

# The Writing Skill of 3<sup>th</sup> Grade Students of Sibulue Subdistrict Junior High School of Bone Regency

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## Abstract

This article aims: (1) to describe the level of writing knowledge of students based on objective test which includes: the elaboration of the content of writing, the paragraph arrangement, the use of effective sentences, the use of vocabulary, the use of spelling and punctuation marks, (2) to describe the level of writing skill of students based on subjective test which includes: the elaboration of the content of writing, the paragraph arrangement, the use of effective sentences, the use of vocabulary, the use of spelling and punctuation marks, and (3) to reveal the correlation between the writing knowledge based on objective test and the writing skill based on the subjective test. The research population is the 675 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School. The number of sample is 135 students, with using cluster sampling technique. The data are collected by using two types of test, that is, objective and subjective test and analyzed by using the statistical technique of quantitative descriptive and inferential with previously conducting normality test. The result of this research shows that the writing knowledge of the students of Sibulue subdistrict Junior High School is very low according to 85% of success percentage and the average score acquired by the students. As for the average score through objective test in five components of the writing knowledge only reaches 52.02 and the success percentage reaches 36.23%. The average score of the subjective test in five components of the writing skill only reaches 50.38 with the success percentage of 47.40%. The analysis result of the correlation shows that there is a positive correlation which is significant between the writing knowledge based on objective test and the writing skill based on subjective test: correlation coefficient = 0.23 (low correlation). The research concludes that the writing skill of the 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School both in objective and subjective test does not reach yet the writing skill target as expected in sufficient category of 85%.

**Keywords:** Skill, Writing, Language, Objective test

## 1. Introduction

### 1.1 Rationale

The affirmation and emphasis of the increasing effort of teaching quality and Indonesia language customary as a communication instrument have actually been conducted through several activities such as the implementation of language month, language congress, the improvement of Indonesia language through *Televisi Republik Indonesia (TVRI)*, and the upgrading and training of teachers from basic to higher education along with the improvement and stabilization of education curriculum in various levels

The Education Curriculum of 2006 (*KTSP*) which is the revised result of the previous curriculum is one of the implementations of the increasing effort of education and teaching quality, including Indonesian language teaching. In the Indonesian language curriculum of 2006 it is stated in particular that the teaching of Indonesian language and literature aims to increase the teaching quality by improving the four basics of language, that is, observing, speaking, reading, and writing.

The four skills above is equally important. However, in particular intention one of them is often dominant. For instance, in order for an idea to be elaborated, then it needs the skill in writing. The skill of reading is necessary to elaborate the scope of science. The skill of speaking is necessary to present an idea in the form of utterance. The skill of observing is necessary in order for students to grasp a presented concept.

The purposes of language teaching in Junior High School relating to writing are: (1) students can express events, ideas, and opinions of various matters in various forms by considering punctuation marks, spelling, vocabulary, the effectiveness of sentences, and the cohesiveness of paragraphs, (2) students can write creatively, edit their own writings or others by considering the use of spelling, punctuation marks, vocabulary, the structure of sentences, and the cohesiveness of the content of the writing, and (3) students can arrange a simple scientific writing by considering the writing rules (Depdikbud, 2006).

One of the aspects in Indonesian language which is important and urgently needs to be improved is the aspect of writing, especially in the level of Junior High School because in this level the students receive basics needs in writing which is more intensive from the teachers after being introduced to basic and intermediate writing in Elementary School. This statement is also proposed by Grabe (1996: 303) that intermediate students are students who are able to write in basic level and are able to comprehend writing in order to learn more from various academic information.

The whole effort, affirmation, and expectation stated above apparently are not realized yet. This can be observed from the unsuitable implementation of learning and the result of writing activity conducted by students (Latif, 1998).

The writing-learning condition which emphasizes more on the knowledge of language than the use of language is the cause of unsuccessful learning in writing at school (Sudaryanto, 1988: 8). Furthermore, Sudaryanto explains that teachers in teaching generally: (1) more

emphasize on theories than practice, (2) more emphasize on the knowledge of language than mastery of language, (3) more discuss language elements and less practice, (4) more explain language structures separately and less in emphasizing meanings, (5) less emphasize on the use of language in accordance with function, and (6) in the marking system more emphasize on cognitive aspect than psychomotoric. It is argued as well by Alimuddin, (2011) that at school the writing material as one of the skills in using Indonesian does not handle in earnest by teachers which results the skill in using Indonesian language is less than expected.

Such the situation of teaching as stated above clearly affects students so that in writing activity they suffer from (1) less accurate in using vocabulary in presenting ideas, (2) interference of local language (mother tongue), (3) underestimating the use of punctuation marks so that the meaning of the sentence becomes ambiguous, (4) underestimating the use of capital letter along with the writing of word, and (5) confusion in sentences.

