



Improving Students' Writing Skill Through Expressive Writing At SMA Yasmu Sofifi In Pandemic Covid-19

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Received: 1 Juni 2022
Revised: 6 Juni 2022
Accepted: 10 Juni 2022

Abstract

The purpose of this research is to know the students writing skill through Applying expressive writing. This research use a Quantitative method with the population consist of first grade of senior high school of SMA YASMU SOFIFI those are consist of three classes, class X, class XI, and class XII. So, the sample of this research is class X consist 15 students as the sample. In this research, the researcher collects the data by using Pre-test, Treatment and Post-test. To analyzing the data, the researcher used Arikunto design. The result of this research showed that the students' post-test more higher than pre-test. It can explained from the data that in Pre-test no one student got category good, there are only 4 students got category enough with the score 60-70, and there are 11 students got category good less with the score 50-60. And then the Post-test showed that there are 2 students got category good with the score 70-80, 10 students got category good enough with score 60-70. And the last is 3 students got category good less with score 50-60. It means through expressive writing can improve the students' writing skill.

Keywords: *improving Student's Writing, Expressive Writing*

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How to Cite: Latuconsina, K., & Muhamad, S. (2022). Improving Students' Writing Skill Through Expressive Writing At SMA Yasmu Sofifi In Pandemic Covid-19. *Jurnal Ilmiah Wahana Pendidikan*, 8(8), 275-282. <https://doi.org/10.5281/zenodo.6668681>

INTRODUCTION

English is one of the subjects that taught in senior high schools. It is considered by students as one of the difficult subjects to learn. There are many reasons why they consider English as a difficult subject. According to Raimes mentions that when a second or foreign is learned, it is learned to communicate with other people to understand them, talk to them, read what they have written and write to them. Therefore, the students can be said to have mastered English if they are able to use it either receptively through reading and listening or productively through speaking and writing (1983, p.3).

English is one of the subjects that have to be taught in formal schools in certain levels, and the students are expected to be able to master it. Based on the principles of school based proposed by the Indonesian National Education Departme



n (2006) one of the main purposes of English Teaching and learning implementation in the senior high school level is to improve the students

Communication competence in spoken and written forms to achieve a functional literacy level a level that allows the students to communicate in spoken and written forms to solve daily problems (p. 278).

The development of education requires students to improve the four basic skills, such as listening, speaking, reading and writing. A productive writing and speaking skills, while reading and listening to a receptive skills. From both skill over the ability to write and speak requires a lot of practice and effort that have to be done gradually. One effort to improve writing skills is through the presentation in expressive writing.

Writing activities in teaching a second language is usually considered a secondary skill that lies below the value of the importance of listening skills, speaking and reading. Writing is widely used as a way to practice the elements of linguistic or to express our ideas on the paper. There are four skills in teaching and learning English listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent therefore, learners need to master all of the four skills.

Propose a solution as a way to improve the learners' writing skill. The teaching of writing skill must be innovative and attractive in order to get effective learning outcomes. Reflecting on the students' problems related to writing skill. The researcher problems are many students' who have not be able to write well and their vocabulary is still lacking, if they learn about writing, they don't interested, they are very bored and easy to stress when learning English. Therefore, based on the case above, the researcher interest to conduct a study entitled "Improving students' writing skill through expressive writing at SMA YASMU SOFIFI IN PANDEMIC COVID-19"

LITERATURE REVIEW

Definition of Writing

Writing is an important form of communication in daily life, but it is especially important in high school and college. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing.

"A simplistic view of writing would assume that written language is simply the graphic representation of spoken language" (Brown, 2001,p.335).

Writing is more complex than this hence writing pedagogy is important, as Brown states by claiming that writing is *"as different from speaking as swimming is from walking"*. This is supported and developed by Hedge, (2005,p.10). Who states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to *"produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers"*.

Definition of Expressive Writing

According to Berghage (1991) Expressive writing is writing in which the writer is her/his own audience. It need be evaluated by no one other than the writer. Transactional writing, in comparison, is the communication of previous learning

performed for others. Expressive writing is not creative writing it is the thought process made visible. When one commits thought to visible, written form, the learning process is enhanced (p,124). Before describing what expressive writing is, it is important to dispel a myth expressive writing is NOT so-called “creative writing” in which the writer essentially “plays” without purpose or structure. Expressive writing is the act of thinking on paper, Incorporating Expressive Writing into the Classroom something you probably do every day in the course of your research, composition, and planning processes. According to Berghage (1991) kept a record of his writing for a two-week period and found that fully 60% consisted of paper reviews for his own use, and lecture, lab, and library notes. These types of writings contain observations, analyses, and insights intended for the author’s own use or perhaps for sharing with a trusted audience. This is what expressive writing is observations, analyses, and insights designed for a writer’s personal use (p,125).

