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# TAHURI

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## JURNAL TAHURI

Terbit dua kali setahun, Pebruari - Agustus berisi Artikel Praktik kependidikan dan kebahasaan, ditulis dalam bahasa Indonesia maupun bahasa asing. Memuat artikel berupa analisis, kajian dan aplikasi teori, hasil penelitian dan kajian pustaka

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Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah makna dan isinya.

# **JURNAL TAHURI**

**Jurnal Ilmiah Pendidikan Bahasa**

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## PRAKATA

Jurnal "Tahuri" diambil dari nama salah satu media adat di Maluku yang menggunakan "bia terompet" (triton = nama latin) untuk memanggil atau menginformasikan sesuatu berita dari pemangku adat atau pemerintah desa kepada masyarakat dalam hubungannya dengan kegiatan desa (kegiatan-kegiatan penting yang diselenggarakan di desa). Penggunaan nama "Tahuri" pada jurnal ini adaiah untuk memaknai betapa pentingnya penggunaan "bia terompet" bagi perkembangan pembangunan di Maluku di masa lampau, yang saat ini telah hilang nilai dan manfaatnya karena kemajuan ilmu pengetahuan dan teknologi.

Jurnal Tahuri memuat berbagai pikiran kritis-ilmiah para akademisi tentang teori, konsep, praktik kependidikan dan kebahasaan, diterbitkan oleh Jurusan Bahasa dan Seni Fakultas Keguruan & Ilmu Pendidikan Universitas Pattimura Ambon. Untuk menjaga kualitas, maka setiap penerbitan Tahuri tetap melibatkan *mitra bestari* dari berbagai perguruan tinggi negeri di Indonesia. Keterlibatan *mitra bestari* dalam jurnal Tahuri kiranya dapat memberikan kepuasan, baik bagi para penulis maupun pembaca yang memanfaatkan sarana ilmiah ini. Naskah yang dimuat dalam jurnal Tahuri, disajikan baik dalam bahasa Indonesia, maupun bahasa asing (termasuk abstraknya).

Tahuri Volume 17, Nomor 1, Pebruari 2020 hadir di hadapan Anda dengan tampilan wajah baru dalam format dengan ukuran kertas A4, sesuai dengan salah aturan jurnal terakreditasi. Tahuri memuat tulisan hasil kajian konsep atau teori dan hasil penelitian dalam bidang kependidikan dan kebahasaan yang diharapkan dapat menjadi sarana komunikasi ilmiah bagi para ilmuwan, baik lokal, nasional maupun internasional. Tahuri terbitan ini menampilkan dua artikel berbahasa Inggris, satu berbahasa Jerman dan tiga lainnya berbahasa Indonesia bernuansa pendidikan dan kebahasaan.

Untuk menjaga konsistensi letak "header" (Tahuri, halaman sebelah kiri dan nama penulis, judul tulisan, halaman sebelah kanan), maka Tahuri Volume 17, nomor 1 ini dimulai dari halaman 1 dan seterusnya.

Bagi para penulis yang ingin menyumbangkan hasil karyanya lewat media ini, dianjurkan agar mengikuti gaya selingkung jurnal Tahuri Jurusan Bahasa dan Seni FKIP Unpatti.

Penyunting

## VOCABULARY JOURNAL STRATEGY: ONE WAY TO HELP STUDENTS' VOCABULARY

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**Abstract:** the discussion of this article aims to the use of vocabulary journal strategy in teaching vocabulary for the students of junior high school. The topic discussion will cover the general concept of learning vocabulary, principle of teaching vocabulary, teaching vocabulary in junior high school, and teaching vocabulary using vocabulary journal. Basically vocabulary journal is a strategy to invite students for strengthen their word knowledge and internalize meaning for use throughout their lives. It is a great strategy to help students' vocabulary as naturally. Furthermore, some experts suggest that vocabulary journal can be applied in high school levels with different treatment depend on students' needs and their English proficiency.

**Keywords:** Vocabulary journal strategy, students' vocabulary

### Introduction

Language as a means of communication is very useful and flexible. It can serve the human needs in their communication in any situation through the language we can express almost everything such as thoughts, actions, ideas, emotion, etc. According to (Boey, 1972) cited in Nurwati (2009) says that Language has various features; one feature we notice that language is system. Another feature is that every language has a dual structure. This means that in all human languages, there are two levels of structure of systematic relationships. In other words, each language is a system consisting of two subsystems. One is the subsystem of meaningful units and the other is the subsystem of sounds, which do not have any meaning.

The integration of teaching vocabulary to the four skills of the language is aimed to help the students to master the four skills of the language. Even though, the teaching of vocabulary is integrated to the four skills of the language, but the teaching of vocabulary can be separated in its presenting as long as it has a relationship with the theme and the sub theme that the students should be learned. The learning of English vocabulary as a foreign language needs teachers' capability in determining on what kind of teaching should be used and what suitable with the media which should be used in presenting the new vocabulary. Improving vocabulary towards something we study, for instance, is closely connected with the statement expressed by Tarigan (1986: 23) as cited in Rahmiyanti (2009) says that "Pengembangan kosa kata telah dikategorikan menjadi: (1) pengajaran, (2) petunjuk konteks, (3) synonym, antonym, homonym,

asal usul kata, prefix, suffix, akar kata, ucapan, ejaan, semantik, majas, sastra, dan pengembangan kosa kata, penggunaan kamus, dan permainan kata”.

Teaching English to students at junior high school is continue for presenting vocabulary since they meet English for the first time in elementary school. The students are introduced with simple things around them, which are familiar to them. Meanwhile, the curriculum of elementary schools also contains a number of vocabularies to learn beside expressions and simple sentences about things around the children, family, school, geography, and their communication to the environment. In Indonesia, there are some English teachers who still use conventional method to teach vocabulary. Conventional method is an approach which offers an insight of grammatical rules when the process of translating from the second to the native language is done. This method is popular because students could demonstrate that they understand the grammatical construction underlying a specific sentence by it. Teacher just helps the students to translate the written text in mother tongue or gave the students long list of words with their equivalence in the students native language and asked them to memorize it. Students who are not able to translate the words correctly are blamed on being neither intelligent nor lazy or both. This approach is still implemented because many people believe that learning a foreign language means learning to translate sentences from the mother tongue into the target language.

