THE APPLICATION OF CONSCIOUSNESS RAISING METHOD IN TEACHING WRITING TO THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 8 OF PALEMBANG

Noviati
Noviati01969@gmail.com
PGRI University of Palembang

Abstract: This study focused on the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang. In this study, the materials were limited to recount essays in the theme of Personal experience that consist of 3 simple paragraphs to the Tenth Grade Students of State Senior High School 8 of Palembang. The result of the test shows that the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang, it could help the students in making their writing recount essays better. Based on the result of the test, the students who were taught through Consciousness Raising Method got higher scores than those who were not. In the experimental group, the highest posttest score was 85, the lowest posttest score was 61, and the average was 71.30. While 79 was the highest score in the control group, the lowest posttest score was 55, and the average was 65.53. On the other hand, the result of t obtained was 3.783. Meanwhile its critical value at 0.05 significance level for one tailed test with 58 (df) was 1.671. Since the t obtained was higher than t table, Ho was rejected and Ha was accepted. In conclusion, the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang was effective.

Keywords: Application, Consciousness Raising Method, Writing

Writing is among the most important language skills that students need to learn and master. It is categorized under productive skill where students produce the language (Simaibang, 2017:87). But it is not just a language product, as stated by Henning et al. (2005:xv) that when students learn to write, they are in the process of thinking which uses written language to perform their ideas. As the students getting higher education, writing skill becomes more needed. In the same page, Henning et al. state that the students are going to deal with research reports, essays, papers, or just simple assignments. This supports the fact that students have to master this skill.

In Indonesia, there were some difficulties of learning English as foreign language. According to Abdullah (2013:2) “the difficulties of learning English as foreign language are (1) there are some difficulties of vocabulary, writing essay, using different structures of sentences, (2) there are some difficulties with base and affixes, (3) and there are some difficulties with some transcription and dipthong vowels. In addition, there were factors of students difficulties to learn English, such as many students lacked of Vocabulary, many students shied to start to learn English, and many students had no high motivations to learn Englis.
In this case, writer should find out the way how to build students’ interest in learning English or even to increase students’ score in writing. Then writer found one of strategy to solve the problem above. That was “Consciousness Raising Method”.

Fa’iezah (2017:61) stated that:

By using the consciousness raising method, we attempt to draw the students’ curiosity and attention in learning English especially in writing English. The consciousness raising method, in writing English emphasizes the teacher and students’ awareness, consciousness and intention to the writing process. The point is that the teacher in the class must be helpful to make the students aware of the mistakes they have made.

Considering what has been stated above, the title “the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang” was chosen for this study.

In English writing, there are some aspects that need to be noticed such as content, organization, vocabulary, structure, and mechanics. In fact, students often lacked of ideas and did not know what or how to write when they were asked to write. This study focused on the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang. In this study, the materials were limited to recount essays in the theme of *Personal experience* that consist of 3 simple paragraphs and were taught the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang.

The problem of this study was formulated in the following question; “Is there any significant difference on the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang?”.

**LITERATURE REVIEW**

**Concept of Consciousness Raising Method**

Djiwandono (2011:659) stated that “Consciousness-Raising has been proposed as a method that aims to improve learners’ language proficiency by making them aware of the important features of an authentic discourse”.

Al-Jardani (2012:2) stated that:

C-R should not be seen as synonymous with language awareness since language awareness is a product, while the other is a process. However, C-R
can also be seen as one of the stages learners go through to build their language awareness as it gives learners the pace and time to think about the target features. However, more C-R activities might lead to achieving some kind of language awareness as the learners notice more grammatical features.

Richards, *et al* (2010:119) pointed out that:

Consciousness raising method as techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly to language acquisition. Techniques include having students infer grammatical rules from examples, compare differences between two or more different ways of saying something, observe differences between a learner’s use of a grammar item and its use by native speakers.

According to Abdalla (2014:815) “C-R techniques can be effective if and when used in conjunction with other techniques. On the teaching side, EFL teachers can always use a combination of C-R techniques together with explicit, formal instruction by way of strengthening the teaching methods they are familiar with. In addition, C-R techniques may have the advantage of lessening students’ dependence on the teacher, thereby, fostering learner-independence, a goal EFL teachers have always been encouraging learners to achieve”.

Based on Fa’eizah (2014:815) There are five main steps of Consciousness Raising Method, namely

<table>
<thead>
<tr>
<th>No</th>
<th>Five Steps</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyse</td>
<td>Doing analyse of elements of the story</td>
</tr>
<tr>
<td>2.</td>
<td>Compare</td>
<td>Making differences between two or more thing elements from the story</td>
</tr>
<tr>
<td>3.</td>
<td>Reflect</td>
<td>Create an outline of the story includes introduction, body of work, and conclusion</td>
</tr>
<tr>
<td>4.</td>
<td>Comprehend</td>
<td>Understanding story completely</td>
</tr>
<tr>
<td>5.</td>
<td>Write</td>
<td>Express the ideas into the written form by the previous steps</td>
</tr>
</tbody>
</table>

It could conclude that there were five main steps of consciousness raising method to write narrative paragraphs that should be done by students. Firstly, student should do analyse of elements of the story. Secondly, students should make differences between two or more thing elements from the story. Thirdly, students should create an outline of the story includes introduction, body of work, and conclusion. Next, students should understand story completely. Last, students write their idea.
Concept of Writing

Hyland (2003:23), “Writing is a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts, and audiences.” Then, according to Maggie Sokolik as cited by Nunan (2015:78), writing is both physical and mental processes of generating ideas and thinking about the way to present the ideas effectively in the form of written text through committing symbols to paper or a computer screen.