The researcher concludes that definition of expressive writing is writing which basically plays and arises ideas to write what is in their minds. Expressive writing is not creative writing.

Steps of Expressive Writing

According to Pennebaker, JW (2004). To help you get a better understanding of expressive writing and what it can do for you, I am asking you to become your own researcher. Try out this exercise and report on your findings by commenting to this blog post. The writing prompt is at the end of these guidelines. Remember, you are asked to write for 20 minutes each day for four days (p,18).

Please read these general instructions completely before you begin writing.

1. Time: Write a minimum of 20 minutes per day for four consecutive days.
2. Topic: What you choose to write about should be extremely personal and important to you.
3. Write continuously: Do not worry about punctuation, spelling, and grammar. If you run out of things to say, draw a line or repeat what you have already written. Keep pen on paper.
4. Write only for yourself: You may plan to destroy or hide what you are writing. Do not turn this exercise into a letter. This exercise is for your eyes only.

Observe the Flip-out Rule: If you get into the writing, and you feel that you cannot write about a certain event because it will push you over the edge, STOP writing!

6. Expect heavy boots: Many people briefly feel a bit saddened or down after expressive writing, especially on the first day or so. Usually this feeling goes away completely in an hour or two.

Expressive Writing Technique Procedure

According to Gortner, Rude Pennebaker in Intan Imannawati, 2013 the procedure for doing expressive writing is as follows:

- a. Pretest given to participants.
- b. All participants involved did three sessions over three consecutive days, each session of participants writing for 20 minutes.
- c. Participants were instructed to write in the first session. Prior to the writing activity, participants were given instructions, namely: “For three days, I want you to write about your deepest thoughts and feelings or emotional events that are disturbing your life. You can also relate your topic to a stressful or traumatic

experience in your past. In your writing, I want you to really explore your deepest emotions and thoughts. You can connect your topic with other people including parents, lover, friends or relatives.

METHODOLOGY OF RESEARCH

The research design of this research is used Quantitative research by Pre-Experimental method that include Pre-test, Treatment, and Post-test. The place or location of this research is SMA YASMU SOFIFI. The population consist of all the students of SMA Yasmu. So, the researcher generalized the first grade or class X as the sample that consist of 15 students. The technique of collecting the data in this research was researcher must do the pre-test, treatment, post-test and documentation. By doing pre-test, treatment and post-test researcher could be easy for getting data directly. Because of the pandemic of covid-19, the researcher collecting the data in the school. The research would do test to the student of X in their school. **First Step, Pre –test:** Pre-test on November 05, 2020. The researcher enters the class and introduces himself after that he checks the absences whether all students are present or not. Explained the purpose of the study inti the classroom. After that the researcher asked the students’ to write down what was on the students’ mind on a sheet of paper. **Second, Treatment:** First meeting on Desember 02, 2020. The researcher enters the class and asks the students if anyone knows what recount text is and the students answer that they don’t know. And than the researcher explains the meaning of recount text. Second meeting on Desember 16, 2020. The researcher asked again about the lesson on the first meeting. Namely the notion of recount text and there were students who answered about the meaning of recount text. After that, the researcher gave an example of recount text. Third meeting Desember 32, 2020. The researcher shared material about recount text and the contents in the text are the meaning and example of recount text. Reseachers repeat. The purpose of the study was to find out whether students were able to understand or not. And the last step is **Post-test.** Post-test on January 06, 2020. The researcher would do the final test, which was to ask them write about their experiences on paper with the time given for twenty minutes. The technique of analyzing the data of in this study is researcher used pre-experimental designs. Pre experimental only one class. Pre experimental design a re so named because they follow basic experimental steps but fail to include a con trol group. In other words, a single group was often study but no comparison betwe en an equivalent non-treatment group was made.

Tabel 1. The One-Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂

(E)

(Arikunto,2006,p, 85)

Key :

E : experiment group

O₁: *pretest* experiment group

X : treatment

O₂: *posttest* experiment group

Research Finding and Discussion

Research Finding

Pre-test Data

Pre-test data obtained from gave test to students that before giving about expressive writing. The data is presented in the table below:

Table 2. The Data of Pre-test

PRE-TEST		
NO.	STUDENTS'	SCORE
1.	AS	62
2.	ET	51
3.	FC	50
4.	FS	56
5.	IP	53
6.	MI	53
7.	MM	51
8.	MT	53
9.	NA	52
10.	RA	57
11.	SH	50
12.	SI	50
13.	SS	53
14.	SW	56
15.	WT	50
N	15	797