Those kinds of error are supported by the findings of several researchers such as Syafi'ie (1984) who analyzes the errors of using Indonesian language in writing, for instance: unsuitable diction and punctuation marks such as dot and comma which are general error in students' writing

Next, Ardiana (1985) explains various data corpus about the use of *EYD* (the Reformed Spelling) which is violated more by High School students in the way of writing such as in syllabifying words, writing capital letters, root word, derivative, reduplication, preposition, particle, numbers, numerical symbols, and borrowed elements. From all the data corpus, Ardiana concludes that the writing skill of 3<sup>th</sup> grade students of High School in Surabaya is less.

Related to the such issue, it is also found out by Notanubun (1996) that the skill of the students of *PGSD-FKIP* of Unpati Ambon in identifying paragraph elements and elaborating the topic sentence in writing exposition is low.

Further, Rukayah (2009) concludes in her research from three schools which are sample research in Bone regency that the skill of Elementary students in applying spelling and punctuation marks in writing dialogue is low.

The research on writing actually has been conducted by many researchers as stated before. However, to the best knowledge of the present writer, the research on writing skill of Pattirobajo Junior High School students of Sibulue subdistrict of Bone regency has never been conducted before. Due to this reason, the present writer has been encouraged because writing is one of the skills aspect of language that must be mastered by students from basic to higher education.

### *1.2 Formulations of the Research*

Based on the explanation above, the research questions of this research are:

- a) How is the level of writing knowledge of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency based on objective test which includes: the elaboration of the content of writing, the arrangement of paragraph, the use of effective sentences, the

use of vocabulary, and the use of spelling and punctuation marks?

- b) How is the level of writing skill of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency based on subjective test (writing) which includes: the elaboration of the content of writing, the arrangement of paragraph, the use of effective sentences, the use of vocabulary, and the use of spelling and punctuation marks?
- c) Is there any correlation between the writing skill based on objective test and the writing skill based on subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency?

### *1.3 The Objective of the Research Tujuan Penulisan*

This research aims:

- a) To describe the level of writing skill of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency based on objective test which includes: the elaboration of the content of writing, the arrangement of paragraph, the use of effective sentences, the use of vocabulary, and the use of spelling and punctuation marks.
- b) To describe the level of writing skill of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency based on subjective test (writing) which includes: the elaboration of the content of writing, the arrangement of paragraph, the use of effective sentences, the use of vocabulary, and the use of spelling and punctuation marks.
- c) To reveal the correlation between between the writing skill based on objective test and the writing skill based on subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency.

### *1.4 The Merits of the Research*

This research is expected to be useful both theoretically and practically.

#### *1.4.1 Theoretical Merit*

This research is expected to be able to give theoretical contribution to the teachers of Indonesia language as a comparative material in implementing the teaching of writing, especiall in elaborating paragraphs, applying effective sentences, using diction and applying spelling.

#### *1.4.2 Practical Merits*

In addition to theoretical merit, this research is expected as well to be able to give practical merits in implementing the teaching of writing in Junior High School. The merits are as follow:

- 1) The result of this research can give actual information of writing components that have been and have not been mastered yet by the 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School both based on objective test and subjective test (writing);
- 2) The result of this research can give actual information of whether there is a correlation or

not between the writing skill based on objective test and the writing skill based on the subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School;

- 3) This research can be a review material to the teachers of Indonesian language especially the Indonesia language teachers of Sibulue subdistrict Junior High School of Bone regency in improving the program of teaching skill of language, the writing skill in particular.

## 2. Theoretical Background

### 2.1 Theoretical Study

#### 2.1.1 The definitions of Writing

There are several definitions of writing proposed by several authors:

Proposes that writing is one the language skills used to communicate indirectly without facing the other people (Tarigan, 1982: 23).

Meanwhile Ahmadi (1990: 24) states that writing or composing is a process of arranging, recording, and communicating meaning in double level which is interactive and directed to achieve certain purposes with using a conventional symbol system that can be seen (read).

Argue that writing is a form of communication. Writing is a process of thinking started with the thought of ideas which will be presented. Writing is a different form of communication from conversation. In writing there are no intonation, face expression, and body language (Akhadiah et al., 1998)

Explains that writing is a skill of using language which is productive; it means that this skill of writing is a productive skill; in this matter it produces writings St. Y. (Slamet, 2008:72). Solehan *et al* (2008) argues that writing is not a skill which is acquired automatically. Solehan explains that writing is not an innate skill. It is acquired through the process of learning. Relating to the method of acquiring writing skill, a person who has received the learning of writing does not possess yet a competent writing skill without many trainings of writing.

Writing is a process of creativity of delivering concepts or ideas in the mind to the form of writing with certain puposes (Gagbasi, 2011).

