

**THE IMPLEMENTATION OF WORKSHOP TECHNIQUE IN
TEACHING RECOUNT TEXT WRITING AT THE SECOND GRADE OF
SMPN 16 BANDAR LAMPUNG**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE IMPLEMENTATION OF WORKSHOP TECHNIQUE IN TEACHING RECOUNT TEXT WRITING AT THE SECOND GRADE OF SMPN 16 BANDAR LAMPUNG

Sella Merista

Writing is not only about result or product, but also process. Balancing the process and the product of writing is considered important in writing process. Many of the teachers teach the students without using a good approach and technique. Implementing appropriate techniques will affect the process of balancing both the product and the process of writing. Therefore, the teacher should be very careful in choosing and implementing which technique emphasizes on both product and process. In order to solve the problem in writing there is one of techniques that can be used by the teachers. Workshop is believed can give a positive effect towards students' writing ability.

This research was quasi experimental research. The aim of this research was to find out students' improvement in recount text writing after the implementation of workshop technique, to find out which aspects of writing that improved the most after the implementation of workshop technique. This research was also aimed to identify the difficulties during the implementation of workshop technique. This research used pretest and posttest as the design. The research was conducted to the second term of eight grade students at SMPN 16 Bandar Lampung. The research took one class as the sample, it was VIII C which consisted of 35 students. The writing test of recount text (pretest and posttest) and observation sheet were applied to the collect data.

The result of this research showed that the t-value (10.351) was higher than t-table (2.032) and the value of significant level was $0.00 < 0.05$. It means that that there was a significant improvement of students' writing ability in recount text after the implementation of workshop as the technique. On the other hand, content and language use were found to have improved the most. Based on the result of observation, the difficulties occurred were in drafting and revising steps.

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A Script

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**The Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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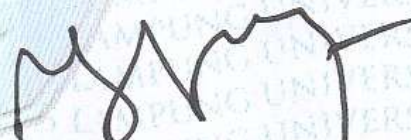
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DEDICATION

By offering my praise and gratitude to Allah SWT, this paper is proudly dedicated to:

My Beloved Parents

Waslan Yusuf and Sumarni

My Beloved Sisters

Hatri Tania and Pices Raini Dwi Putri

My Fabulous Friends

English Department 2012, Tajins, Badokers, and KKN

My Almamater, University of Lampung

MOTTO

The way to get started is to quit talking and begin doing

“Walt Disney”

Don't tell your Lord **I have great problems**

Tell your problems **I have a great Lord**

“Ali Bin Abi Thalib”

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Bandar Lampung, June 2016

The writer,

Sella Merista

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I INTRODUCTION

This chapter discusses introduction of the research dealing with background of the problem, research questions, objectives of the research, uses of the research, scope of the research. Definition of terms are provided in the last chapter to avoid misunderstanding.

1.1 Background

In Indonesia, English has become a compulsory subject that is taught and learnt at elementary schools up to university level. Guideline of School Based Curriculum (Depdiknas: 2006), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English states in School Based Curriculum of 2013 for English subject, there are four skills to be mastered, they are listening, speaking, reading, and writing.

In the competency-based curriculum, teaching English at Junior and Senior High School has three purposes, those are to: 1) develop the competence to communicate in spoken and written form, 2) grow the awareness of the reality and importance of English as one of foreign languages to be a main instrument for studying, 3) develop the comprehension of the culture and language interrelation

and broaden the culture firmament. Based on one of the aims above the students should be able to develop their competence to communicate in written as well as in spoken language to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives.

In the curriculum, English material is taught based on the text. As cited in Sutarsa (2011), text type is one of important aspects which contribute to learning outcomes. It is closely related to teaching and learning activity that could support students' competency. Erawati (2012; 39) notes "Based on generic structures and languages feature dominantly used, texts are divided into several types. They are narrative text, procedure text, descriptive text, report, explanation, analytical exposition, hortatory exposition, recount text, discussion, review, anecdote, spoof, and news items". These genres or text types are related to the curriculum applied at the school. Specifically for junior high school, there are three types of text that are taught to the second grade students, they are recount, narrative, and descriptive text. In this curriculum, the students have to be able to understand and create a text coherently based on the social function and generic structure of the text. Relating with this aim, create a text is more emphasized in writing skill. As cited in Heaton (1975:138), writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment.