### **Topic Of Discussion**

Vocabulary journal is a strategy to invite students for strengthen their word knowledge and internalize meaning for use throughout their lives. It is a great strategy to help students' vocabulary as naturally. Vocabulary journal can be applied in high school levels with different treatment depend on students' needs. The discussion would mostly about the use of vocabulary journal strategy in teaching vocabulary for the students of junior high school. The topic discussion will cover the general concept of learning vocabulary, principle of teaching vocabulary, teaching vocabulary in junior high school, and teaching vocabulary using vocabulary journal.

### ***Explanation of Vocabulary***

As the writer was explained previously that mastering vocabulary is important for learners since vocabulary knowledge, as one of the basic components plays an important role among the four language skills. It gives contribution to learners to perform their skills better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having too limited vocabulary, the students find it difficult to master language skills, since a good store of words is crucial for understanding and communicating. According to Igharia (1991) says that Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Moreover vocabulary is the knowledge of words and word meanings “all

list of words with their meanings especially in a book for a learning foreign language". Oxford University Press, (2003) assisted that through vocabulary knowledge the students do not only get the meaning of words but they can use the words in their daily life communication. Diamond and Guthlon (2006) maintained an explanation that vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Word knowledge comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them, whereas productive vocabulary includes words that we use when we speak or write. Kamil and Hiebert (2005) asserted that "receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning even we do not know their full meaning and connotations or ever use them by ourselves as we speak and write".

### ***The Importance of Teaching and Learning Vocabulary.***

Vocabulary is the main core component of language proficiency and provide much of the basis for how learners speak, listen, read and write. If the students want to be success in learning English language skill, must have a large of vocabulary. If they have it they can express their idea, they can write in their own words, they can hear other people speak easily and they can be a good reader. According to Stafford, "benefit of good vocabulary are communicate more effectively, improves self-confidence and self-esteem, adds sophistication to speech, better job offers and improves people's perception."

From the statement above, it has been said that if the students have good vocabulary, automatically they can master both term of vocabulary expressive and receptive. Even more than that, they can enhance their self and Vocabulary is important because it allows you to communicate clearly with other people. A larger vocabulary lets you speak with greater precision than a person who has a small vocabulary.

### ***The Purpose of Teaching and Learning Vocabulary.***

The purpose of teaching and learning vocabulary is to assist students developing vocabulary knowledge. Words are one of the element in a text and lesson that comprise the learning experiences of the learners. Moreover, a student's ability to understand words and their meanings is essential in all content areas as curriculum increase in difficulty, so to do the words that make up that curriculum. At very basic level, vocabularies underlie a student's ability to understand what has being thought. Well-developed vocabulary is an essential component success in reading. As a teacher we recognize that reading becomes a great challenge for students who lack adequate word knowledge. Indeed, a research identifies that, "for adequate reading comprehension from grade junior high school, students require both fluent word recognition skills and an average or above-average vocabulary" Biemiller, (2005). Moreover, teaching vocabulary is useful to increase student's vocabulary knowledge and the teacher has important

role to use the exact strategy in teaching vocabulary. If students have large vocabulary knowledge, it can be easily for them to recognize the words when they read, write, listen, and speak.

### ***Teaching Vocabulary through Reading.***

There are many definition of reading comprehension. First that reading is a complex process in which recognition and comprehension of written symbol are influenced by reader's perceptual skill, decoding skill, experience, language background, mind set and reasoning abilities as they anticipate Harris and Sipay in Hafisah (2009). Kustaryo (1988) states that reading comprehension understands what we have been read. It is an active thinking process that depends not only on comprehension skill, but also the students experience and priories knowledge comprehension involves understanding the vocabulary, being the relationship among words and concept, organizing author's purposes, making judgments, and evaluating. Reading is an important source to increase knowledge. It is a reason why teachers are interest and little sensitive in order to teach vocabulary. Pikulsi and Templeton (2004) add more that "one reason teacher are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assign to read " so it is important role for the teacher to building up both of them. Therefore the writer can argue that without large vocabulary from the learner, it can be difficult for the learner to understand the purpose a reading passage

### ***Mastering English Vocabulary***

As stated before, vocabulary plays a very important role in developing our language skills (listening, speaking, reading, and writing). Mastery of English vocabulary means that a certain number of English vocabulary that should be mastered by the students. The number of English vocabulary is very important for them, ability in language skill. Carthy and O'Dell (2001) as cited by Wa Ode Almiani (2005, p:11) state that to speak or to write English in normal situations we need at least 1- 2.000 words. Furthermore, Tarigan (1989: 23) as quoted by Wa Ode Almiani (2005) stated that in effort to increase the quality and quantity of vocabulary, the students also increase their life, attitude, develop their conceptual, and knowledge. Therefore, teachers should use a good technique and strategy to increase the students' English vocabulary in the teaching and learning process.

### ***Teaching English in Junior High School.***

Curriculum as one of the educational substantial needs to be a fundamental especially in syllabus development and implementation with appropriate need of students, situation of school, condition in school or district. Based on the latest curriculum system in Indonesia, teaching English in high school levels hold an important part in teaching because it has different characteristics from other subjects. It obviously important as the need to communicate in English if compared with the important of English as international language recently in the area. The students at high school levels on their development is on rapid



development in all aspects within the relation on learning. The development aspect that stated in the curriculum which are cognitive students' intelligence either as symbolic or meaningfully understanding physic motor. Students body movement and affective students' emotion. From these development, aspects of students' development thus teaching English as receptive and productive skills to communicate in oral or written have approximation on this junior level. Principally teaching and learning vocabulary in junior high school is not different from other level of education, such as in elementary school or senior high school. They are under the purpose to facilitate the students to facilitate the students to comprehend a text or listening script and to use the word in oral or written speech.