Based on the definitions of writing explained above, it can be concluded that writing is a form of indirect communication to deliver writers' idea to readers with using language is a medium complemented with suprasegmental elements. Thus, writing needs to be learned and trained intensively.

#### 2.1.2 The Purposes of Writing

Writing is used by educated people for certain purposes such as making notes, recording, assuring, giving information, and persuading.

Hugo Hartig in Tarigan (1984) concludes the objectives of writing as follow: assignment

purpose, altruistic purpose, persuasive purpose, informational purpose, self expressive purpose, creative purpose, and problem solving purpose.

Writing can also be used in several educational purposes such as: (a) several activities of writing make teachers capable of presenting several kinds and styles of teaching. Students who find difficulty in self-learning through oral practice can be more comfortable should they are given an opportunity to read and write, (b) writing gives students some factual proofs of improving in using language, (c) expressing foreign languages through more than one media is more effective than one especially if the skills are combined (e) writing gives several activities of students in class which can function as an in-between activity after oral skill.

It is obvious that writing is a complex matter because besides it must present concepts and ideas clearly, writing must also apply written language principles appropriately.

### 2.1.3 The Types of Writing

Based on the characteristic and presentation technique, there are four types of writing, that is, (a) exposition, (b) description, (c) argumentation, and (d) narration. Whatever any type produced in writing, it is expected that the writer applies all the five skills in the writing. These five skills refer to: (1) the skill of elaborating the content of writing, (2) the skill of organizing paragraph appropriately, (3) the skill of presenting ideas in sentences effectively, (4) the skill of choosing diction appropriately, and (5) the skill of using spelling and punctuation marks precisely.

### 2.1.4 Writing as a Process

Writing is an in-phases process, so does its implementation. It means that to produce a good writing, people generally write repeatedly. There are only a few writers who can produce an appropriate and satisfactory writing by only writing once.

Judging from the process of writing, the understanding of writing phases needs to be mastered. In the principles of writing phases, Yunus (1988) explains that in writing there are three phases which are necessary to be noticed, that is, the pre-writing phase, the writing phase and the post-writing phase.

Yunus (1988) proposes that the pre-writing phase is a phase of searching, finding, and remembering the experiences gained and needed by a writer. Its purpose is to elaborate the content along with searching any possibility in writing so that the idea or concept can be delivered appropriately.

**The Pre-writing Phase** includes: determining topic, considering intention or purpose of writing, noticing the writing target, collecting supporting information, and organizing idea and information.

**The Writing Phase.** In this phase, the writer is expected to be ready to write. The writing outline functioning as a writing guideline or plan is elaborated by the writer step by step.

When the writer elaborates his/her writing, every idea is expected to be a complete writing. The writer must decide regarding the depth and vastness of writing, types of presented

information, the pattern of writing organization including the technique of paragraph elaboration along with style and method of writing (diction, sentences, paragraph). These decisions must be cohesively harmonized with topic, purpose, pattern of writing and readership of the writing

In the phase of writing, the writer is expected to deliver his/her idea into a language formulation which unites cohesively in the five skills, that is: the writer's skill of elaborating the content of writing, the skill of organizing paragraph, the skill of using sentences effectively, the skill of using vocabulary appropriately, and the skill of using spelling and punctuation marks.

**The Post-writing Phase.** The post-writing phase is a phase of completing outline. This phase includes revision and editing process. Heffeman and Lincoh (1990) along with Tompkins and Hosskisson (1995) in Akhadiah *et al* (1998) differ these two terms. According to them, editing is checking and improving the mechanical elements of writing such as spelling, punctuation marks, diction, determining sentences, determining paragraph, style, literature, and other writing convention. As for revision or improvement emphasizes on checking and improving of the content of writing.

#### 2.1.5 The Appraisal of Writing Skill

There are several opinion regarding the appraisal of writing skill proposed as follow:

States that appraisal in writing can be conducted by using essay and objective test or the combination of both tests (Supriyadi, 1992: 327).

Along with Supriyadi's opinion, Latief (1990) proposes that the use of subjective test or essay means to use direct measuring which demands students to write ideas in distinct and effective language. The objective measuring refers to indirect one. It means that this measuring is based on the level of students' mastering of writing skill knowledge. Further, , Hanafie (1982: 7) argues that the writing skill of students can observed directly by paying attention to their written expressions in writings. To understand the students' skill of writing indirectly, it can conducted by observing students' knowledge and mastering in using formal Indonesian language in written expressions.

States his opinoin that the writing appraisal approach which is generally used by language teachers in appraising writing is divided into two types, that is: holistic appraisal approach and analytic appraisal approach (Tolla, 1991: 76). These two types of approach are used one after another in accordance with the purposes of the writings. Should it is a general description of students' skill in written language, then it is holistic appraisal approach. Meanwhile, should the appraisal is used in learning-teaching process for diagnostic need, then it is analytic appraisal approach

Based on several opinions above, the appropriate appraisal used in this research is the holistic appraisal because this research is not for diagnostic need.

