

The Effect of Observational Learning towards Students' Writing Skill

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ABSTRACT

The aim of this research was to know the effect of students' writing skill through Observational Learning in SMKI Al-Khoirat Kabupaten Tangerang. This research is quantitative method, 30 students as the sample which taken not random by using Quasi-Experimental as the research. This design will performed using only one group without a control group. Students' test were used by the researcher to collect the data. The hypotheses data was tested using formula of Wilcoxon, it was known the output 'test statistic' Asymp. Sig. (2-tailed) = 0,000 < 0,05. Because the value of 0,000 is less than 0,05, It means, there is a significance differences between pre-test and post-test in experimental class using Observational Learning at the tenth grade of SMKI AL-KHOIRAT Kabupaten Tangerang, because before giving a treatment, the students lack knowledge in narrative text. Then, it was also known from the percentages students' post-test showing 79% students can pass writing skill, although many students can't pass the KKM. Moreover students can improve their narrative writing skill after using observational learning method.

Keywords: Narrative Text, Observational Learning, Writing Skill

INTRODUCTION

In this globalization era, English is an important language in communication in the world. It becomes an international language it means English as a part of their life in academic or business. The importance of English cannot be avoided because English has become part of life in any part of the world that has been used universally (Nishanthi, 2018). Having a good command of English creates more opportunities in life for careers prospect because knowledge of English is an important part of employability skills in the corporate world now. Additionally, with a

sufficient amount of English knowledge, the possibility of promotion in a career position is increased. English proficiency is critical in today's world. English is a widely spoken and understood language in the majority of the world's countries. Indeed, it is the primary mode of communication between the world's countries.

English proficiency is no longer a requirement for achieving good grades or ranking in school, but also as a defense against increasingly hostile globalization currents. Judging from the results of the average skills obtained by Indonesia, it seems that the motherland still has

her own challenges to be able to compete with other countries around the world. Besides that, the government is trying to improve the ability of English skills in Indonesia. The government has used English in the curriculum for many years.

Writing is an important skill in English learning. Writing entails more than simply putting pen to paper; it also entails processing. Aspect and dimension are found in a wide variety of processes and products. Writing can also be defined as an activity that involves the discovery of ideas, organization, and communication in order to be enjoyed by the readers. Generally, writing can be said expressing ideas and thoughts into visual language in the form of symbols or images. According to Akkaya & Susar, (2010) that the technique needed in writing is higher-level thinking, so writing is not only about language skills but also a high level of thinking. Writing is considered as one difficult skill to be acquired by learners because it is important to produce a written language that can be understood and translate ideas into readable text (Nik et al., 2010).

As stated by Brown (2007) there are four main process of writing as follow: Pre-Writing, First Drafting, Revising, Editing. In explanation teaching writing, it is not about planning, making course, but must pay attention to the orientation that exists in every aspect of organizing teaching writing. In teaching writing, one another aspect that we must pay to attend that as teachers we must be able to distinguish and emphasize 'personal writing' to teach it and productive in producing writing that is not affected by audience demand (Elbow, 2000) cited in (Gooda,

2016). As confirmed by Harmer (2004) that teaching writing is help students to communicate real messages in an appropriate way.

The writer had pre-observation in SMKI Al-Khoirat Kabupaten Tangerang from an English teacher (Mrs. X) and found some problem on the students. One of the problems found was the decline in student grades on writing skill. Some of them have difficulty in learning narrative writing, the student often difficult in choosing vocabulary to make narrative writing. The students experience problems in achieving the minimum target score criteria in writing skills. This problem occurs due to several factors. Based on the problem students above, the success of the writing process in class can be seen from learning activities. Social learning is also a factor that can develop knowledge when they see a model that can be used as an example directly. The learning theory put forward by Albert Bandura (observational Learning) states that learning in individuals is not formed by the consequences for the behavior shown, but learned directly from the model. According to Bandura, new behavior learned first with knowledge model or role model.

In this study, observational learning was implemented as an intervention program to improve student narrative writing skill. Besides that, during the process of observing it can help them obtain information that changes their knowledge.