### ***The activities of vocabulary journal strategy.***

One of the most effective methods is through a vocabulary journal. This strategy, students will clarify unfamiliar words or phrases by listing them on a chart in their journals. They write what their perceive is the definition by reading and recognizing clues within the sentence or surrounding sentences. They note the type of context clue they used in order to derive the meaning of the word or phrase. The activity of the strategy should be introduced and applied in conjunction with the lesson on idiomatic expression.

Vocabulary journal strategy is not only use in reading but also in listening. For example the use of vocabulary journal strategy in listening. One of them was Dewi Lestari that conducted a research about applying vocabulary journal strategy in the class. It was "The influence of using vocabulary journal through tape recorder in learning English toward students listening ability in analyzing the word meaning of SMK Negeri 2 Brangsong". The subject of the research was the students at first grade. She did the research because the students at the first year of SMK Negeri 2 have not enough ability in analyzing the word meaning through tape recorder. The result showed that The students' listening ability in analyzing the word meaning after using vocabulary journal through tape recorder in learning English was getting increase, so that there was a significant positive influence of the vocabulary journal through tape recorder toward the first year students' listening ability in analyzing the word meaning The factors, which influenced the students of SMK Negeri 2 Brangsong able to analyze the word meaning in listening test by using tape recorder are as follows: (a) they often listened to the native speaker through the radio or television at home, (b) besides practice listening to the radio or television at home, the English teacher also often gave the practice of listening by using tape recorder to know the ability in listening to the voice of native speaker, and (c) the frequency of practice and the use of tape recorder given and done by the English teacher for two or three times a week.

### ***The steps of vocabulary journal strategy***

Vocabulary journal may be implemented using three steps of procedure:

1. Direct students to identify unknown words. The first activity which recommended is identifying unknown words after the teacher give the text.

This is done by look through the reading passage and then skimming through the reading passage. After that the students has to identify some unfamiliar words.

2. Require students to list the exact sentence. After students identify unfamiliar words they have to write and list the exact sentence from the reading passage
3. Ask students to create the definition with their own words. The last step is the students have to create what they write with their own words based on the definition of the word from the reading passage.

### ***The parts of Vocabulary Journal.***

1. Word and Page Number. The students must to fill the unfamiliar word and page number of the textbook.
2. Resource. This column is the source name of the text (the title of the text).
3. Sentence in which the words was used in the text. In this column the students should be write the sentence from the unfamiliar word that they have already took.
4. Students- friendly definition. This column is present for the students to make the definition using their own words for the words that they have already taken.
5. Antonym and Synonym. The students must decide about the unknown words itself, it have synonym or antonym and they should be put in each column if it had.
6. Drawing/picture/symbol. The students should draw of the unknown word itself if it had.

### ***The strengths and weakness of using vocabulary journal strategy***

#### **1. The strength of using vocabulary journal strategy**

- a. In applying this strategy, off course it has basic reason of why the researcher use that because from applying this strategy many of new words from the students and can be helpful for students not only to observe their progress but also to establish an increasing awareness in reading.
- b. Vocabulary journal strategy in relation to help the students learn and retain new words more easily.
- c. Vocabulary journal strategy creates the motivation for students in teaching English and they can participate actively in the learning activities.

#### **2. The weakness of using vocabulary journal strategy.**

The weaknesses of applying this strategy are when students doesn't bring their own dictionary because this strategy is demanding the students to start using dictionaries as early as possible. With adequate training, dictionaries are an invaluable tool for students, giving them independence from the teacher. As well as understanding meaning, students are able to check

pronunciation, the grammar of the word (e.g. verb patterns, verb forms, plurality, comparatives, etc). Therefore the teacher and school should provide the dictionary or students able to access online dictionaries.

## Conclusion

Based on some supported theories, the writer would conclude that in some cases, the students' improvement achieved will be determined by a learning situation and the strategy used to teach them. It should be appropriate with the level of learners. For example, the used of vocabulary journal will be able to create such a learning situation which is not going to take the students into focused students. Secondly, having own definition with some vocabulary knowledge without using the dictionary can allow or more information about how word are typically used.

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## **KETERAMPILAN BERBICARA BERBASIS METODE EKSTEMPORAN BAGI SISWA SMP**

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**Abstrak.** Nurgiantoro menyatakan bahwa berbicara adalah suatu aktivitas keterampilan berbahasa yang kedua setelah menyimak, yang menunjukkan kemampuan seseorang dalam mengucapkan kata-kata atau bunyi artikulasi untuk menyampaikan buah pikiran atau gagasan. Keterampilan berbicara pada jenjang Sekolah Menengah Pertama, mengajarkan siswa bagaimana mereka akan berani tampil untuk berbicara di depan umum. Langkah awal yang harus dilakukan guru adalah menerapkan berbagai ilmu pengetahuan tentang keterampilan berbicara, sehingga siswa memiliki pengetahuan yang luas akan apa yang akan disampaikan kepada orang lain. Informasi-informasi yang aktual dan faktual serta komuniaktif dapat disajikan siswa kepada orang lain, ketika mereka memiliki wawasan yang luas, yang diperoleh dari berbagai sumber. Ada empat metode yang dapat dipakai siswa dalam keterampilan berbicara. Salah satu metode yang paling sering dipakai banyak orang adalah metode ekstemporan. Metode ekstemporan ini, pembicara hanya menyiapkan garis-garis besar dari tema atau materi yang akan disampaikan kepada pendengar. Kemudian garis-garis besar itu, siswa kembangkan sendiri dengan kemampuan intelektual yang dimiliki siswa. Metode ekstemporan ini sangat bermanfaat bagi pengembangan kemampuan keterampilan siswa dalam berbicara. Faktor kebahasaan dan faktor nonkebahasaan juga sangat menunjang keefektifan siswa dalam berbicara. Sehingga faktor-faktor itu harus diperhatikan oleh siswa ketika berbicara di depan banyak orang.