Based on the writing’s definitions above, it is concluded that writing is a communicative activity which involves cognitive aspects to express thoughts, feelings, and judgements in written form.

According to Brown as cited by Purwati (2016:27), there are three kinds of writing. Those kinds are explained in the following.

1) Academic Writing: papers and general subject reports, essays, composition, academically focused journals, short-answer test responses, technical reports (e.g., lab reports), theses, dissertation.

2) Job-related Writing: messages, letters/ email, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.

3) Personal Writing: letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals.

In doing writing activity, written paragraph is not just done by one simple step. There is process in writing which is the stages a writer goes through in order to produce something in final written form (Harmer, 2004:4). According to Zemach and Rumisek (2005:3) there are 6 steps in writing, they are explained in the following.

- Pre-writing
  Step one: The students choose a topic or analyze the topic given by teacher.
  Step two: The students gather ideas. They think about what they will write about the topic.
  Step three: Organise. The students choose which idea to talk about first, which to talk about next, and which to talk about last.

- Drafting
Step four: Writing. The students write the paragraph from start to finish.

- Reviewing and Revising
  Step five: Reviewing structure and content. The students check what has been written. They look for places where more information can be added or if there are any unnecessary informations.

- Rewriting
  Step six: Revising structure and content. The students make improvements to the structure and content, explain something more clearly, and add more details or even change the organisation so the paragraph can be more logical. Step five and six can be called editing. Next, proofread. The students read the essay again, check the spelling and grammar. Then, they make final correction.

Criteria for Testing the Hypotheses

In this study, the critical value of t-table for one tailed test and 95% or 0.05 significant level were used for testing the hypothesis. The sample of this study consisted of 60 students, then the degree of freedom (df) was 60 (60-2=58) and the critical value of t-table for this study was 1.671.

The result of pre-test and post-test of experimental treatment were compared in order to get the value of t-table with the value of t-obtain. The alternative hypothesis (Ha) can be accepted if the value of t-obtain is equal or higher than the value of t-table, but if the value of t-obtain is less than the value of t-table, the null hypothesis (Ho) will be accepted and consequently the alternative hypothesis (Ha) should be rejected.

METHOD OF THE STUDY

In this study, there were two classes that taken as a sample. One class was considered as an experimental group and another one as a control group. In experimental group, the students were given the treatment by using the Application of Consciousness Raising Method in Teaching Writing. In control group, the students were given the conventional strategy of teaching. The quasi-experimental design was used in this study. Sugiyono (2013:114) states that quasi-experimental design is used because it is actually difficult to get control group for a research. This design has control group but the group cannot totally control the extrinsic variables that influence the experiment.
The nonequivalent control group design of quasi-experimental design was used. Both of the sample groups were taken based on the result of the pretest. According to Sugiyono (2013:116), the pretest-posttest nonequivalent control group design is diagrammed as follows:

$$\begin{array}{c}
onumber O_1 & X & O_2 \\ O_3 & \_ & O_4
\end{array}$$

Where:
- $O_1$: Pre-test (before treatment in the experimental group)
- $X$: Treatment to experimental group (in using CRM)
- $O_2$: Post-test (after treatment in the experimental group)
- $O_3$: Pre-test (before treatment in the control group)
- $O_4$: Post-test (after treatment in the control group)

The instruction was given to the experimental group. Before the treatment, the pre-test was given to the experimental group. Then, after the treatment, the post-test was given which was exactly the same as pre-test.

The same as experimental group, the control group was also given the pre-test and post-test. But in this group, the treatment by using the Application of Consciousness Raising Method in Teaching Writing was not given. Conventional strategy was used.

**Population and Sample**

According to Ary et al. (2010:148), population is all members of any well-defined class of people, events, or objects. Furthermore, Fraenkel et al. (2012:91) state that population is a large group which researcher is interested to apply the results of the study. In the field of educational research, the population is a group of students, teachers, or others who have particular characteristics. The population may be classrooms, schools, or facilities in some cases. In this study, the population was all of the Tenth Grade Students of State Senior High School 8 of Palembang in the academic year of 2019/2020. They were chosen based on the Senior High School syllabus of English subject, writing skill and recount writing were in there.
According to Fraenkel, et al. (2012:91), “A sample in a research study is the group on which information is obtained.” This sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. Therefore, in this study two classes that have similar ability and are taught by the same teacher were chosen to be the sample.

