

USING SOCIOGRAM METHOD TO DEVELOP WRITING SKILL TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 OKU

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Abstract

There were many reasons why the students consider writing skill is a difficult thing. First, the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Second, there are many errors in vocabulary, grammar, and spelling. Another reason is the students' difficulty in connecting the characters in the story or text that they write. Students are also difficulties in arranging the words according to the storyline and the role of every character in the story or text. Sociogram method was focus in social relationships between characters and the place. That was why the researcher chooses the title "Using Sociogram Method to Develop Writing Skill to the Eleventh Grade Students of SMA Negeri 2 OKU" for her research design.

The main objective of this study was to find out whether or not was there the significantly effective using sociogram method for develop writing skill to the eleventh grade students of SMA Negeri 2 OKU.

The researcher used the pre-experimental method. The population was students of SMA Negeri 2 OKU in academic year 2012/2013. The total number of population was 139 students. The sample of this study was 36 students. They were taken by using cluster random sampling technique and it got one class as sample of the research. The data were collected through written test in form of essay test. The researcher used matched t-test for analyzing the data. The result of the data analysis showed that there was significant difference of students' writing skill between the result of pre-test and post-test in research process. There was difference in the result of Mean. Based on the result of the data analysis, the researcher was found that the gained t of sample class (t_0) 5.45 in the level of 5% and $df = 34$ ($35 - 1$) and t -table was 2.03 or $t_0 > t_{table}$. It meant that the alternative hypothesis is accepted and null hypothesis is rejected. This indicates there is effective to develop students' writing skill through sociogram method.

Key words: sociogram, develop, writing skill

Introduction

Writing is one of four language skills. Writing is having ideas, organizing ideas, and communicating ideas (Johnson, 2008: 203). Writing is the ability of the language users or students to transfer information, thought, ideas what they think, image and describe in written text to the readers. They can write all of their idea in a paragraph, a text, or a book. By using writing, students could express their idea, though, and feel. Besides that, students could also give some information to the other, persuade the other to do or not to do something, getting helping, or even amuse the reader.

In writing, there are some factors which must be considered by writer. According to Nik et al. (2010: 56) good performance in writing requires several skills such as getting the grammar right, having a wide range of vocabulary, demonstrating a mastery of conventions in mechanics of writing, and being able to construct effective and complex sentence. In line with that Oshima and Hogue (2007: 79) state that a reader can follow writer idea easily if in each paragraph has coherence.

In the field of English teaching and learning, even though students are mostly commanded their teacher to write more, it is still hard to find students who are able to cope their writing difficult. According to Msanjila (2005: 23-24) the students can cope their problem difficulties in writing if the students are taught writing as a skill by professional language teacher.

In activities of writing, the student must have component of communication system which describes thought, feeling and idea in writing form. So writing was one of difficult aspect because in writing need some arrangement and good enough of knowledge and have idea was important to be successful to make people understanding, to make people know about information something, to make people have advantage from the information which extent. The another reason, in traditional writing instruction consisted of little more than worksheets, essays, read-ink corrections, and student indifference. But student interested in writing began once students see a real reason for writing.

Furthermore, research showed that writing instruction is most effective when it resembles real writing done for real purposes (Duke & Hall, 2006) as cited in Lidvall (2008). Therefore, writing instruction

in schools should closely model the writing found within real world situations. Writing skill was the major tool for learning. It is not only because we need to communicate in written language but it is because writing plays so many roles, such as discovering, generating new ideas, organizing new ideas, and clarifying concepts, solving the problems, and enabling the students to working the system of the language being learned, and appreciating and recognizing good writing.

There some steps that should we know in writing process. According to Oshima & Hogue (2007: 15-17), there are four steps in writing process. It includes prewriting, organizing, writing, and polishing: revising and editing.

1. Prewriting
In prewriting the students has the idea and choose a topic and collect ideas o explain the topic.
2. Organizing
This step is when the students organize their ideas into a simple outline.
3. Writing
Students write their rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation.
4. Polishing: revising and editing
Students polish what they have written. Two steps in polishing. First, revising is students attack the issues of content and organization. Second, editing is students work on the smaller issues grammar, punctuation, and mechanics.

Working on writing assignments is potentially one of the most difficult do in school. Tangpermpoon (2008: 1) states that:

“When compared with other fundamental skills such as listening, speaking and reading, writing is the most difficult skill because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce a good writing.”

There were many reasons why the students consider writing skill is a difficult thing. First, the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Second, there are many errors in vocabulary, grammar, and spelling. Another reason is the students' difficulty in connecting the characters in the story or text that they write. Students are also difficult in arranging the words according to the storyline and the role of every character in the story or text.

Writing is a skill to make a communication successfully. The language will acceptable if we can make a good writing. However, the students feel difficult in connecting the character relationships in the narrative short story.

Based on the reasons above the researcher chooses sociogram method in develop students writing skill. Sociogram method is focused in social relationships between characters and the place. That is why the researcher chooses the title “Using Sociogram Method to Develop Writing Skill to the Eleventh Grade Students of SMA Negeri 2 OKU” for her research.