**Kata kunci:** keterampilan berbicara, siswa, guru, metode ekstemporan, Pengetahuan

### **Pendahuluan**

Pengajaran bahasa Indonesia merupakan program pengajaran yang sesuai dengan tuntutan kurikulum. Harapan dari para guru dan masyarakat pada pengajaran bahasa Indonesia ini agar setiap lulusan memiliki kemampuan berbahasa dan dapat menggunakannya dengan baik dan benar. Keberhasilan pengajaran bahasa ditentukan oleh sikap, tingkah laku seseorang dalam kehidupan di masyarakat, karena setiap langkah pengajaran bahasa di sekolah perlu dibuktikan keberhasilannya.

Pada setiap satuan pelajaran dalam materi pelajaran bahasa Indonesia, terdapat empat aspek keterampilan berbahasa yang harus dikuasai oleh siswa yaitu menyimak, berbicara, membaca, dan menulis. Dari keempat aspek keterampilan

berbahasa tersebut, keterampilan berbicara merupakan salah satu aspek keterampilan berbahasa yang sifatnya aktif produktif karena tujuannya adalah untuk menyampaikan pesan kepada orang lain, dalam hal ini kepada pendengar.

Pembelajaran berbicara dalam mata pelajaran bahasa Indonesia memiliki peran penting dalam menunjang keberhasilan dan perkembangan intelektual, emosional dan sosial siswa itu sendiri. Siswa pun dituntut untuk memiliki keberanian bahkan kemampuan untuk mengungkap setiap gagasan yang dimilikinya, dan dapat mengembangkan gagasan-gagasan yang ada menjadi sesuatu yang bermanfaat bagi orang lain.

Menurut Tarigan (2008:16) berbicara adalah kemampuan mengekspresikan, menyatakan atau menyampaikan pikiran, gagasan dan perasaan lewat bunyi-bunyi artikulasi atau kata-kata. Hal ini sesuai dengan definisi yang dikemukakan oleh Arsjad dan Mukti (1993:17) bahwa berbicara merupakan kemampuan mengucapkan bunyi-bunyi artikulasi atau mengucapkan kata-kata untuk mengekspresikan, menyatakan, menyampaikan pikiran, gagasan, dan perasaan. Setiap orang mampu dan dapat berbicara secara alamiah, namun tidak semua orang mampu berbicara secara terampil dan teratur. Hal ini juga menimbulkan penggunaan bahasa yang tidak teratur .

Pembelajaran keterampilan berbicara sangat perlu dan penting untuk diajarkan di setiap satuan pendidikan (SD-SMA), karena siswa diajarkan untuk berkomunikasi dengan baik dan benar berdasarkan kaidah bahasa Indonesia. Mengingat pentingnya pembelajaran bahasa di semua satuan pendidikan untuk membina kemampuan berbicara siswa secara efektif dan efisien. Kemampuan siswa dalam berbicara tidak terlepas dari berbagai penggunaan metode pembelajaran atau model pembelajaran yang dipakai dan diterapkan guru di dalam kelas. Apabila metode atau model pembelajaran yang dipakai guru tidak sesuai dengan kebutuhan siswa maka, dampaknya juga tidak baik bagi perkembangan siswa. Dalam hal kemampuan berbicara, metode atau model pembelajaran apa yang cocok dengan kebutuhan siswa itu sendiri, itulah yang harus dipikirkan guru untuk meningkatkan kemampuan berbicara siswa, karena tidak semua siswa memiliki kemampuan berbicara sama. Metode atau model pembelajaran yang dipilih guru untuk meningkatkan kemampuan siswa haruslah dapat dipahami dan dikuasai oleh siswa, dan tentukannya metode yang dipakai guru haruslah sesuai dengan materi yang diajarkan.

Pidato merupakan salah satu materi dalam keterampilan berbicara yang ada pada jenjang SMP. Ada empat metode berbicara yang dapat diterapkan dalam kegiatan berpidato. Empat metode itu adalah metode impromptu, metode ekstemporan, metode naskah, dan metode menghafal. Salah satu metode yang dapat dipakai guru dalam pembelajaran keterampilan berbicara untuk materi pidato adalah metode ekstemporan. Metode ekstemporan merupakan teknik berpidato dengan menjabarkan materi yang terpola. Maksud terpola yaitu materi yang akan disampaikan harus dipersiapkan garis besarnya dengan menuliskan hal-hal yang dianggap penting. Kelebihan metode ekstemporan yaitu materi yang disampaikan dapat diungkapkan secara terurut dan sistematis. Sedangkan kelemahan metode ekstemporan adalah terlihat seakan-akan kurang siap karena perlu menunduk untuk melihat catatan.

### **Definisi Keterampilan Berbicara**

Berbicara adalah salah satu keterampilan berbahasa yang berkembang pada kehidupan manusia sejak masih anak-anak. Keterampilan ini didahului oleh keterampilan menyimak yang merupakan keterampilan berbahasa yang pertama kali diperoleh oleh manusia.

Berbicara merupakan salah satu keterampilan berbahasa yang bersifat aktif produktif, karena menyampaikan pesan secara lisan dan langsung. Oleh karena itu, kegiatan berbicara tidak terlepas dari keterampilan berbahasa lainnya, yaitu menyimak, membaca, dan menulis. Keempat keterampilan berbahasa tersebut saling berkaitan dan terintegrasi.

Tarigan (2008:16), menyatakan bahwa berbicara adalah kemampuan mengekspresikan, menyatakan atau menyampaikan pikiran, gagasan dan perasaan lewat bunyi-bunyi artikulasi atau kata-kata. Hal ini sesuai dengan definisi yang dikemukakan oleh Arsjad dan Mukti (1993:17) bahwa berbicara merupakan kemampuan mengucapkan bunyi-bunyi artikulasi atau mengucapkan kata-kata untuk mengekspresikan, menyatakan, menyampaikan pikiran, gagasan, dan perasaan.