The criteria of holistic appraisal in the domain of writing skill which are generally well-known and used in this research are: (1) the content of writing, (r) the organization of

paragraph, (3) the use of effective sentences, (4) the use of vocabulary and diction, and spelling and punctuation marks (Omaggio, 1986).

#### 2.1.6 Relevant Research

In this explanation, the present writer proposes the supporting research to give information and be comparative references of this research. The supporting research is as follows:

In his research concludes that: (1) the 3<sup>th</sup> grade students of High Schools in Ujung Pandang generally have possessed appropriate skill of rhetorical instruments in written Indonesian discourse and (2) there is a difference of writing skill between the students of Indonesian speakers as mother tongue and the students of Indonesian speakers as second language (Tolla, 1991).

Next, Budiono (1992), in his research on writing expository paragraph of Magelang Elementary School students finds: (1) generally the Elementary School students are not capable yet of applying comprehensive elements when writing paragraph, (2) the Elementary School students are not capable yet of applying cohesive elements when writing paragraph, (3) the Elementary School students are not capable yet of applying integrity elements when writing paragraph, (4) the Elementary School students are not capable yet of applying coherence elements when writing paragraph, (5) the Elementary School students are not capable yet of applying spelling and punctuation marks elements when writing paragraph

Along with the previous explanations, Notanubun (1996) argues that the skill of *PGSD* students of Unpatti Ambon in identifying paragraph elements and elaborating topic sentences in writing expository is still low

Further, Rukayah (2009) concludes in her research on three schools of Bone regency that the skill of Elementary School students of applying spelling and punctuation marks in writing dialogue is still low.

Based on the researchers' findings above, it is concluded that students will be skilled in writing should they always practice in expressing or presenting idea (concept) in written language along with understanding and mastering formal Indonesian language in theoretical Outline (Figure 1), as follows:

#### 2.2 *Hipotesis*

Hypothesis of the research is that the writing (composing) skill of 3<sup>th</sup> grade students of Sibulue subdistrict Juniot High School of Bone regency based on objective and subjective tests is not appropriate yet as expected in *GBPP* in the field of teaching of Indonesian language and literature of 2006 Junior High School curriculum (*KTSP*).

### 3. Research Method

#### 3.1 *Research Design*

This research uses descriptive research design. Sudjana (1989) argues that descriptive research focuses on revealing actual problems as natural as when conducting the research.



Based on descriptive research principles, thus research is conducted by collecting data, processing data and analyzing them descriptively, then presenting the result of the research objectively (in accordance with the findings).

### *3.2 Research Variable*

This research only uses one variable (monovariate). This variable refers to the skill of writing.

### *3.3 The Definition of Operational Variable*

The skill of writing proposed in this research is the students' skill of expressing idea/message in good paragraphs, effective sentences, appropriate vocabulary (diction) along with precise spelling and punctuation marks so that readers understand easily the message/idea in accordance with the writers' intention.

### *3.4 Population and Sample*

#### *3.4.1 Research Population*

A research relates to objects. The objects studied are human beings, inanimate objects, events, and indications of happening phenomena (1994: 54). In accordance with the title of the research then the population is all of the 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency spread at three schools. Details of the population can be seen in Table 1 below:

#### *3.4.2 Research Sample*

This research is a sampling study, that is, a research which does not study all of the subjects in the population, but only some of them, usually called sample (Amirin, 1986: 140).

### *3.5 Instrument of Data Collecting*

The data in this research are collected with using tests. These tests refer to subjective test (writing test) and objective test.

The writing test aims to collect data of students' writing skill directly or to measure the students' skill in elaborating and applying: (1) the content of writing, (2) the organization of paragraph, (3) the use of sentences effectively, (4) the use of vocabulary, and (5) the use of spelling and punctuation marks.

To perform the test, three titles are prepared. Respondents are expected to choose of the titles. Before elaborating it into a writing, they are asked to formulate purposes and make writing outline.

The objective test is (multiple choice) is about 70 questions of : (1) 5 questions of writing, (2) 9 questions of paragraph, (3) 20 questions of effective sentences, (4) 19 questions of vocabulary, (5) 17 questions of spelling and punctuation marks. Each of the question with correct answer is scored one (1) and zero (0) for incorrect answer.

### *3.6 Instrument Experiment*

Before the instrument is used to collect data, first it is experimented to sample which assesses similarity to the subjects of the research. The number of subjects experimented is 28 people. The experiment is conducted at SLTP Negeri 1 Sibulue. The subjects who follow this experiment are not the sample of this research.

The instrument experiment aims to find out the validity of the test result, the level of test reliability, and the appropriate instructions and time for the test.