Table 3. Category of Expressive Writing of Pre-test

Category	Respondent	Score
Very good	0	80 – 90
Good	0	70 – 80
Good enough	4	60 – 70
Good less	11	50 – 60

Post-test data

The Post-test data was obtained after gave the treatment. Post-test results can be seen in the following table:

Table 4. The Data of Post Test

POST-TEST		
NO.	STUDENTS'	SCORE
1.	AS	71
2.	ET	56
3.	FC	52

4.	FS	69
5.	IP	69
6.	MI	72
7.	MM	69
8.	MT	66
9.	NA	63
10.	RA	68
11.	SH	53
12.	SI	67
13.	SS	52
14.	SW	67
15.	WT	69
N	15	963

Table 5. Category of Expressive Writing of Post-test

Category	Respondent	Score
Very good	0	80 – 90
Good	2	70 – 80
Good enough	10	60 – 70
Good less	3	50 – 60

DISCUSSION

Expressive writing has three aspects, namely:

1. Content

According to the opinion of Henry Guntur Tarigan (2008,p.3), Writing skill is one of the productive and expressive language skills that is used to communicate indirectly and not face to face with other parties, whereas according to Saleh Abbas (2006,p.15), writing skill is the ability to express ideas, opinions and feelings to other parties through written language. In content, ET, IP, NA, MI students' got a score on pre-test of 50 because the contents of the text they write is not in accordance with expressive writing. In the text they do not imagine but they write what is in front of their eyes. The contents are good less and not clearly. The readers do not understand what they about to tell. After doing the treatment then post test, the score of the four students' increased. The contents are good enough and clearly. The readers understand about that. The conclusion is that from the pre-test results the score is low and the post test results increase from 50 until 69. By using expressive writing students' could improve their writing skills, so the thesis used by the researcher is successful.

2. Grammar

Personal style is one minor characteristic of expressive writing. Grammar is another minor characteristic of expressive writing, especially substandard grammar. But be aware that bad grammar can cripple the effectiveness of the writer using any purpose (English 1301 onl / Skrabanek).

In grammar SH, SI, SS, SW students' got a score on pre test of 50. The grammar they use or use is not effective. For example : SH he wrote “ I'm always

happy” he should “ was always happy”. He put wrong tense in his story. He should put past tense but in the story he put simple present tense. SI he wrote “ sister sister ”, he should write “ sisters”. She wrote sister but by repeating the word. One word should be added with the suffix S. SS he wrote “ visid “ he should write “ visited ” word wording . He wrote “ visid “ should use “ t “and must be added with “ ed ”. SW she wrote “ checker healthy “ wrong word placement, she should write “ healthy checked “ because the adjective that comes first is the verb. So the conclusion is from the pre test the results are not appropriate and low compared to the post test the results are appropriate. From a low score to an increasing score. This means that the thesis that the researcher adopted has succeeded in improving students' writing skills.

3. Vocabulary

According to Soedjito (1989,p.10), vocabulary is all the words contained in one language, the wealth of words owned by the speaker or writer, a list of data compiled like a dictionary accompanied by brief and practical explanations. According to the Collins Cobuild English Language Dictionary, the vocabulary is the total number of words in it and someone’s vocabulary is the total number words in a language that he or she knows. Vocabulary that AS, ET, MM, students’ got a score on pre-test of 50. The vocabulary used is not appropriate, for example : AS she wrote “ sat down “ she should “ sit down “ word wording. She wrote “ sat down “ should “a” be replaced with “ i “, so sit down.

ET she wrote “ schol “” she should “ school “should add the word “ o “ to have meaning. MM he wrote “ priends “ he should write “ friends “ the wrong word “ p “ is replaced with “ f “. The four students who got low scores during the pre-test after doing treatment and post-test all four students got good grades. The errors found in the four students’ were the wrong word, as for the les. The conclusion is that the thesis that the researcher took succeeded in improving students' writing skills by using expressive writing.

CONCLUSION

The conclusion is that in the initial test the research examined students who wrote expressive writing, only some students get good grades and there are students get many low scores. After that in the treatment researcher provides material about what the researcher would love. After did the treatment, the researcher gave the final test, it turned out that the students’ were able to get higher scores than the initial test. On the initial test students have a deficiency in writing. Not only that but the students also lacked vocabulary and grammar skills so that the scores on the initial test were low. In the post-test students can already experience an increase and the value increases. The result of the highest post test score is 72. Even low scores are very few compared to high scores. So the title that the researcher took was successful in making students able to improve their ability in expressive writing by full-filling pre-determined aspects and getting satisfactory grades. Appropriate with the result of the calculation, shown that 5,715 it means that there was an improvement in students’ writing skills.

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