Lebih lanjut Tarigan (2008:16), menyatakan bahwa berbicara adalah suatu sistem tanda-tanda yang dapat didengar (*audible*) dan yang kelihatan (*visible*) yang memanfaatkan sejumlah otot dan jaringan otot tubuh manusia demi maksud dan tujuan gagasan-gagasan atau ide-ide. Definisi ini mengandung penjelasan bahwa gagasan atau informasi yang diucapkan, diterima oleh pendengar melalui rangkaian nada, tekanan, dan penempatan persendian (*junction*). Jika komunikasi berlangsung secara tatap muka, maka dapat ditambah dengan gerak-gerik dan mimik yang tepat untuk menunjang keefektifan berbicara, karena dapat menghidupkan komunikasi atau akan membuat komunikasi menjadi tidak kaku.

### **Pembahasan**

#### **Faktor Penunjang Keefektifan Berbicara**

##### **1. Yang tergolong dalam faktor kebahasaan, yaitu:**

###### **a. Ketepatan Ucapan**

Seorang pembicara harus membiasakan diri mengucapkan bunyi-bunyi bahasa secara tepat. Pengucapan bunyi bahasa yang kurang tepat, dapat mengalihkan perhatian pendengar, karena akan menimbulkan kebosanan, kurang menyenangkan, atau kurang menarik.

###### **b. Penempatan Tekanan, Nada, Sendi, dan Durasi yang Sesuai**

Kesesuaian tekanan, nada, sendi, dan durasi merupakan daya tarik tersendiri dalam berbicara. Bahkan kadang-kadang merupakan faktor penentu. Walaupun masalah yang dibicarakan kurang menarik, dengan penempatan tekanan, nada, sendi, dan durasi yang sesuai, akan menyebabkan masalahnya menjadi menarik.

###### **c. Pilihan Kata (Diksi)**

Pilihan kata hendaknya tepat, jelas, dan bervariasi. Pendengar akan lebih tertarik dan senang mendengarkan kalau pembicara berbicara dengan jelas dalam bahasa yang dikuasainya. Artinya, betul-betul menjadi miliknya, baik sebagai perorangan maupun sebagai pembicara.

Pilihan kata harus disesuaikan dengan pokok pembicaraan dan siapa yang akan kita ajak berbicara.

**d. Ketepatan Sasaran Pembicaraan**

Hal ini menyangkut pemakaian kalimat. Susunan penuturan kalimat, sangat besar pengaruhnya terhadap keefektifan penyampaian. Seorang pembicara harus mampu menyusun kalimat efektif, kalimat yang mengenai sasaran, sehingga mampu menimbulkan pengaruh, menimbulkan kesan atau menimbulkan akibat.

**2. Yang termasuk faktor nonkebahasaan, yaitu:**

**a. Sikap yang Wajar, Tenang, dan Tidak Kaku**

Bahasa tubuh sama halnya dengan bahasa lisan. Bahasa tubuh adalah bagian alami dari percakapan atau komunikasi. Jika terjadi secara alami, akan membuat komunikasi menjadi efektif, sedangkan jika dibuat-buat, akan tampak seperti palsu.

Pembicara yang tidak tenang, lesu, dan kaku, tentulah akan memberikan kesan yang kurang menarik. Dari sikap yang wajar saja, sebenarnya pembicara sudah dapat menunjukkan otoritas dan integritas dirinya. Penguasaan materi yang baik, akan menghilangkan kegugupan. Namun, sikap ini memerlukan latihan, sehingga lama-kelamaan rasa gugup akan hilang dan akan timbul sikap tenang dan wajar sebagai modal utama kesuksesan berbicara. King dan Gilbert (2005: 12), menyarankan bahwa Anda tidak perlu merasa rendah diri atau terintimidasi. Untuk mengatasi rasa malu, ingatlah bahwa orang yang Anda ajak berbicara, sama malunya dengan Anda.

**b. Pandangan Diarahkan kepada Lawan Bicara**

Mempertahankan kontak mata yang baik, tidak sekedar di awal dan di akhir kata-kata Anda, tetapi selama Anda berbicara dan mendengarkan lawan bicara anda berbicara, akan membuat Anda menjadi pembicara yang hebat di mana pun Anda berada, apa pun peristiwanya, dan siapa pun teman bicaranya.

Pandangan yang hanya tertuju pada satu arah, atau ke atas, samping, dan menunduk akan menyebabkan pendengar merasa kurang diperhatikan. Akibatnya, perhatian pendengar menjadi berkurang.

**c. Kesiediaan Menghargai Pendapat Orang Lain**

Dalam menyampaikan isi pembicaraan, seorang pembicara hendaknya memiliki sikap terbuka. Artinya, dapat menerima pendapat pihak lain, bersedia menerima kritik, bersedia mengubah pendapatnya kalau ternyata memang keliru. Namun, tidak berarti bahwa si pembicara begitu saja mengikuti pendapat orang lain dan mengubah pendapatnya, tetapi ia juga harus mampu mempertahankan pendapatnya dan meyakinkan orang lain, jika pendapatnya mengandung argumentasi yang kuat, dan betul-betul diyakini kebenarannya.

**d. Gerak-Gerik dan Mimik yang Tepat**

Gerak-gerik dan mimik yang tepat dapat juga menunjang keefektifan berbicara, karena dapat menghidupkan komunikasi atau akan

membuat komunikasi menjadi tidak kaku. Tetapi gerak-gerik yang berlebihan akan mengganggu keefektifan berbicara.

**e. Kenyaringan Suara**

Tingkat kenyaringan suara disesuaikan dengan situasi, tempat, jumlah pendengar, dan akustik. Tetapi perlu diperhatikan, jangan berteriak. Aturlah kenyaringan suara Anda supaya dapat didengar oleh semua pendengar dengan jelas.

**f. Kelancaran**

Seorang pembicara yang lancar berbicara, akan memudahkan pendengar menangkap isi pembicaraannya. Seringkali kita mendengar seorang pembicara berbicara terputus-putus, bahkan antara bagian-bagian yang terputus itu diselipkan bunyi ee, oo, aa, dan sebagainya. Sebaliknya, pembicara yang terlalu cepat berbicara juga akan menyulitkan pendengar menangkap pokok pembicaraannya.