To strengthen this research, the researcher provided two previous studies that were related to this research. Muthoharoh (2006) stated in her research *The Use of Small Group Discussion in Teaching Writing (Narrative Text) to senior high school students*”, in her research there were three steps in conducting the research. They were choosing population, taking two groups, and obtaining the data. In obtaining the data, she used pretest and posttest. She proved that there was significant 11.3% improvement in students’ performance in writing. However, in the process of conducting the technique, students had problems in developing their ideas into a good text, the students had difficulty in revising the students work since the correction of the students were still incorrect and they did not revise the grammatical structure of their friends’ work, students are lack vocabularies, and students have difficulties in using appropriate verbs in writing text. Another previous study by Rahmat (2013), who has done observation in SMAN 1 Sukadana Kayong Utara, his research is focused on using small group technique in improving students’ writing achievement in procedure text. Based on his pre-research, most of the students in SMAN 1 Sukadana faced problems in writing procedure text. It concerned in choosing the best words (word choice) and organizing generic text structure. Besides that, the students also missed the use of imperative verb, use of adverb and adjective. In order to solve this problem, he implemented small group technique and 37 students were chosen as sample. The result from his research was increasing students’ procedure text writing by using small group discussion technique was effective.

Those previous studies showed students had difficulties in choosing best words, developing ideas, organizing grammar, and using appropriate verbs. To solve those problems, Muthoharoh (2006) and Rahmat (2013) implemented small group technique. In short, those previous studies also showed small group technique is effective in improving students' writing ability. To justify the research questions of this research, the researcher used those previous studies as turning point for a better research. The first differentiation between this research and those previous studies lay on focus. This research focused on finding students' improvement in recount text writing after the implementation of workshop technique in junior high school since those previous studies have conducted the same research in senior high school. This was done since the researcher intended to find out whether workshop technique could influence students' writing ability or not at junior level. Moreover, when those previous studies ignored the difficulties that were faced by teacher and students during the implementation, this research tried to find out the problems and also the solution.

Writing is not only about result or product, but also process. Balancing the process and the product of writing is considered important in writing process. Implementing appropriate techniques will affect the process of balancing both the product and the process of writing. Therefore, the teacher should be very careful in choosing and implementing which technique emphasizes on both product and process. In here, the researcher tried to offer writing techniques for teaching writing. The teaching technique the researcher interested was workshop.

In this case, the researcher used workshop to increase writing skill. According to Tompkins (2008), writing workshop is a technique for teaching writing in which the students choose their own writing topics and move through prewriting, drafting, revising, editing, and publishing their work as though they were professional authors. It is especially supportive to English language learners because students are encouraged to discuss their ideas, work with a partner or group in revising and editing, and interact verbally with others (Diaz-Rico & Weed, 2002). Writing workshop is very good to be conducted every day because it keeps the writer connected to the piece that is developing.

By using workshop technique, the researcher tried to find out whether research questions could be answered in this research or not. This research tried to find out students' improvement in recount text writing after the implementation of workshop technique and to find out which aspect of writing that improved the most after the implementation of workshop technique. This research also tried to find out the difficulties during the implementation of workshop technique. The researcher applied this technique in order the result of this research was able to revise the previous research finding or contribute a new research. Therefore, the researcher conducted the research with the topic "The implementation of workshop technique in teaching recount text writing at the second grade of SMPN 16 Bandar Lampung".

1.2 Research Questions

Based on background of the problem, the researcher posed three sets of formulation of the problems as follows:

1. Is there any significant improvement of students' ability in recount text writing after the implementation of workshop technique?
2. Which aspects of writing that improved the most after the implementation of workshop technique?
3. What are the difficulties that occur during the implementation of workshop technique?

1.3 Objectives of Research

Concerning to the research problem, the objectives of this research were:

1. To find out whether there is any significant improvement of students' ability in recount text writing after the implementation of workshop technique.
2. To find out which aspects of writing that improved the most after the implementation of workshop technique.
3. To find out what are the difficulties that occur during the implementation of workshop technique.

1.4 Uses of Research

The results of this research were expected to be beneficial both theoretically and practically, as follows:

- 1) Theoretically

The results of this research are expected to support the existing theory on the role of workshop technique and to measure students' achievement.

2) Practically

The results of this research are expected to give information for English teacher of junior high school about teaching writing by using workshop technique.

1.5 Scope of the Research

The research was conducted to the second term of eight grade students at SMPN 16 Bandar Lampung. Based on School Based Curriculum of 2013, the basic competence of English writing skill for junior high school students is they should learn narrative, recount and descriptive. Here, the researcher chose recount text because considering students level. Besides that, the researcher chose recount text because it was based on the students' experience. It seemed the students write their own dairy. In applying workshops technique, there were five steps. The process of workshop occurred in the third steps, revising, where the students would work in a group which consist 3 or 4 members.

1.6 Definitions of Terms

Teaching

Teaching is showing and helping someone to learn how to do something by giving instruction, guiding in the study of something with knowledge causing to know or understanding (Brown, 1987:7).

Writing skill

Writing skill is a skill in which we express ideas, feeling, and thoughts which are arranged in words, sentence, and paragraph using eyes, brain, and hand (Raimes, 1987:76)

Teaching Writing

Teaching writing is to teach the students how to express the idea and imagination writing form, which is relevant to their needs, interest capacity, ages until they are able to make composition with few or even no errors (Finnochiaro, 1964:129).