For the need of instrument experiment, the validity of test items is calculated based on Nurgiyantoro's (2010) suggestions. The criteria of test result acceptance are as follow:

- a) Should the result of analysis of compatibility is in index 0.15 to 0.85, then the question is appropriate to use.
- b) Should the result of analysis of question distinguishing element is in minimal index 0.25 then the question is appropriate to use.
- c) Further, to find out the test's constancy or reliance is used formulation K-R 20 and K-R 21. For subjective test (writing) is used formulation K-R 20 and objective test is used formulation K-R 21.

The result of the writing test calculation is acquired the test reliability coefficient  $r = 0.86$ . This means that the test gains high level of reliance. Meanwhile, should the result of the analysis instrument of objective test is acquired test reliability coefficient  $r = 0.84$ , then the result shows that the test gains high level of reliance.

### *3.7 Data Collecting*

The data collecting in this research is conducted for three days at the three schools by using the tests. The tests given to respondents are divided into two types, that is, objective test (multiple choice) for about 70 questions and subjective test (writing).

### *3.8 Examination and Assessment of Score*

The objective test examination of the research is based on Zainul (1995) that states examination or scoring of the participants' answer of the test can be conducted objectively by the examiner because of the possibility of available answers which has been prepared before. According to Zainul, the examination and assessment of the score are conducted by the examiner herself. Each of the objective test question is scored one for correct answer and zero for incorrect one.

The score for subjective test (writing) is assessed by two examiner. The first examiner is Nurbaya, S.Pd, a teacher of SMAN 15 Makassar, and the second one is the researcher herself.

The two examiners concept is based on Anastasi (1982) who proposes that reliability score refers to the constancy of assessment given by two examiners or more in a test with a creativity element. The creativity element refers to writing (composing).

### *3.9 Technique of Data Analysis*

The data of the research collected through test instrument are processed with using quantitative descriptive and inferential statistic. The quantitative descriptive statistic aims to observe the writing skill through objective test (multiple choice) and the writing skill through essay test (writing).

Inferential statistic used is correlation analysis by Pearson Product Moment with significance level of 5% which aims to observe whether there is a correlation between the writing skill based on objective test and the writing skill based on subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency.

Analysis of variance (Anova) is used to observe the difference in writing skill of each school of the sample research.

The research variable is described through average score frequency (mean), percentage, standard deviation, and graph.

## **4. Result and Discussion of the Research**

### *4.1 Data Description Deskripsi*

#### **4.1.1 The Writing Knowledge of Students in Composite of Five Components Based on Objective Test.**

The research data of the writing knowledge test result based on objective test includes five components: (1) the elaboration of writing content, (2) the organization of paragraph, (3) the use of effective sentences, (4) the mastery of vocabulary, and (5) the use of spelling and punctuation marks. The highest score gained by students is 81 of 100, the lowest score is 25 of 0. The average score (M) of the five components is 52.02, standard deviation is 11.2, and the distribution of relative frequency of writing skill is presented integratively in Table 2, as below.

Should the absolute frequency of the writing knowledge in composite based on objective test in the table is describe in polygon frequency, then it is describe in Figure 2 as follow:

#### **4.1.2 The Writing Skill of Students in Composite of Five Components Based on Subjective Test (Writing)**

The research data calculated from the result of writing (composing) test include five components of (1) the elaboration of writing content, (2) the organization of paragraph, (3) the use of effective sentences, (4) the mastery of vocabulary, and (5) the use of spelling and punctuation marks. The highest score gained by the students reaches 91 of 100. The lowest score reaches 31 of 0. The average score (M) based on the five elements is 50.38 which means that it belongs to category E (poor). The standard deviation is -12. The distribution of relative frequency of writing skill is presented integratively in the Table. 3, as below:

Should the absolute frequency of the writing skill in composite based on subjective test (writing) in the table above is describe in the frequency polygon, then it is described in Figure

3 as follow:

#### 4.1.3 The correlation Between the Writing Knowledge Based on Objective Test and The Writing Skill Based on Subjective Test of 3<sup>th</sup> Grade Students of Sibulue Subdistrict Junior High School of Bone Regency

Based on the data analysis of the correlation between the writing knowledge in composite based on objective test and the writing skill in composite based on subjective test (writing), it is gained the result of 0.23 which means in low correlation. Then it is compared to table score  $r$  Pearson Product Moment with significance level of 5%. From the 135 sample, it is gained  $t$  ompo 0.167. dengan demikian  $t$  hitung lebih besar dari  $t$  table or  $0.23 > 0.167$ . Then, there is real relationship between the writing knowledge in composite based on objective test and the writing skill in composite based on subjective test (writing). Thus, the better the students' knowledge of writing based on objective test, the better as well their writing skill (composing) and it can be used to predict the test result.

Coefficient determination  $r^2$  (0.23) 2% gains the result of  $5.29 = 5\%$ . Thus, 5% of the writing skill based on subjective test (writing) is determined by the mastery factor of knowledge based on objective test of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency.