**g. Relevansi/Penalaran**

Gagasan demi gagasan haruslah berhubungan dengan logis. Proses berpikir untuk sampai pada suatu kesimpulan, haruslah logis. Hal ini berarti bahwa hubungan antara bagian-bagian kalimat, kalimat dengan kalimat, harus logis dan berhubungan dengan pokok pembicaraan.

**h. Penguasaan Topik**

Pembicaraan yang formal selalu menuntut persiapan. Tujuannya tidak lain agar topik yang dipilih betul-betul dikuasai. Penguasaan topik yang baik akan menumbuhkan keberanian dan kelancaran. Jadi, penguasaan topik itu penting, bahkan menjadi faktor utama dalam berbicara.

Menurut Bahar, 2010:21 bahwa ada tujuh macam pidato yang dapat dipakai seseorang dalam berpidato (berbicara), yaitu:

1. Informatif/Instruktif

Pidato ini bertujuan untuk memberikan laporan atau pengetahuan atau sesuatu yang menarik pendengar, yakni menyampaikan informasi atau keterangan kepada pendengar.

2. Persuasif

Pidato persuasif berisi tentang usaha untuk mendorong seseorang, meyakinkan dan mengajak audience untuk melakukan sesuatu hal.

3. Argumentatif

Pidato ini bertujuan ingin meyakinkan pendengar

4. Deskriptif

Pidato ini bertujuan ingin melukiskan atau menggambarkan suatu keadaan. Tema yang tepat, salah satunya seperti suasana peringatan Sumpah Pemuda.

5. Rekreatif

Pidato ini bertujuan untuk menghibur pendengar. Biasanya terdapat dalam suasana jamuan, pesta, atau perayaan-perayaan.

6. Edukatif

Menekan pada aspek-aspek pendidikan. Misalnya, tentang pentingnya hidup sehat, ber-KB, hidup rukun antar umat beragama, dan lainnya.

7. Entertain



Pidato ini bertujuan untuk memberikan penyegaran kepada pendengar yang sifatnya lebih santai.

### **Metode Ekstemporan**

Pandangan yang lain mengatakan bahwa, metode ekstemporan adalah cara berpidato tanpa menggunakan teks yang utuh. Hal ini biasanya dilakukan dengan cara mencatat poin-poin pentingnya saja, saat berbicara atau berpidato, pembicara akan mengembangkan sendiri poin-poin yang dicatat itu (garis-garis besar) dengan kemampuan wawasan yang dimiliki pembicara. Sudah tentu apa yang disampaikan terlepas dari tema yang sedang dibicarakan atau dibahas atau disampaikan kepada pendengar. Selain yang dicatat, semua dilakukan secara spontanitas. Salah satu yang harus diperhatikan oleh orang yang berpidato secara ekstemporan adalah penampilan.

Penampilan seorang pembicara ketika sedang berpidato menjadi pusat perhatian pendengar. Semua yang ada pada pembicara semuanya diperhatikan, mulai dari pakaian, potongan rambut, sampai caranya berjalan menuju podium. Bahkan cara berdirinya pun tidak luput dari pengamatan pendengar. Pandangan mata harus dilakukan secara merata menjangkau semua pendengar baik yang di depan maupun yang di belakang, baik yang di sebelah kiri maupun yang di sebelah kanan, pandangan yang merata itu sebaiknya harus disertai dengan senyum ceria. Gunanya adalah agar semua pendengar merasa diajak berbicara. Kelebihan metode ekstemporan yaitu:

1. Pokok-pokok pembicaraan yang akan disampaikan kepada pendengar tidak ada yang terlupakan
2. Penyampaian isi pembicaraan (pidato) runtut
3. Kemungkinan salah dan lupa kecil
4. Interaksi dengan pendengar sangat komunikatif

Kelemahan metode ekstemporan yaitu:

1. Tangan cenderung kurang bebas, karena memegang kertas jika tidak menghafal poin-poin yang dicatat
2. Terkesan kurang siap karena sering melihat catatan jika tidak menghafal
3. Pemakaian bahasa kurang baik

Setiap metode yang dipakai untuk berbicara atau berpidato pastinya mempunyai kelebihan dan kekurangan masing-masing. Untuk itu, setiap orang mungkin berbeda pilihannya dengan yang lain. Begitu pula yang sering terjadi bagi siswa SMP, ketika ditugaskan untuk berbicara di depan teman-teman dan guru.

Ada beberapa langkah yang dapat disiapkan siswa SMP ketika hendak berbicara di depan umum atau depan teman-teman dan guru dengan menggunakan metode ekstemporan, yaitu:

1. Menentukan Tema

Tema pembicaraan yang akan disampaikan itu haruslah menarik perhatian pendengar. Tema yang dipilih sekiranya merupakan masalah yang aktual dan faktual.

## 2. Mencatat Pokok-Pokok Pembicaraan

Catatlah pokok-pokok pembicaraan yang akan disampaikan dalam pidato secara runtut, utuh, dan jelas

## 3. Menyampaikan Pidato

Pikirkanlah bagaimana membuka pembicaraan saat berbicara di depan umum, menyampaikan isi pembicaraan (pidato), dan menutup pembicaraan. Penyampaikannya hendaklah sistematis serta menggunakan bahasa Indonesia yang baik, benar serta komunikatif.

Dalam mengevaluasi keterampilan berbicara seseorang, pada prinsipnya kita harus memperhatikan lima faktor, antara lain:

- 1). Apakah bunyi-bunyi tersendiri (vokal dan konsonan) diucapkan dengan tepat?
- 2). Apakah pola-pola intonasi, naik turunnya suara, serta tekanan suku kata memuaskan?
- 3). Apakah ketetapan dan ketepatan ucapan mencerminkan bahwa sang pembicara tanpa referensi internal memahami bahasa yang digunakannya?
- 4). Apakah kata-kata yang diucapkan itu dalam bentuk dan urutan yang tepat?
- 5). Sejauh manakah “kewajaran” atau “kelancaran” ataupun “ke-native-speaker-an” yang tercermin bila seseorang berbicara?