Recount text

Recount text is one of the texts that recalls and reconstruct events, experiences and achievements from the past in a logical sequence (Derewianka,1990).

Workshops Technique

Workshop is a technique for teaching writing in which the students choose their own writing topics and move through prewriting, drafting, revising, editing, and publishing their work as though they are professional authors (Tompkins, 2008).

II LITERATURE REVIEW

This chapter discusses about writing, aspect of writing, types of writing, teaching writing, recount text, small group technique, teaching writing using workshop technique, procedure of teaching writing using workshop technique, advantages and disadvantages using small group technique in learning writing, theoretical assumption and hypothesis.

2.1 Writing

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that can be communicated to other people by the writer. In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly. This statement is also supported by Raimes (1983: 76), he says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs by using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. In addition, Tarigan (1987: 7) says that writing is a language skill that is used for indirect communication. Indirect means the writers do not communicate with their

readers directly, without face to face, but they communicate with the readers through writing product, for examples, books, letters or newspapers.

From the statements above, it could be inferred that writing is indirect communication where the writer can express their ideas, feelings and thought in the form of written words. To make writing readable, the writer should know the knowledge of the reader. It would help the writers to choose the appropriate vocabularies and organize the text. Then, the writer should make paragraphs that are logically structured. It means that the writer should state a central idea and a clear chronology of events. The writers should also make all of the sentences clear. The writing should re-arrange the word order to be informative and easy to read. Furthermore, the writer should choose words carefully. The chosen words should keep the language simple.

2.2 Aspect of Writing

To have a good writing, the writers have to know the aspects of writing. According to Jacob et al (1981: 90) there are five aspects of writing, namely:

1. *Content* refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. *Organization* refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. *Vocabulary* refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his prime objective. Choosing words that express meaning is precisely rather than skew it or blur it.
4. *Language use* refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. *Mechanic* refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing.

They are:

1. Content refers to the substance of writing, the idea expressed (unity)
2. Grammar refers to the employment of grammatical form and syntactic patterns.
3. Form refers to the organization of the content (coherence).
4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refers to the conventional devices used to clarify the meaning.

Referring to the ideas above, it could be concluded that in order to have a good writing in the term of recount text, the aspects proposed by Jacob et al were applied accordingly because these aspects were fairer in scoring each aspect of writing. The text should contain some aspects of writing they were content, organization, vocabulary, language use, and mechanic.

2.3 Types of writing

Kytte (1974:27) states that there are some types of writing, they are as follows:

1. Descriptive type of writing

It is used to make the reader see, describe a verbal picture.

2. Narrative type of writing

It is used to relate sequential events and person frequently is involved in the events.

3. Recount type of writing

It is used to describe sequence events that happened in the past, it focuses on time-order and subject of the story. For example: personal experience.

4. Explanatory type of writing

It is used to explain something to the reader, often in explanatory writing, the writer breaks the ideas into its parts of component.

5. Argumentative type of writing

It is used to convince the reader, i.e. the writer tries to persuade the reader logically as either describes, narrates or explains appropriate details to the reader.

The types of writing above was also supported by school based curriculum of 2013 that the researcher has stated in the first chapter, where the students were expected to learn English from various types of the text. Relating with the object of this research, the researcher decided to use recount text in teaching writing, which this text also has stated in the curriculum for second term of eight grade students.

2.4 Teaching Writing

Harmer (1984:40) points out that there is certain particular consideration that needs to be taken into account such as sentence organization, paragraph arrangement, and coherence. Teaching writing means that it requires the elements of writing skills including grammar, sentence organization, vocabulary and mechanic (Madsen, 1989:120). In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. In writing activity, writer can be said to be successful if the writing contains the necessary aspects of writing. During teaching writing, a writing teacher should have known what problems faced by students along the process of writing. So, he or she can find out the appropriate way to overcome the writing problem in writing class.

In addition, Arropof (1989:129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. It follows that teaching to write is different in every important way from teaching to speak to teaching to use grammar. Purposeful selection and organization of experiences require active thought. Another important thing to consider is that the students should exercise themselves to practice their writing in order to become accustomed to write a correct text. In practicing their writing, they have to follow the steps to make their writing more effective. Besides, feedback or correction is one of the important things in writing. According to Edelstein and Pival (1988: 11), there are three steps of writing. These steps are used to make the writing more effective, they are:

- 1) Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.
- 2) Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraphs.
- 3) Re-writing concerns with evaluating her or his writing, deals mainly with:
 - a. Correcting the content of form.
 - b. Correcting the vocabularies, punctuation, and grammar.
 - c. Correcting writing errors, word duplications and omission.