Based on the explanation above, the researcher interest to use Observational Learning to overcome the problems. Observational learning has repeatedly been shown to be a successful method for improving writing skills.

Based on the previous explanation above, several problems raised underlying this study as follows:

1. Most student lack of background knowledge and vocabulary in mastering vocabulary to make narrative text
2. The students have low motivation for writing narrative text in English
3. The students' problems in developing their knowledge to obtain information

The subject matter of this research dealt with a quasi-experimental study. To focus on this research; therefore, the writer intends to limit the research by focusing on the effect of observational learning towards students' writing skill at tenth grade of SMKI Al-Khoirat Tangerang Municipality.

As a result of the problem's identification and limitation, the following research questions are formulated: "Is there any effect from using Observational Learning on students' writing skill?"

The objectives of the research can be stated as follows: To know the effect of students' writing skill through Observational Learning in SMKI Al-Khoirat Kabupaten Tangerang

METHOD

This research was implemented at SMKI Al-Khoirat Kabupaten Municipality. It is located at Jl. Raya Serang Kp. Gebang Ds. Suka Damai 02/05 Kec. Cikupa Kabupaten Tangerang, 15710 Banten. There were good reasons why the writer conducted this research there because there were some problems

with students' writing skills. The research was conducted for nine months with the following activities: (1) Preparing for the thesis proposal was accomplished in the third month. The proposal was chapter 1 to 3 of the thesis; (2) Doing the seminar of the proposal was held in the fourth month. The thesis proposal was accepted by the examiners with revision in parts of the proposal; (3) Trying out the instrument was held in during the experiments in school with the same grade; (4) Doing experiments for a month which consist of 6 meetings with 90 minutes in each meeting; (5) Collecting data was held in the sixth month. After testing the validity and reliability of the instrument the writer consulted the result of the try out to his advisors, then the researcher collected the data; (6) Tabulating and analyzing the data was held in the seventh month (7) Writing the research report was finished in the eighth month. After doing some revisions suggested by the advisors, this thesis was ready for thesis examination.

This research belongs to quasi experimental research. It was also generated from number of experimental classes used in this research. In relation to these reasons, the writer did not conduct the random students to determine the sample of the research as also viewed by Franken, Wallen and Hyun (2007), the basic of quasi experimental design consists of two or more groups that differ on a particular variable of interest, but they don't use random assignment. According to Arikunto (2006), two experimental classes cover two classes which each class was treated differently. In line with this research,

there are 152 students which consist of 5 classes. Among the students, 90 are from X AP 1-3 and 62 students are from X MM 1-2, but the writer selected one class experimental class X AP 2 consist of 30 students as a sample of this research for experimental class without control class. The design of this research is used as Quasi-Experimental research and the method of the research will use quantitative research. In this study, the researcher used a Quasi-Experimental method consist of an experimental class without a control class and see the difference between students before and after learning using Observational Learning on writing narrative text. While, the experimental class, the researcher taught students at tenth grade in SMKI Al-Khoirat Kabupaten Tangerang to write narrative text through Observational Learning. This research design was measured using a pre-test, which is implemented before being given treatment, and a post-test which is implemented after being given treatment. In this research, the techniques of analyzing data used were Wilcoxon analysis techniques. To use Wilcoxon analysis, it is important to meet certain requirements. The test is used to analyze the paired-test of two data whether they are different or not. The Wilcoxon signed rank test is used only for interval or ratio type data, but the data does not follow a normal distribution. The data were analyzed by using SPSS 26.

1. The Test of the Analysis

Assumptions

a. The Normality Test

The purpose of the normality test was to determine whether each sample was normally

distributed or not, or whether the sample data could accurately represent the characteristics of the population being studied. According to Larson-Hall (2010), the test of normality in this research was conducted by using Shapiro-Wilk test on the significance level of α 0.05 because the samples in this group are less than 50. The hypotheses of normality test are as follows:

H_0 = the distribution of scores are normally distributed.

