing assessment, they are:

### 3.5.1 Content

The scoring of the content depends on the students capability in writing their ideas and information in the form of logical sentence.

### 3.5.2 Organization

The organization refers to the students capability in writing their ideas and information in such a good logical order to topic and supporting sentences are clearly stated.

### 3.5.3 Vocabulary

Vocabulary depends on the students capacity in wrting to use words or idioms to express ideas logically.

### 3.5.4 Grammar & Rhetoric

Language use refers to the competence in writing down the sentence either simple, complex or compound sentence correctly and logically. It refers to the ability in using the arrangement in the sentences and some other word such as noun, adjective, and signal.

### 3.5.1 Mechanics

The score of mechanism depends on the students competence to write spelling, punctuation, capitalization and hard writing whether can or not be read.

**Table 3.4 The rubrics and the score range of different analytic features**.

| Features | Scores | Rubrics |
|---|---|---|
| Content | 30-20 | Excellent to very good: well-stated thesis related to the assigned topic with relevant, substantive, and detailed supports |
| | 26-22 | Good to average: limitedly-developed or vague thesis with irrelevant statements |
| | 21-17 | Fair to poor: poorly-developed or obscured thesis; too much repetition of limited relevant sentences |
| | 16-13 | Very poor: not pertinent; or no written products (if this stands, all the other features are counted as "0") |
| Organization | 20-18 | Excellent to very good: well organize structure with beginning, development, and ending; effective transition with logical sequencing and coherence |
| | 17-14 | Good to average: loosely-organized structure with imbalanced beginning, development, and ending; less effective transition hat obvious affects logical sequencing and coherence |
| | 13-10 | Fair to poor: choppy ideas scattering without logical sequencing and coherence |
| | 9-7 | Very poor: no organization, no sequencing and coherence; or not pertinent |
| Grammar & rhetoric | 25-22 | Excellent to very good: well-structure sentences with variety; appropriate rhetoric; few grammatical errors |
| | 21-18 | Good to average: less well-structured sentence with some errors of tense, agreement, etc; but meaning seldom obscured |
| | 17-11 | Fair to poor: major errors of conjunction, fragments, or ill-structured sentences that make meaning confused or obscured |
| | 10-5 | Very poor: being dominated by errors that blocks communication |
| Vocabulary | 20-18 | Excellent to very good: specific and effective wording; idiomatic and no spelling error |
| | 17-14 | Good to average: dull and repeated wording; occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | Fair to poor: inappropriate wording; frequent spelling errors; meaning confused or obscured |
| | 9-7 | Very poor: some relevant words found, but meaning incomprehensible |
| Mechanics | 5 | Excellent to very good: specific and effective wording; idiomatic and no spelling error |
| | 4 | Good to average: occasional error of spelling punctuation, capitalization, paragraphing, but meaning not obscured |
| | 3 | Fair to poor: frequent errors of format, punctuation, or capitalization, meaning confused or obscured |
| | 2 | Very poor: too many errors of format, punctuation, or capitalization; violating basic conventions of writing, or not enough to evaluate. |

Based on the table's explanation above, the students was scored based on their capability

in writing task according to the five aspects which are desired the writer. The writer provides the

assessment of their capability 100 as the maximal score which is divided into five aspects namely in content, 30 as the highest and 13 as the lowest score, organization; 20 as the highest and 5 as the lowest score, vocabulary; 20 as the highest and 7 as the lowest score. So, if the student gets the highest point in each aspect, it will be totalized 100 scores.

## 3.6  The Validity and Reliability of the Test

The purposes of validity and reability of a test are to know both the accuracy of measurement and the consistency of the test. Before administering the test, firstly the instrument was tried out to the other students. It was better to know whether the test was valid and reliable or not to be tested to the sample.

### 3.6.1 Validity of the Test

The concept of validity was referred to the test measured. Best and Khan (2006:189) said that validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. This research was used content validity that concerned with how well the test measure the subject matter and learning outcomes cover during instructional period.

### 3.6.2 Reliability of the Test

Reliability test was the degree of consistency that the instrument or procedure demonstrates : whatever it is measuring, it does so consistently ( Best and Khan, 2006:289) . Reability refers to consistency of measurement. A reliable is consistent and dependable and it is necessary but not sufficient condition for validity.

To obtain the reliability of the test, the researcher will use Kuder-Richardson 21 formula ($KR_{21}$) as follows :

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

Where :

$KR_{21}$ = The reliability

$K$ = The number of the test items

$M$ = The mean of the score

$KS$ = The square of standard deviation of the test score

## 3.7 The Technique of Analyzing Data

This research was uses essay test. Essay test is the method for getting students to produce a sample of connected writing. One purpose of an essay is to test and assess the writing skills of students within a relatively brief format. Yet essay serve other intellectual purposes ([http://www.skidmore.edu/classics/pessays.html](http://www.skidmore.edu/classics/pessays.html)). Accessed on March, 10th 2018.

a. To organize one's thinking

b. To respond critically and personally to a problem or issue

c. To select and use information to support an argument.

d. To present this argument in a structured and sophisticated way.

Here the writer concern how well the test determines, whether the students have reached a set of goals or level of competence or not. Here the writer wants to know whether the test give can measure the students ability in writing Report text or not.

To find out the differences mean of the two groups, the write use the test formula is as a follow:

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

Where :

Mx = the mean s core of experimental group

My     = the mean score of control group

$Dx^2$     = the stansdard deviation of experimental group

$Dy^2$     = the standard deviation of control group

Nx     = the total number samples of experimental group

Ny     = the total number samples of control group

## 3.8   The Procedure of Analyzing the Data

In analyzing the data, the writer will do some steps, they are:

1.   Collect the data from the scoring of the experimental and control group.

2.   Identify the score of the students who are being treated and who are not.

3.   Compare the score.

4.   Draw the conclusion and answer the hypothesis.

5.   Write some findings.