1.1 Formulation of the Problem

The writer formulated the problem in this study into the following question: “Was sociogram method effectively used for developing writing skill to the eleventh grade students of SMA Negeri 2 OKU?”

1.2 The Concept of Narrative

Narrative is always deal with some problems which lead the climax and then turn a solution to the problem. Fairy tale, historical story, folktale, fable, tall tales legends belong to narrative. According to Purwati & Prasetyaningsih (2005: 137), the structure of narrative text consists of:

1. Orientation
It tells the reader about:
 1. The story's setting,
 2. The time in which it took place,
 3. Who the major characters are, and
 4. You may begin to hint at some important details that will follow.
2. Complication
This is an event or series of events that unfold and lead to a complication (problem or conflict) as they lead to the climax of the story.
3. Resolution
This is the final part of the story where the problem or complication is solved and the loose ends are tied up.
4. Re-orientation: optional.

1.3 The Concept of Sociogram

Sociograms serve as simple visual illustrations in helping people to explore and understand network structure characteristics, and to communicate specific information about the network to others (W. Huang et al, 2006: 2). A sociogram is a sociometric instrument which diagrammatically indicates the formation and changes of a group.

We felt that adolescents are particularly interested in social relationships between characters and the place of individual characters in the larger social. Sociograms provide a useful tool for expressing character relationships in visual form.

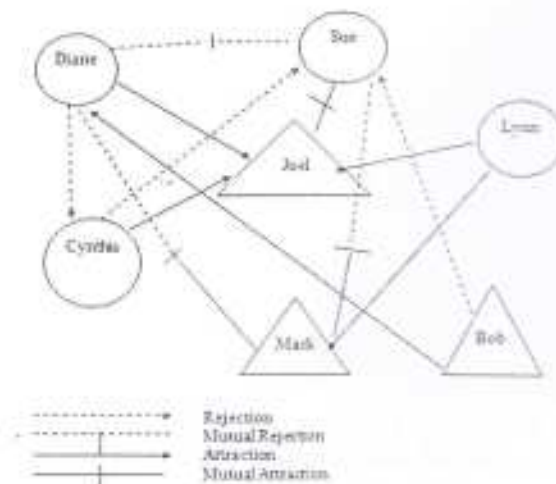
To do a sociogram, a student would need to think about the central characters and their alignments with each other and with minor characters. The central character is placed at the centre of the page and the other characters are placed around it. To show the direction of a relationship by arrows, and its nature by a brief label. Arrow is used to show the direction of the relationship and a brief description of the nature of the relationship is placed alongside each arrow.

Students could work independently in wrote a good paragraph, because students could use pictures of characters and word cards to construct their sociograms. Not only to write a good paragraph to the students but also sociograms can be used to help explore power relationships implied in non-fiction texts such as newspaper reports and feature articles. The steps of Sociogram method are:

1. Place the central character/s at the centre of the diagram.
2. Let the physical distance between characters reflect the perceived psychological distance between characters.
3. Let the size of the shape representing a character with (a) the importance, or (b) the power of the character.
4. Show the direction of a relationship by an arrow and its nature by a brief label.
5. Place the characters that support the main character on one side of a dividing line, and antagonist characters on the other.

According to Hollander (2012, 10) show the classical sociogram in diagram 1.

Diagram 1
Classical Sociogram

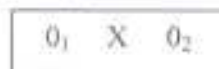


Discussion

2.1 Method of Study

For conducting this research, the writer used pre-experimental design method. It consisted of one group pre-test and post-test. In this study, the writer did three steps. The first was the writer gave the students pre-test. The second was the writer thought writing by using Sociogram method. And the third was the writer gave the students post-test to know the effectiveness of method that use.

In this study, it could be designed as follows:



Where:

- X : Experiment/ treatment
 O_1 : Pre-test in experimental class
 O_2 : Post-test in experimental class

2.2 Population and Sample

According to Arikunto (2010: 173), population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research was the eleventh grade students of SMA Negeri 2 OKU in academic year 2011/2012. The total number of the students were 139 comprise 4 classes. There were 70 female students and 69 male students of eleventh grade students at SMA Negeri 2 OKU. There were two kinds of classes: science and social class. From four classes, there were two science classes and two social classes.

In this study, the writer took sample of this study by using cluster random sampling, the writer wrote the name of the four classes on four small pieces of paper, rolled them, put them in a glass and took one of them to be the sample. The result of lottery was gotten in class XI.IPA 2 as a class of the research. Based on the lottery, so the sample of the research was class XI IPA2 that was consisted of 36 students.

2.3 Validity and Reliability

This research, the writer used content validity. Content validity shows if instrument is the reflection or representative of the materials have been taught, and of knowledge which the teacher wants the students to know. Content validity can be examined by the Table of Specification.

Table 1
Test Specification

No.	Indicator	Objective	Materials	Total Items	Type of test
1.	The students are able to write narrative text.	To find out the effectiveness of using sociogram method in developing the students writing skill.	Kinds of narrative text: Fairy tale	1	Write a short narrative text.