On the other hand, according to Margaret Cargill and Patrick O'connor (2009) there are five stages in writing:

- 1) Pre-writing refers to collecting the information that relates to the idea.
- 2) Drafting refers to putting information and idea on paper.

- 3) Revising means literally re-see and re-look your writing,
- 4) Editing focuses on making your document meets the convention of stands written English.
- 5) Publishing refers to releasing your writing to public.

Based on the statements above, writing is not only to write sentence in paragraph but also to organize ideas in written form. For this research, the researcher took Margaret Cargill and Patrick's assumption towards stages of writing into account. It was also supported by Tompkins (2008) who states five stages of writing process; prewriting, drafting, revising, editing and publishing. The stages also have been labeled as a way of identifying and discussing writing activities (Graves, 1994; Pearl, 1994).

2.5 Recount Text

Recount text is used to tell an experience in the past, obviously recount text uses past tense form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and re-orientation. Derewienka (1990:15) asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It is focus on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the

recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on we call it re-orientation.

The generic structure of recount text (Derewianka, 1990: 145):

1. Orientation

Scene setting opening, it given the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.

2. Events – recount of the events as they occurred, for example, I saw a book.....these

events may be elaborated on by adding, for example, descriptive details.

3. Reorientation – a closing statement: When I get back, I told my mom (with elaboration in more sophisticated text).

To be clearer, here is the example of recount text that reflects the generic structure:

My Holiday

Orientation:

Last two weeks, I spent my holiday. I went to my grandmother's house. My grandmother lived in the village. I went with my family. I met with my nephew and my cousin. We went to my grandmother house every year.

Events:

On the first day, my grandmother cooked my favorite food for me. I liked it very much. In the afternoon, I helped my grandfather in the garden. He planted many

kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

Re-orientation:

We were enjoying our holiday in our grandmother's house, because there was very naturally place to enjoy.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or herself (i.e., oral anecdote, diary entry) use the first person pronouns (I, we).

Personal responses to the events can be included, particularly at the end.

Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount.

The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements.

This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending described the outcome of the activity (i.e.,

science experiment). Details of time, place and manner may need to be precisely stated, i.e.: at 2.35 pm., between *Jhonson St* and *Park Rd*, the man drove at 80 *kph*. The passive voice may be used, i.e., the beaker was *filled* with water. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. “A day in my life a family pet”, for example. Emotion language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person’s life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject’s achievements in the final section.

From five types of recount text above, the focus of the research was personal recount since it tells the activities whereas the writer involves or does by herself or himself. The theme that was used about personal recount such as students' experience.

2.6 Small Group Technique

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000:4). According to Sagala (2008: 20), group discussion team is more effective if the group consists of 3-4 students, enable students give their opinions or ideas to other students easily. There are five types of small group technique; workshops, seminar, community juries, roundtables, and study circle. Supporting this, Slavin (1995: 75) argues that group contingency is essential if a small group structures are to enhance achievement. On the other hand, Baker (1987:159) assumes small group is three or more people discussing face to face, with or without an assigned leader, in such a way that each person influences, and is influenced by every other person in the group. The small group may vary in size, but it is generally agreed that the best size in terms of total discussion and greatest efficiency is somewhere between five and seven members.

They will be more creative in thinking to give opinion in solving problems of the topic. According to Johnson et al (1998: 14), a teacher should asses each student's

performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment. The students can work together in solving their problem. In a group, the students are free to talk in discussing to solve problem or answer the question because they do not finish their task individually. According to Brown (2001:178), small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confidence to give opinion in each of their small group. Discussion is scientific conversation among some people who make the group to exchange opinion about a problem and together to solve and to get good answer of the question. Brookfield and Preskill (1999) state that discussions tend to increase motivation, promote engagement with difficult material, and give people appreciation for what they can learn from one another and for what can be accomplished as a group. By using small group discussion, the students did not learn individually.

Here, the researcher tried to use theories from Baker (1987:159), "The small group learning format itself if it is three or more people discussing face to face, with or without a leader", and the theory from Brown (2001:178), "Small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges". These statements were the reasons why the researcher chose small group to increase students' writing skill. Specifically, by considering five types of small group stated by Sagala (2008: 20), the researcher focused the small group in workshops

technique where the students would focus on specific topics and work intensively over a period of time.

2.7 Teaching Writing Using Workshop Technique

Rahmat (2013) stated on his research the process of teaching writing by using workshop involved cooperative and editing pair arrangement. The students were grouped in small group consist of four students in each group, and the students received an individual score based on their writing. Workshop learning format could be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. As cited before, Baker (1987:159) assumes small group is three or more people discussing face to face, with or without an assigned leader, in such a way that each person influences, and is influenced by every other person in the group. In addition, Muthoharoh (2006) stated on her research that the students would arrange the chairs and tables in order to have a communicative class using the small group learning format in a classroom after they got the instructions from the teacher. It was supported again by Barker (1986:199), he believes that group membership can be beneficial to some and detrimental to others. Anh (2008: 136) that workshop can help students' writing ability become more competent and reduce some of error since there is revising steps. Hence, there will be discussion among the students in each group. Moreover, the broader context of communicative, meaning – seeking and information processing will occur.