## Penutup

Pembelajaran berbicara dalam mata pelajaran bahasa Indonesia memiliki peran penting dalam menunjang keberhasilan dan perkembangan intelektual, emosional dan sosial siswa itu sendiri. Siswa pun dituntut untuk memiliki keberanian bahkan kemampuan untuk mengungkapkan setiap gagasan yang dimilikinya, dan dapat mengembangkan gagasan-gagasan yang ada menjadi sesuatu yang bermanfaat bagi orang lain.

Berbicara merupakan salah satu keterampilan berbahasa yang bersifat aktif produktif, karena menyampaikan pesan secara lisan dan langsung. Oleh karena itu, kegiatan berbicara tidak terlepas dari ketrampilan berbahasa lainnya, yaitu menyimak, membaca, dan menulis. Keempat ketrampilan berbahasa tersebut saling berkaitan dan terintegrasi.

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# EXPLORING CAUSES AND ALLEVIATING STRATEGIES OF ENGLISH STUDENT-TEACHERS' WRITING ANXIETY AT PATTIMURA UNIVERSITY

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**Abstract.** There have been couples of studies reporting on English students-teachers' writing anxiety. However, there has been little information on what factors contribute to Indonesian EFL Pre-service teachers' writing anxiety and how they overcome it. This study aimed at figuring out the facts of related causes of anxiety and alleviating strategies that English student-teachers in English teachers at Pattimura University Ambon employ when they write in English language. The research design is both quantitative and qualitative methods. The data were collected from questionnaires and in-depth interview. The results reveal some contributing factors to participants' writing anxiety including linguistic difficulties, time pressure, lack of writing practices, instructors' evaluation and pressure for a perfect work. Furthermore, to overcome their problems, the participants utilize the rhetorical, cognitive and socio-affective strategies. The study, then, concludes that by recognizing the causes of writing anxiety, the participants may work better on applying strategies that can reduce their level of writing anxiety.

**Key Words:** *English Student-Teachers, Writing Anxiety Causes, Alleviating Strategies*

## Introduction

Writing anxiety is a psychological condition which describes the feeling of worry, stress, and frustration of students during the process of writing. This anxiety is closely related to the writing attitude of a student. Graham, et.al. (2007) states that writing attitude reflects affective aspect since the act of writing that might affect to a writer's feeling and behaviour. For this reason, anxiety in writing leads to some negative impacts towards students' attitudes during the writing process. The term writing anxiety has long been discussed in some previous studies including Ahmed (2010) who contends that one of the primary problems in EFL learners comes from their personality factors including writing anxiety. The participants of this study felt anxiety when practicing writing skills. This anxiety is the effect of time pressure in writing, negative oral feedbacks and unfamiliar topics. However, this study focuses generally in exploring the perception towards the psychological factor that cause students' writing problems regardless how the way students cope with such anxiety factor.

A mixed method research was also conducted by Alluhaybi (2015) regarding the issue of Psychology and EFL writing among the final year English

undergraduate students. By conducting a survey and two-essay writing tests, the findings of the study describe the sense of moderate level of writing self-efficacy, moderate level of anxiety along with the positive attitude during the writing process.

The knowledge of how writing anxiety can be solved is urgently needed to make a quite significant implication towards students learning process to be more effective. Since anxiety involves feeling and emotion which influence students' behaviour, it is, then, important to investigate the related learning situation or aspects that cause anxiety along with the ways to solve this problem. Therefore, this paper presents a deeper discussion, specifically, about types of writing anxiety and related factors contributing to it as well as alleviating strategies that the participants employ to deal with their own writing anxiety.

### **Anxiety In English Language Learning**

Learning and acquiring a second or foreign language involves activating cognitive and affective components. Affective deals with students' personality factors include awareness of feeling and emotion not only towards themselves but also others in the process of learning. Brown (2000) finally states the areas of language affective components including self-esteem, anxiety, inhibition, risk-taking, empathy, extroversion, and motivated.

Regarding the aspect of anxiety, Brown (2000) specified the sense of anxiety which is closely related to language learning named *language anxiety*, learners' apprehension of certain language learning process and uneasiness to conduct language performance. Language anxiety can be seen in forms of communication apprehension, fear of negative evaluation, and test anxiety. Likewise, language anxiety is absolutely occurred in the process of learning English. In line with this, Horwitz (2001) emphasizes that this kind of situational-specific anxiety happens due to learners' negative emotional reactions in practicing English skills in the target language.

Furthermore, Brown (2000) categorized language learning anxiety into two forms namely; the facilitative anxiety and debilitating anxiety. Facilitative anxiety is the condition in which the appearance of little anxiety motivates the learners to study harder and have stronger effort in doing certain tasks. According to Scovel (1978), this kind of anxiety can be good factors of learning when there is an ample extent to push students to learn and to accomplish learning objectives and course requirements. Students sometimes are being motivated when learn under pressure so, the tasks can be finished.

On the contrary, debilitating anxiety refers to a serious level of anxiety which can negatively impact students' learning process. This emphasizes on students uneasiness and nervousness towards certain process of learning English skills. MacIntyre and Gardner (1989) add that the feeling of fear and tension typically inhibits students' performance towards particular language learning can happen in all language learning skills including listening, speaking, reading and writing.

### **Writing Anxiety In English Language Learnin**

Writing anxiety is categorized as a more specific condition of students' language anxiety when learning English as a Second or Foreign Language. The term of writing anxiety firstly derived from study by Daly & Miller (1975) who coined a term of writing apprehension as a part of communication besides apprehension in speaking. Further, Hassan (2001) argues that writing apprehension is possible to happen when a learner tends to avoid writing task or being so upset towards the act of writing because of the feeling of fear to be evaluated and perceive writing as a very demanding skill. In line with it, Ho (2015) states that writing anxiety is students' feeling of worry, self-unsure, even being demotivated either when works with their writing or when encounters writing class; for instance, students have bad expectations of their writing, fear of teacher's corrections, and often avoiding writing class. In addition, writing anxiety mostly tends to bring negative impacts on students' writing process resulting on poor writing quality and detrimental writing behaviour (Hassan, 2001; Lee, 2005; Woodrow, 2011). In other words, writing anxiety is a kind of debilitating anxiety which makes students produce poor quality of paper and can disturb the process in developing their writing.