#### 4.2 Examination of Analysis Condition

To find out the normality of the research data in the two types of test, that is, objective and subjective (writing) test is used the normality test in nonparametric or Lilliefors Test.

The result of calculation for objective test is  $L_o = 0.0726$  with real level  $\alpha = 0.05$  or  $\alpha = 5\%$  gained  $L = 0.0763$ . Thus,  $L = 0.0763 > L_o = 0.0726$  means the normal distribution of population..

The result of calculation for subjective test (writing) is  $L_o = 0.0743$  with real level  $\alpha = 0.05$  or  $\alpha = 5\%$  gained  $L = 0.0763$ . Thus,  $L = 0.0763 > L_o = 0.0743$  means the normal distribution of population

#### 4.3 Hypothesis Examination

To examine the hypothesis of this research is used percentage analysis based on the success criteria of 85% in each of writing component for two tests, that is, objective and subjective test. The hypothesis examination is conducted to observe the difference of writing skill of each school by using analysis of variance (Anova).

#### 4.4 Discussion of the Research Result

The result of descriptive analysis shows that the writing knowledge of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency in objective and subjective test is still very low based on the average score and the success percentage of 85% both in composite and each of components. The low result of the students in writing skill is caused by the lack of the students' mastery in writing skill and knowledge. Further, they do not express yet their ideas and concepts in effective language. This also affects the low correlation between

writing knowledge based on objective test and writing knowledge based on subjective test. Thus, the better the result of the writing knowledge test, the better the result of the subjective test (writing test).

The statement above is proposed as well by Haryadi (1996: 7) who argues that in writing activity a writer uses written language to express their feeling and thought interestingly. Thus, in addition to the topic and problem, a writer must also concern with several components such as graphology, structure, vocabulary, and ability of expressing ideas and thought in sentences.

The problems argued above should be realized by language teachers. In order to do so, teachers should create a condition where students possibly develop their interest in writing.

Related to such issue, Cunningsworth (1987: 45) proposes that regarding the writing training, a writer must be aware of the fact that writing cannot be taught by only asking students to writer language or exercise the grammar because it cannot help them produce coherent writings. For such purpose, the teachers are expected to find an appropriate model of writing for the students.

Soemersot Maugham's opinion (Muchlisoh, 1992) can be used as a guidance in solving the writing problems. He states that in order to develop interest and writing skill, it needs:

- 1) Read frequently especially literature books;
- 2) Exercise continuously to comprehend, think and write;
- 3) Write frequently a diary;
- 4) Travel far away to see widely for the writing material;
- 5) Be honest in writing a true story;
- 6) Be diligent to write something everyday to develop interest in writing.

Related to what has been explained, Pappas, *et al.* (1990) argue that a writer can rely on the structure knowledge of the world to communicate. By doing this, writing can be an active mental process. An active writer processes a scheme of the world to be presented to the others.

Joycedan Weil (1980: 182) proposes that in the process of language teaching, the development of creativity dimension is very important and is able to be conducted through several language activity including writing.

## **5. Conclusion and Suggestions**

### *5.1 Conclusion*

The present writer concludes that there are three problems which are necessary to be answered, that is:

- 1) The writing knowledge in composite of five components and each of component based on objective test of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency
  - a. The writing knowledge of students in composite of the five components is still very low or in poor category. The number of the students who are succeeded are less than those who are not. The success score gained by the students is 66 and over. The lack of the students' skill is due to the limited knowledge and mastery of writing content elaboration, the organization of paragraph, the use of effective sentences, the use of vocabulary, and the use of spelling and punctuation marks.
  - b. The writing knowledge of each of the writing components based on objective test of 3<sup>th</sup> grade students of Sibulue subdistrict Junior high School of Bone regency. The success level of writing content component is in poor category. The success score gained by the students is 60 and over; the students' success level of paragraph organization component is in poor category, the success score gained by the students is 67 and over; the students' success level of using effective sentences component is in poor category, the success score gained by the students is 65 and over; the students' success level of using vocabulary component is in poor category, the success score gained by the students is 63 and over; and the success level of using spelling and punctuation marks component is in poor category, the success score gained by the students is 65 and over.
  - c. There is a real difference of the writing knowledge in composite based on objective test of 3<sup>th</sup> grade students of all the three Junior High Schools. After conducting variance analysis test in advance, it is obtained that there is no real difference of the writing knowledge in composite based on objective test between *SMP 1* and *2*, *SMP 1* and *3*, *SMP 2* and *3*.
- 2) The writing skill in composite and each of components based on subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency
  - a. The writing skill of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency in composite based on subjective test (writing) is still very low. The number of students who are succeeded are less than those who are not. The low level of the students' skill is due to the fact that they cannot write the ideas in explicit and effective sentences. The rank of the success score gained by the students is © for sufficient, (B) for good, (A) for very good.
  - b. The writing skill of each of the components based on subjective test (writing). The students' success level of the writing content component is in poor category. The component of organizing paragraph is in very poor category. The component of using effective sentences is in poor category. The component of using vocabulary is in very poor category and the component of using spelling and punctuation marks is in poor category. The rank of students' success score of each of the component is © for sufficient, (B) for good, and (A) for very good.