2.8 Procedure of Teaching Writing Using Workshop Technique

Writing can be taught in a variety of way, many opportunities for teaching writing skills and strategies can be included into daily classroom language experience. Margaret Cargill and Patrick O'connor (2009) suggest that there are five steps of writing. These steps are used to make the writing more effective. The steps include:

1. Pre-writing refers to collecting the information that relates to the idea.
2. Drafting refers to putting information and idea on paper.
3. Revising means literally re-see and re-look your writing,
4. Editing focuses on making your document meets the convention of stands written English.
5. Publishing refers to releasing your writing to public.

To be more specific, relating to teaching writing here the researcher tried to introduce the communicative teaching technique in writing test. Workshop learning format as a technique can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. In addition, Barker (1986:199) believes that group membership can be beneficial to some and detrimental to others. Moreover, the broader context of communicative, meaning – seeking and information processing will occur. Based on this suggestion, the researcher tried to arrange the procedure of teaching writing using workshop technique. Tompkins (2003) lists the key features of the writing process as follows:

Pre-writing:

1. Students write on topics based on their own experiences.
2. Students engage in rehearsal activities before writing.
3. Students identify the audience for whom they will write.
4. Students identify the function of the writing activity.
5. Students choose an appropriate form for their composition based on audience and purpose.

Drafting:

6. Students write a rough draft.
7. Students mark their writing as a rough draft.
8. Students emphasize content rather than mechanics.

Revising:

9. Students reread their writing.
10. Students share their writing in writing groups.
11. Students participate constructively in discussion about classmates' writing.
12. Students make changes in their composition to reflect the reactions and comments of both teacher and classmates.

Editing:

13. Students proofread their own compositions.
14. Students help proofread classmates' compositions.
15. Students increasingly identify and correct their own mechanical errors.
16. Students meet with the teacher for a final editing.

Publishing:

17. Students make the final copy of their writing, often using word processing.

18. Students publish their writing in an appropriate form.

19. Students share their finished writing with an appropriate audience.

In brief, there were several activities in this lesson plan: pre writing, drafting, revising, editing and publishing. The researcher would apply this lesson plan in teaching writing using workshop technique.

2.9 Advantages and Disadvantages

According to Harmer (2001:117-118) the advantages of workshop are; 1) It dramatically increases the amount of talking for individual students, because there are more than two people in the group, personal relationships are usually less problematic; 2) There is also a greater chance of different opinions and varied contributions; 3) It encourages broader skills of cooperation and negotiation; 4) It promotes student autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. On the other hand, Kozma, Belle and Williams (1978:234) states the advantages of workshop are; 1) It is responsive to students' needs. If a student misunderstands and needs clarification or requires an illustration of a point, or would like one position compared with another, all they need do with ask to the students. Thus, the student becomes actively involved in learning, looking out information and opinions; 2) Student also has an opportunity to respond; she can share her position as well or she can

nod her consent, raise an objection, or contribute new ideas and attitudes to the discussion.

Besides the advantages, Harmer (2001:118-119) also states the limitations of workshop are; 1) It is likely to be noisy, 2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers, 3) Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate. According to Kozma, Belle and Williams (1928:235), the limitations of workshop are; 1) It is very unreliable, 2) Apart from the times it may become aimless or boring, 3) It is usually haphazard even when done well, 4) A significant amount of class time is required to maintain the group.

As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

2.10 Theoretical Assumption

In teaching writing, there are some techniques that can help the teacher to reach the aim of teaching learning process. There are many ways in teaching writing and teacher should have the ability to choose the appropriate way and implement it in

the teaching learning process to obtain the goal. The use of interesting aid is necessary for teaching writing.

Writing is a process of expressing the idea, feeling and thought in the form of written words. Writing is also indirect communication. The objective of teaching writing is to help the students to be able to communicate both in spoken and written form to solve problems in their daily lives. As stated before, Brown (2001:178) says that workshop provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confidence to give opinion in each of their workshop. Discussion is scientific conversation among some people who make the group to exchange opinion about a problem and together to solve and to get good answer of the question. Hence, the researcher believed that teaching writing using workshop technique makes the students are not bored in teaching learning process and this condition expects to help students increase their writing skill.

2.11 Hypothesis

The researcher proposed the following hypotheses:

1. There is a significant improvement of students' ability in recount text writing after the implementation of workshop technique.
2. Content is aspect of writing that improved the most after the implementation of workshop technique.