H_1 = the distribution of scores are not normally distributed.

b. The Homogeneity Test

The Homogeneity Test is to investigate whether the samples taken from populations with the same distribution or not the homogeneity test was conducted. In this research the writer used One Way ANOVA by SPSS 26.

2. Testing the Research Hypotheses

In this research, the first and second hypotheses were investigated by using paired sample Wilcoxon. The writer compared the post-test and pre-test to investigate whether there is a significant effect of using the strategy.

FINDINGS AND DISCUSSION

The quantitative method was used in this study. The researcher administered the same test to each student in order to collect quantitative data. There are two tests: a pre-test and a post-test. The pre-test was administered at the first meeting, prior to the administration of the treatment, and the post-test was administered at the fourth meeting,

following the administration of the treatment. The purpose of administering the post-test was to determine the differences in the students' scores before and after treatment.

The validity and reliability of the instrument can be determined by the researcher who validated it prior to using it by conducting a content validity test. The researcher assigned the validity content to two English teachers and two English education lecturers. The tests were given to see how observational learning affected students' writing skills at SMKI Al-Khoirat Tangerang.

The researcher analyzed the results after administering the pre-test and post-test in the experiment class to determine the students' scores. The test result was referred to as data, and it would be analyzed using SPSS 26. The researcher used the difference score of the students in analyzing the data. It was discovered by examining the differences between the class's pre-test and post-test scores.

Test Statistics ^a	
	Post Test - Pre Test
Z	-4.784 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The result that shows, it was known the output 'test statistic' Asymp. Sig. (2-tailed) = 0,000 < 0,05. Because the value of 0.000 is less than the value of 0.05, it can be concluded that Ho is rejected and Ha is accepted. It means that there are significant differences between pre-test and post-test in the experimental

class using Observational Learning at SMKI Al-Khoirat Kabupaten Tangerang's tenth grade. Thus, the researcher's use of observational learning has an effect on students' writing skills in the tenth grade at SMKI Al-Khoirat Kabupaten Tangerang.

The researcher discovered the result of the students' writing skill based on observations conducted at SMKI Al-Khoirat Kabupaten Tangerang during the academic year 2020/2021 using Observational Learning in the experimental class. To assess students' writing abilities, the researcher used a pre-test, a treatment, and a post-test.

According to (Grenner et al., 2018), in previous research there was a strategy used by the researcher 'Improving Narrative Writing Skill through Observational Learning a Study of Swedish 5thgrade' use two schools and students of one of the two schools had observational learning intervention first and regular lesson second.

In this study, the researcher used only one school's experimental class without a control class to carry out the research process, and no prior observational learning method was provided.

The researcher used observational learning in his experiment class. The researcher began by administering a pre-test, followed by treatment, and concluded with a post-test. The purpose of the test is to determine the students' writing abilities. The purpose of the test is to determine the students' writing abilities.

CONCLUSION

Based on the findings of the data analysis and discussion, it is possible

to conclude that using observational learning improved the students' writing skills in the experimental class. The post-test score was higher than the pre-test score, with 79 percent of students passing the KKM values. As a result, the level of attainment of the KKM values from these had improved.

The outcome of a statistic was stated as part of a hypothesis test. It was obtained by analyzing data using the Wilcoxon statistic calculation, which indicated that H_0 was rejected and H_a was accepted. It means that there is a significant difference in the use of observational learning on the writing skills of students in the tenth

grade at SMKI Al-Khoirat Kabupaten Tangerang in the academic year 2020/2021.

The outcome demonstrates that the output 'test statistic' Asymp. Sig. (2-tailed) = 0,000; 0,05 was known. Because the value of 0.000 is less than the value of 0.05, it can be concluded that H_0 is rejected and H_a is accepted. It means that there are significant differences between pre-test and post-test in the experimental class using Observational Learning at SMKI Al-Khoirat Kabupaten Tangerang's tenth grade. So the researcher's observational learning has an effect on students' writing skills in the tenth grade at SMKI Al-Khoirat Kabupaten Tangerang.

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