- c. There is no real difference of the writing skill based on subjective test (writing) of 3<sup>th</sup> grade students of Sibulue subdistrict Junior High School of Bone regency.
- 3) The correlation between the writing knowledge based on objective test and the writing skill based on subjective test (writing).

There is a positive significant correlation of the writing knowledge based on objective test to the writing skill (writing). Thus, the better the objective test result of the students, the better the result of their writing test and it can be used to predict the test result.

## 5.2 Suggestions

There are several suggestions proposed by the present writer regarding the low level of the writing skill, that is:

To gain better result in writing skill is suggested to the language teachers especially Indonesian language teachers at Sibulue Junior High School to concern and emphasize more on all components of the writing knowledge which include: the use of spelling and punctuation marks, the use of diction, the use of effective sentences, the organization of paragraph, and the mastery of writing content. This due to the fact that the knowledge level of each component is still very low in average.

The Indonesia language teachers are expected to give more exercises in writing and correct the results. Then, the results are given back to the students so that they know their mistakes and are given solutions to avoid the same mistakes. This is due to the fact that writing skill can be acquired through intensive exercises and guidance.

In order for the students' writing to be communicative, it is expected their awareness of mastering knowledge in writing and exercising in its use. This is due to the fact that the mastery of writing knowledge affects the skill of expressing ideas or concepts in effective language in particular.

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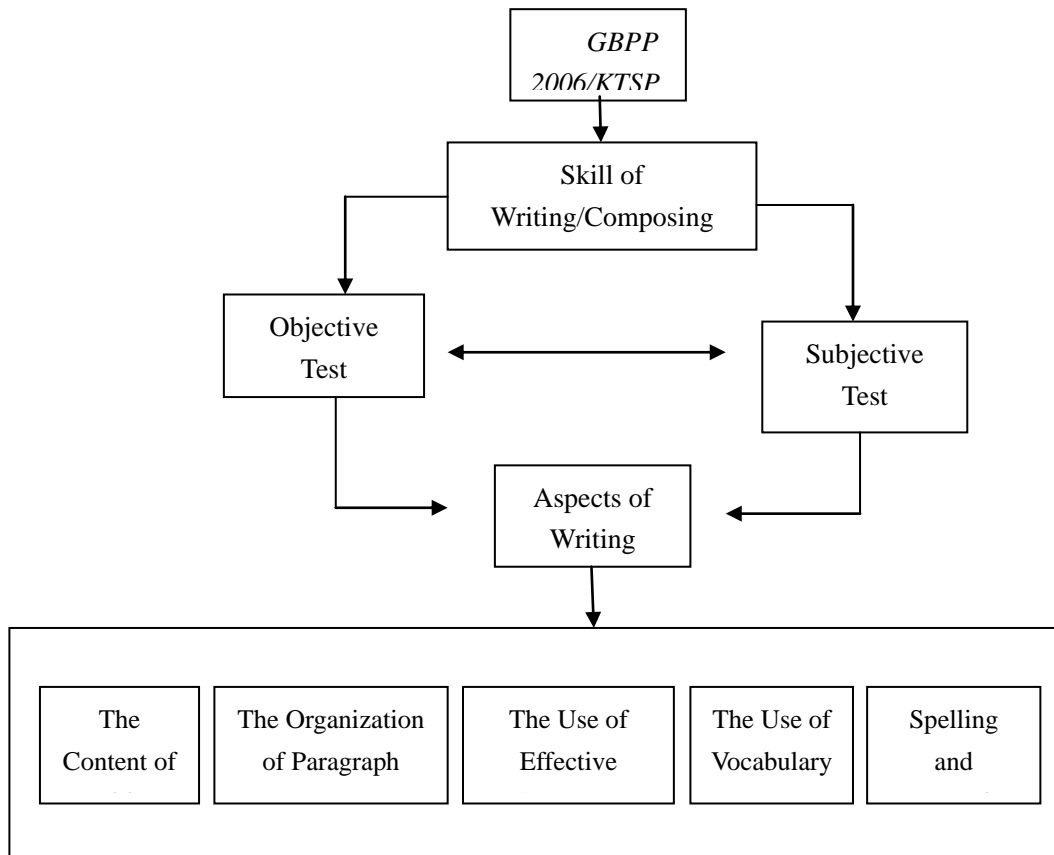