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3. Drafting and revising are difficulties that occur during the implementation of workshop technique.

III RESEARCH METHODS

This chapter discusses about the methods of the research, such as: research design, population and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, data analysis, data treatment and hypothesis testing.

3.1 Research Design

This research was quasi experimental which the sample for this research was not taken randomly. Therefore, this research used all of the subjects in the group (intact group) to get the treatment. This research was intended to find out whether there is any significant improvement of students' ability in recount text writing after the implementation of workshop technique. The researcher took one class as an experimental class. It applied *one-group pretest posttest design* from the idea suggested by Setiyadi (2006). The design was used to compare the students' ability in pretest and posttest after the treatment was given. The research design could be illustrated as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

The first activity, the researcher administered pretest to the experimental class in order to find out the students' writing skill achievement before they got the treatment. Then, the researcher conducted the treatments by using workshop technique to develop the students' writing skill. After that, the researcher administered the posttest to experimental class to find out the result of the treatments.

3.2 Population and Sample

The population in this research was the second grade students of SMPN 16 Bandar Lampung in academic year 2015/2016 which consisted of 10 classes. Each class consist about 40 students. In determining the experimental class, this study used quasi experimental where the researcher chose the sample of the research. The chosen class was VIII C which consisted of 35 students.

3.3 Research Instruments

3.3.1 Writing test

Writing test was chosen as the instrument because it required the students to express their own idea. Writing test also motivated the students to improve their writing better. Hence, the researcher administered a posttest to find out whether there was an effect of students' ability in writing a recount text or not after studying writing through workshop technique. Therefore, the students were asked

to write a recount text. The researcher asked the students to write their own experience.

3.3.2 Observing

In the observation steps, the researcher observed aspects or events that happen during the implementation of workshop technique. In this case, observation check list and field notes were examined. The observation check list that the researcher used was based on the procedure. The observation check list was aimed at finding out students' interest in following the class and responding to the topic whether there was a problem or not that the students faced. Field notes was also aimed to find out the difficulties that occur during the implementation of workshop technique. The researcher would observe students' activity and she would make some notes. All of the important things would be gathered and analyzed descriptively and generally.

3.4 Criteria of Evaluating Students' Writing

The students could be said have a good writing product if their writing includes five aspects of writing. Therefore, the researcher used five aspects of writing to evaluate the students' ability in writing test:

1. Content refers to substance of recount text (orientation, series of events and reorientation), the experience of the main idea,
2. Organization refers to the logical organization of the recount text content (the coherence of events series),
3. Vocabulary refers to the selection of words those are suitable with the content,

4. Language use refers to the use of the correct grammatical and syntactic pattern,
5. Mechanic refers to the use graphic conventional of the language.

The aspects of writing above is adopted from Jacobs et al (1981:90), in general is listed as follows:

Content

- 30-27 Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assign topic.
- 26-22 Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.
- 21-17 Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
- 16-13 Very poor: limited knowledge of subject, non-substantive, not pertinent or not enough to evaluate.

Organization

- 20-18 Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
- 17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
- 13-10 Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
- 9-7 Very poor: does not communicate, no organization, or not enough to evaluate.

Vocabulary

- 20-18 Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
- 17-14 Good to average: adequate range, occasional errors of word/idiom, form, choice, usage but meaning not obscured.
- 13-10 Fair to poor: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.
- 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

Language- use

- 25-22 Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition.
- 21-18 Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscure.
- 17-11 Fair to poor: major problems in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-ons, deletions, meaning confused, or obscured.
- 10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics

- 5 Excellent to very good: demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing
- 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
- 3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 1 Very poor: no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

1.4.1 Reliability

Reliability of Test

Hatch and Farhady (1982:243) establishes that the reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test could be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability was used when score on the test were independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was the English teacher of SMPN 16 Bandar Lampung. Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, it was quite possible that both of rater used

scoring criteria devised from Jacobs et al (1981: 90). To find out how reliable the scoring was, the researcher used *Rank – order Correlation* with the formula:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

r : Coefficient of rank correlation

d : Difference of rank correlation

1 and 6: Constant number

N : Number of students

(Sugiyono, 2006: 228)

In this case, the researcher then analyzed the coefficient of rank correlation with the standard of reliability below:

0.80– 1.0 : very high reliability

0.60 – 0.79 : high reliability

0.40 – 0.59 : medium reliability

0.20 – 0.39 : low reliability

0.0 – 0.19 : very low reliability

(Arikunto, 1998: 260)

Based on the standard of reliability above, it could be concluded that the writing tests would be considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