To find out the reliability of the test the researcher used Rank Order Correlation formula. Rank order correlation is used to decide the correlation between two parts which have order correlation. In this study, rank order correlation will relate the correlation between the students score from rater one (R1) and rater two (R2). Try out was done to the non sample students of class IX IPA 1 with the total number was 36 students. The highest score was 95 that was gotten by only one student, while the lowest score was 50 that was gotten by 2 students (see appendix 1).

$$\begin{aligned} r &= 1 - \\ &= 1 - \\ &= 1 - \\ &= 1 - \\ &= 1 - 0.086 \\ &= 0.914 \end{aligned}$$

After calculated the students' score in try out by using rank order formula, the writer got the result that could be seen in the following table 6:

Table 4
The Reliability of Raters in the Try Out

Reliability	Try Out 0,914
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From the criteria of reliability calculation above, if the reliability test coefficient was same or more than (0.70), it could be concluded that reliability of the raters in try out was very high reliability. But if the reliability test coefficient was less than (0.70), it could be concluded that reliability of the raters in try out was very low reliability or un-reliable (Sudjono, 2010:209).

The Result of Pre-Test and Post-Test

In the pre-test, the writer found the highest score was 81 that reached by two students, while the lowest score was 47.5 that reached by two students, too. In the post-test, the highest score was 88.5 that

reached by two students, while the lowest score was 68 that reached by only one student. Table 9 showed the score distribution of the pre-test and post-test.

Table 10

The pre-test and post-test scores distribution

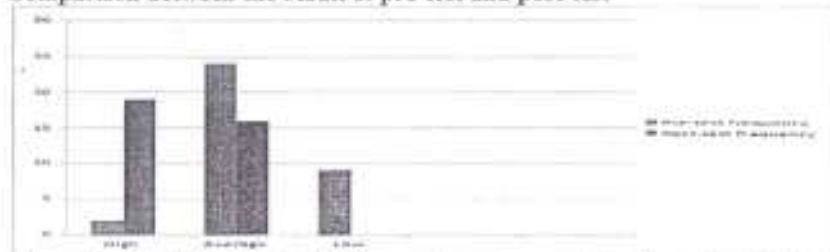
Score Interval	Category	Pre Test		Post Test	
		Frequency	Percent (%)	Frequency	Percent (%)
80 - 100	High	2	5.7%	19	54.3%
65 - 79	Average	24	68.6%	16	45.7%
< 65	Low	9	25.7%	0	0
TOTAL		35	100%	35	100%

From the table above, it showed that the pre-test, there were 2 students (5.7%) got the score 80-100, and 24 students (68.6%) got the score 65-79, and 9 students (25.7%) got the score <65. While in post-test, there were 19 students (54.3%) got the score 80-100, and 16 students (45.7%) got the score 65-79, and no student got the score <65.

The comparison of the students' score of pre-test and post-test by using Sociogram method could be seen in the following graph.

Chart 1

Comparison between the result of pre-test and post-test



the writer found that the total difference between pre-test and post-test ($\sum D$) was 391.5, mean of difference between pre-test and post-test (M_D) was 11.18, and the total square of the difference between pre-test and post-test (M_D^2) was gotten from:

$$M_D = \frac{\sum D}{n} = \frac{391.5}{35} = 11.18$$

$$SD_D = \sqrt{\frac{\sum D^2}{n} - M_D^2} = \sqrt{\frac{4380.5}{35} - 11.18^2} = 8.47$$

$$SE = \frac{SD_D}{\sqrt{n}} = \frac{8.47}{\sqrt{35}} = 1.45$$

Because mean of difference between pre-test and post-test (M_D) and the standard error of mean of difference between post-test and pre-test (SE) were already known, so the writer could find t-obtained (t_0) as followed.

$$t_0 = \frac{M_D}{SE} = \frac{11.18}{1.45} = 7.7$$

$$df = n - 1 = 35 - 1 = 34$$

In which:

df = degree of freedom

(Sudijono, 2010:307)

After getting t-obtained, it was compared with t-table. Because $df = 34$, so t-table = 2.032 for significance level 5%. Based on the calculation above, it was known that t-obtained = 7.7, it was higher than t-table. It meant that significantly Sociogram method was effective to develop writing skill.

Conclusion

Based on the findings above, it showed that there was a significant difference between the students' pre-test and post-test score. It could be seen from the comparison of the score in pre-test and post-test, the comparison of the mean score in pre-test and post-test, and the comparison of value of t-obtained and t-table. Because the finding showed that t-obtained was more than t-table, it showed that the Null Hypothesis (H_0) was unacceptable. It meant that there was effective teaching writing a narrative text through Sociogram method to the eleventh grade students of SMA Negeri 2 OKU. So, from the explanation above, the writer could conclude that Sociogram method was effective to use for teaching writing a narrative text to the eleventh grade students of SMA Negeri 2 OKU.

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