Figure 1. Theoretical Outline

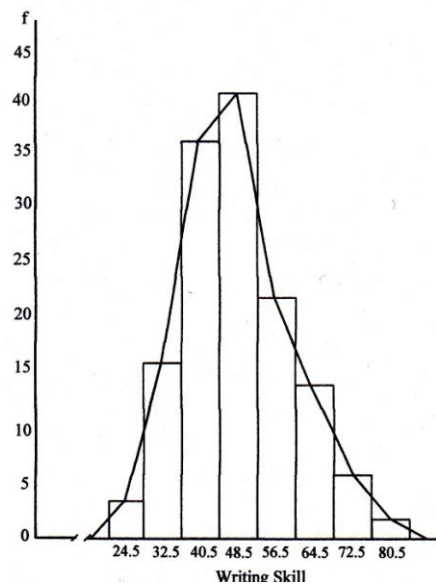


Figure 2. Frequency Polygon of the Writing Skill in Composite Based on Objective Test of 3<sup>th</sup> Grade Students of Sibulue Subdistrict Junior High School of Bone Regency.

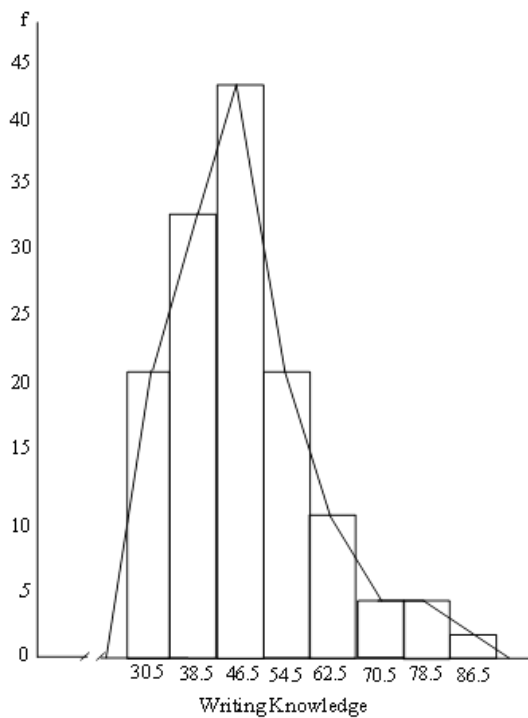


Figure 3. Frequency Polygon of the Writing Knowledge Based on Subjective Test (Writing) of 3<sup>th</sup> Grade Students of Sibulue Subdistrict Junior High School of Bone Regency

Tabel 1. The Condition of Population

No.	Names of School	Number of Population Class
1.	<i>SMP Negeri 1 Sibulue</i>	7 class
2.	<i>SMP Negeri 2 Sibulue</i>	4 class
3.	<i>SMP Negeri 3 Sibulue</i>	5 class
	Total	16 class

Source: *Kandepdiknas Kabupaten Bone 2011*

 Tabel 2. Distribution of Relative Frequency of the Writing Knowledge in Composite of Five Components of Writing Skill Based on Objective Test of 3<sup>th</sup> Grade Students of Sibulue Subdistrict Junior High School of Bone Regency Distribusi Frekuensi

$n = 135$  ( $n_1=68, n_2=34$ , dan  $n_3=33$ ).

Test Score	$f_{abs}$	$f(\%)$	<i>SMP 1</i> $n_1=68$	<i>SMP 2</i> $n_2=34$	<i>SMP 3</i> $n_3=33$	Total
25 – 32	3	2.22	1	1	1	3
33 – 40	16	11.85	6	6	4	16
41 – 48	36	26.66	13	15	8	36
49 – 56	38	28.14	22	7	9	38
57 – 64	22	16.29	15	-	7	22
65 – 72	14	10.37	9	2	3	14
73 – 80	5	3.70	3	2	-	5
81 – 88	1	0.74	1	-	-	1
$\Sigma = 135$						

 Tabel 3. Distribution of Relative Frequency of the Writing Skill in Composite of Five Components Based on Subjective Test (Writing) of 3th Grade Students of Sibulue Subdistrict Junior High School of Bone Regency  $n= 135$  ( $n_1= 68$ ,  $n_2 = 34$ , dan  $n_3 = 33$ ).

Test Score	$f_{abs}$	$f(\%)$	<i>SMP 1</i> $n_1=68$	<i>SMP 2</i> $n_2=34$	<i>SMP 3</i> $n_3=33$	Total
31 – 38	21	15.55	7	9	5	21
39 – 46	32	23.70	18	5	9	32
47 – 54	43	31.85	25	11	7	43
55 – 62	21	15.55	7	7	7	21
63 – 70	10	7.40	3	2	5	10
71 – 78	3	2.22	3	-	-	3
79 – 86	3	2.22	3	-	-	3
87 – 94	2	1.48	1	1	-	2
$\Sigma = 135$						