The reliability of this research could be seen on the explanation below:

a. Result Reliability of the Score in Pretest

$$p = 1 - \frac{6 \cdot d^2}{N(N^2-1)}$$

$$p = 1 - \frac{6 \cdot (176)}{35(1225-1)}$$

$$p = 1 - \frac{1056}{42840}$$

$$p = 1 - 0.0246498$$

$$p = 0.97535 \text{ (Very high reliability)}$$

b. Result of Reliability of the Score in Posttest

$$p = 1 - \frac{6 \cdot d^2}{N(N^2-1)}$$

$$p = 1 - \frac{6 \cdot (734)}{35(1225-1)}$$

$$p = 1 - \frac{4404}{42849}$$

$$p = 1 - 0.1027795$$

$$p = 0.89722 \text{ (Very High Reliability)}$$

Reliability of Observation

The researcher used observation as the instrument for her second research question since it was qualitative research. To get the reliability of the instrument, the researcher did participant observation. Based on Kawulich (2005), participant observation is a process where the researcher learns about the activity of people

under the study in the natural setting through observing and participating in those activities. Therefore, the researcher would teach the students about the material by following the procedure and then, the researcher would observe the activities of students.

3.4.2 Validity

Validity of Test

A test would be said valid if the measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). The validity of the pre and post writing test of this research were related to content, and construct validity.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given was suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This study used recount writing test that was supposed to be comprehended by the second grade of junior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure, and also the material was chosen based on English Curriculum of 2013 for second grade of junior high school.

Construct validity concerns with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures certain aspect based on the indicator. The researcher examined it by correlating the aspects that were measured with the theories of those aspects. In this research, the researcher administered a writing test and the technique of scoring the students' writing was based on the criteria adopted from Jacobs (1981:90). There were five aspects to be evaluated by the researcher and another rater. They were:

1. Content refers to the substance of writing, the experience of the main idea (unity).
2. Organization analyzes the logical organization of the content (coherence).
3. Vocabularies denotes to the selection of words those are suitable with the content.
4. Language use views the use of correct grammatical and syntactic pattern.
5. Mechanic refers to the use of graphic convention of language.

Validity of Observation

Observation checklist and field notes were created based on the procedures of teaching writing by using workshop technique which has been stated before. As the instrument, it was used to find out the difficulties that occur during the implementation of workshop technique. The researcher used five steps of teaching writing by Tompkins (2003); prewriting, drafting, revising, editing and

publishing. The stages also has been labeled as a way of identifying and discussing writing activities (Graves, 1994; Pearl, 1994).

3.5 Data Collecting Techniques

Since the data was in the form of students' ability in writing test, the data was collected by using two writing tests; pre-test and post-test, and also observation. Each student had to write a recount text in each test. The students' scores from pre-test and post-test were analyzed to find out the students' ability before and after having the treatments. The technique of collecting the data was clarified as follows:

1. Pre-test

This test was given in order to find out how far the students' ability in writing recount text before being given the treatment. It was to see the basic quality of students' recount writing performances before receiving the treatment. The pretest was a writing test. The pretest was conducted in 90 minutes. In the pre-test, students were asked to write a paragraph of recount text based on the topic given.

2. Observation

Observation sheet was used in this research in order to gain information about the way how the teacher conducted teaching process, specifically in writing skill, and also the difficulties would be occurred during the process of implementation of workshop technique.

3. Post-test

After conducting the teaching through workshop technique as the treatment, the researcher administered a post-test to the students as the last steps. It is done in order to know the students' development in writing test after having the treatment. The topic that was tested had the same level of difficulty as in the pre-test.

3.6 Research Procedures

The research would be success if the research had an appropriate procedure in conducting the research. There were some steps the researcher could do and the steps as follows:

a) Selecting Writing Material

In selecting the writing material, the researcher used the syllabus of the second year of SMP based on school based curriculum of 2013; recount text is one of the text that should be learned in the second semester of eight grade.

b) Determining The Instruments of The Research

The instrument in this research was writing test. The aim of this research was to find out an improvement of students' writing ability after the implementation of workshop technique. The researcher conducted the writing test for the pretest and posttest. The purpose of test was for gaining the data. The data was the students' writing ability score before and after the treatment by using workshop. The test covered on five aspects of writing; content, organization, vocabulary, language use, and mechanics.

c) Conducting Pre-test

The pre-test was conducted to measure student's preliminary ability before treatment. Here, the students in experimental class were assigned to write recount text which consisted orientation, series of events, and re-orientation. The students were given 90 minutes to finish it.

d) Giving Treatment

After giving the pretest to the students, the experimental class was given treatment by using workshop technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the second year of junior high school. There were six meetings, and the treatment was conducted in five times. In this case, observation was done during the implementation of workshop.

e) Administering the Post-test

The posttest was administered after treatment. It was to find out the progress of the students' writing ability after being given the treatment by using workshop.

In brief, there were five steps in this procedure; selecting the material, determining the research instruments, conducting pretest, giving the treatment and observing, administering. The researcher applied this procedure in doing this research.