**TABLE 3**

**THE SAMPLE OF THE STUDY**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIII 1</td>
<td>Experimental Group</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>VIII 2</td>
<td>Control Group</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Number of the Students</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

(Source: Senior High School 8 Palembang in Academic Year 2019/2020)

**Technique for Collecting the Data**

In collecting the data, written test was used consisting of pre-test and post-test. Pre-test was given before conducting the study to the students, it was intended to measure the students’ ability in writing recount essays without the Application of Consciousness Raising Method. While post-test was given after the the treatment of the Application of Consciousness Raising Method in Teaching Writing. This test was aimed to measure the students’ ability in writing recount essays after the end of instruction. The results of those two tests were compared to each other.

The validity of the test material was checked through the content validity (Content-related evidence of validity). Content-related evidence of validity refers to the content and format of the instrument. The content and format must be consistent with the definition of the variable and the sample of subjects to be measured.

In this study, interrater reliability was used to find out the test reliability. Interrater reliability is the test of reliability where several judges are asked to rate the compositions in writing (Hatch and Lazaraton, 1991:533). Two raters were needed, it was aimed to avoid the
subjectively in giving the score. The first rater was the teacher of English at Senior High School 8 Palembang and the second rater was the writer.

Here is the formula of the interrater reliability:

\[
\frac{n r_{AB}}{r_{tt} = 1 + (n - 1) r_{AB}}
\]

In which:
- \( r_{tt} \): the reliability of all the judges’ ratings
- \( n \): the number of raters
- \( r_{AB} \): the correlation between two raters

**Technique for Analyzing Data**

Matched t-test was used to investigate the significant difference between the students’ achievement in pre-test and post-test in experimental group as well as pre-test and post-test in control group. Then, the independent t-test was used to analyze only the students’ pretest score in both of experimental and control groups as well as only the students’ post test score in both of experimental and control groups in order to find out the significant difference of the students’ mean scores between experimental and control group.

The formula of matched t-test is as follows:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\overline{SD}}
\]

In which:
- \( t \): The value-test
- \( \bar{x}_1 \): The mean of the students’ score in the post test
- \( \bar{x}_2 \): The mean of the students’ score in the pre-test
- \( \overline{SD} \): Standard error of the difference between two means

Standard error of the difference between two means can be calculated by the following formula of \( \overline{SD} \) is:

\[
\overline{SD} = \frac{SD}{\sqrt{n}}
\]

In which:
Standard Deviation can be obtained by using the following formula:

$$SD = \sqrt{\frac{\sum D^2 - (1/n)(\sum D)^2}{n - 1}}$$

In which:
- \(n\) : Number of students
- \(SD\) : Standard Deviation
- \(D\) : Different Scores

(Hatch and Farhady, 1982:116)

According to Sugiyono (2015:273), the formula of independent t-test is shown as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:
- \(t\) = The value by which the statistical significance between two means will be judged
- \(\bar{X}_1\) = The average of sample before treatment
- \(\bar{X}_2\) = The average of sample after treatment
- \(s_1^2\) = The variance before treatment
- \(s_2^2\) = The variance after treatment
- \(n_1\) = The number of the students before treatment
- \(n_2\) = The number of the students after treatment

**INTERPRETATION**

The result of the test shows that the Application of Consciousness Raising Method could help the students in making their writing recount essays better. Based on the result of the test, the students who were taught through the Application of Consciousness Raising Method got higher scores than those who were not. In the experimental group, the highest posttest score was 85, the lowest posttest score was 61, and the average was 71.30. While 79 was the highest score in the control group, the lowest posttest score was 55, and the average was 65.53. On the other hand, the result of \(t\) obtained was 3.783. Meanwhile its critical value
at 0.05 significance level for one tailed test with 58 (df) was 1.671. Since the t obtained was higher than t table, Ho was rejected and Ha was accepted.

Based on the treatment process, the students in experimental group could improve their writing through the strategy. They could get stimuli from their friends while generating the ideas. Therefore, they could know what to write in their writing. It can be seen in the scores distribution before that the students could make improvement in the content, organization, vocabularies, language use, and mechanics of writing. Overall, the experimental group had improved their ability in writing recount essays as well as decreased their difficulties.

On the other hand, the test result in the control group was not better than the experimental group. The improvement was really low because the students lost of focus in their writing. They didn’t write the recount essays based on its elements that already taught by their teacher. In conclusion, the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang was effective.

CONCLUSIONS

The following conclusions are drawn. The results of pretest and posttest in both experimental and control group show that there was significant difference between pretest and posttest score between those two groups. The students who were taught of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang got better scores than those who were not. It can be seen from the fact that the posttest mean score in the experimental group was higher than the posttest mean score in the control group. This indicates that the Application of Consciousness Raising Method to the Tenth Grade Students improved the students’ writing skill.

Finally the students’ perception towards the Application of Consciousness Raising Method in Teaching Writing to the Tenth Grade Students of State Senior High School 8 of Palembang, they never learnt using this strategy but they now agree that this strategy could help them write recount essays easier than before. In summary, there was significant difference on Tenth Grade students’ writing achievement between those who are taught through the Application of Consciousness Raising Method and those who are not taught in the Application of Consciousness Raising Method to the Tenth Grade Students of State Senior High School 8 of Palembang.
REFERENCES