3.7 Data Analysis

To analyze data, the researcher treated the data through the following steps:

1. Scoring the data

Each rater scored the students' writing of pretest and posttest. Then, the scores between two raters were taken the average to be the final score that were analyzed statistically using T-test.

2. Drawing conclusion

The scores of one pretest and one posttest were statistically analyzed using *T-Test* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS) version 17.

3. Observation

To analyze this qualitative data, the researcher used observation checklist and field notes. The information that was found by the researcher would be gathered and analyze descriptively and generally.

3.8 Data Treatment

In order to find out the improvement of students' writing ability of recount text after the implementation of workshop technique, the researcher used statistical calculation to analyze the data using the statistical computation i.e. *Repeated Measures T – Test* of SPSS version 17.

According to Setiyadi (2006:168-169), using *Repeated Measures T-Test* for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio
2. The data is taken from random sample in population (not absolute)

3. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class was normally distributed or not. Since the first research question of this research was to find out students' improvement in recount text writing after the implementation of workshop technique, the data was treated by only using normality test. The data is tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS). The criteria of normal distribution are:

H0 : the distribution of the data is normal

H1 : the distribution of the data is not normal

The hypothesis would be accepted if the result of the normality test was higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

3.9 Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether there was an increasing in students' ability in writing or not after the treatment. The researcher used T-test in order to know the significance of treatment effect. The formulation was:

$$t = \frac{Md}{\frac{\sum x^2 d}{(N-1)}}$$

and

$$x^2_d = \sum (d - \bar{d})^2 / N$$

\bar{d} = mean from the differences pretest and posttest (posttest-pretest)

d = deviation of each subject ($d - \bar{d}$)

$\sum d^2$ = total of quadratic deviation

N = subjects on sample

(Arikunto, 2010: 349-350)

The hypotheses were as follows:

H_0 : There is no significant improvement of students' ability in recount text writing after the implementation of workshop technique. The criteria H_0 would be accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 : There is significant improvement of students' ability in recount text writing after the implementation of workshop technique. The criteria H_1 would be accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Table 3.1 The Increase of Students' Score

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE.MEAN	61.5714	35	8.54585	1.44451
POST.MEAN	74.2000	35	7.68899	1.29968

Based on the hypothesis testing, the researcher found that there was an improvement on students' writing ability. It could be seen on students' pretest

mean score from 61.57 to 74.20 in the posttest. It meant that workshop gave a significant effect towards students writing ability in recount text.

In this hypothesis testing, to answer the third research question, the researcher would apply observation to gain the data and to strengthen this hypothesis, the researcher used previous study by Muthoharoh (2006). She found the students had difficulty in revising the students work since the correction of the students were still incorrect and they did not revise the grammatical structure of their friends' work, students are lack vocabularies, and students have difficulties in using appropriate verbs in writing text. By this assumption, it could be concluded the difficulties during implementation of workshop technique would be occurred in drafting and revising.

V CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research findings and discussion in the previous chapter. It also presents suggestions for English teachers who want to try to use workshop as a technique to teach writing and other researchers who want to conduct similar research using workshop.

5.1 Conclusions

Referring to the objective of the research findings on the previous chapter, the researcher comes to these following conclusions. The purpose of this research was to find out that workshop can give a positive effect for students' writing ability. Based on the result of the research, it was concluded that:

1. Workshop technique can significantly improve students' ability in all aspects of writing, especially in content aspect and language use. It can be concluded that workshop gives a positive effect in teaching writing.
2. The difficulties that occur in drafting and revising also can be solved by following the steps of workshop, since the first stage is prewriting. It help the students to get information first before they develop it into paragraphs.
3. Workshop can help the students to find out their own mistakes in their writing and help them to think critically since they have to give a comment on their friend's work by discussing.

5.2 Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

- a. In this study, there is a positive effect in students' writing ability, therefore, English teachers are suggested to use workshop as a technique because the researcher found that through workshop, the students become more communicative each other.
- b. English teachers who want to teach writing are suggested to give brainstorming about vocabulary related to the material and show how to construct the sentence. It is done in order to ease the students, since they merely were confused what should be written related to the theme because they were lack vocabulary, could not organize their words well and difficult to develop the ideas.
- c. English teachers who want to apply workshop as a technique are suggested to explain about revising step since the students did not know what should be revised. It occurred because they did not know about the idea of their friends' writing and they did not know what they had to focus. In order to make it easier, the teacher can use workshop sheet which includes five aspects of writing.

2. Suggestions for Further Research

- a. This study was conducted in the Junior High School level. Therefore, the further research can try to find out the effect of workshop technique in different level.

- b. Further research can try to apply workshop technique with another kind of text; descriptive, narrative or report. Since this study used recount text as the media to improve students' writing ability

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