Cheng (2004b), further, explains that second or foreign language writing anxiety has three forms; cognitive anxiety, somatic anxiety, and avoidance behaviour. Firstly, the appearance of negative thoughts or self-belief towards writing skill and one's capability to write refer to the term cognitive anxiety. MacIntyre and Gardner (1994) defines that this mental component of anxiety relates to students' over concern of failure as well as teacher or friends' opinion to their work that makes them being so pessimistic to get a good achievement. This anxiety includes self-unsure, negative expectations and over concern to others' perceptions. In short, cognitive anxiety is closely related to negative thoughts of one's writing ability and possible consequences towards writing when it is evaluated.

Next, somatic anxiety is the students' physiological indicators that reflect their writing anxiety. According to Craft et. al (2003), somatic anxiety involves emotion and physiological components that directly arise autonomically towards certain writing process. This anxiety relates to some symptoms that emerge along with anxiety feeling of a student. Morris, Davis, & Hutchings (1981) state that, some symptoms that confirm to somatic anxiety are nervousness, tension, blushing, rapid heart and other discomfort feelings. Accordingly, this kind of anxiety associates with students emotional responses to certain writing process that evoke to some distracting symptoms.

The last kind of writing anxiety is Avoidance behavior. This is a tendency to avoid a certain process of writing. Krohne (cited in Morris, et al. 1981) mentions that this kind of anxiety is the motoric component as the consequence of serious degree of mental and emotional components of anxiety (cognitive and somatic). In other words, this is the behavior of students to escape or avoid from certain process in writing. Cheng (2004b) further states that avoidance behavior is indicated by the students act for instance, avoid attending the writing classes, delaying to work, and procrastination. All in all, the types of writing anxiety are

derived from three components, mental (cognitive anxiety), emotional (somatic anxiety) and behavioral (avoidance behavior).

### **Methodology**

This study design is Explanatory Sequential Mixed Method in which the quantitative data was generated from two different surveys delivered to 30 EFL student-teachers. The first questionnaire aimed at measuring the specific category of anxiety which is an adaptation from The Writing Apprehension Scale (Daly & Miller, 1975) and Second Language Writing Anxiety Inventory (Cheng, 2004a). This questionnaire was classified into 7 items of Cognitive Anxiety (Part A) 9 items of Somatic Anxiety (Part B), and 8 items of Avoidance Behavior (Part C).

The second questionnaire prompts the causal factors of writing anxiety in which their coping strategies were clarified through interviewing 6 participants who were categorized as having high, moderate and low level of writing anxiety.

### **Findings and Discussion**

The result of this study confirms that Somatic Anxiety is the most experienced type of writing anxiety instead of Avoidance Behaviour and Cognitive Anxiety. Somatic anxiety is a discomfort feeling of a student toward the writing process that affects to student's physical signs. The symptoms such as nervousness, trembling, rapid heart, perspiring, tension and headache, are the things that describe students' somatic anxiety (Cheng, 2004b; Zhang, 2011). In addition, this study also confirms what Ekmekci (2018) found that EFL university students commonly experience somatic anxiety as the highest anxiety, then followed by cognitive anxiety and avoidance behavior as the least.

Regarding to the symptoms, this study confirms that the highest form of Somatic anxiety is students' panic when writing under time constraint. Panic is an emotional factor emerged along with the existence of anxiety and becomes serious problem when influenced by task deadline given by a teacher (Cheng 2004a; 2004b). In this study, time constraint means a deadline of students to collect a writing task. As a result, students mostly shows great degree of panic which makes them lose focus or hard to concentrate to finish a text. This result is in accordance of Stawiarska's (2012) finding that panic towards particular situation and nervousness to the teacher are the highest indicators of Somatic anxiety. In this case, students may experience panic because of not completing the task yet when the deadline is closely impending. Moreover, the participants were also too anxious in face to face situation with the teacher. This study result reveals that tension, trembling, rapid heart as well as nervousness are seriously experienced by the students. This confirms what Lin & Ho (2009) have found that, a high level of students' nervousness in writing process typically towards the situation in which their writing is being commented or evaluated by the teacher. In other words, this part of somatic anxiety specifically appear towards the process of revision either to discuss their outline or draft. This is because the students are much worry on teacher's comments to their ideas, inappropriate organization or structure, and being anxious in creating their text that issuitable with the task criteria set by a teacher.

In relation to the findings of major factors contribute to students' writing anxiety, it was found that linguistic problems, time pressure, lack of experience of writing practice, teachers' negative evaluation, and pressure for work perfectly are among many other aspects that the participants were having problems with. Limited numbers of vocabulary mastery, poor diction, grammar errors and bad sentence structures are many factors that contribute. According to Cheng (2004a), EFL students feel troubled with linguistic factor because they highly perceive that good writing merely requires the appropriateness of vocabulary or diction used. Since writing needs several competences not only cognitive competence, but also well psychological and social control, however, this perception tend to mislead students in learning to write. Besides, Cheng also adds that by perceiving writing as the most difficult skill as well as believes that writing process is a very burdensome activity, students might hamper to create a good writing because they often feel frustration and hopelessness. Data from the interviews confirm that the participants mostly believe that writing is the hardest skill to be learned and acquired.

*"Writing is the hardest skill because it is about when you think something and then you write it" (Participant J2)*

*"Writing skill is about how I can transfer the ideas in my mind into good and proper written form" (Participant Y2)*

*"Based on my understanding, writing is divided into writing process and writing product but the most important in here is about the writing process because the emphasis is on the process not the result. For example, through self-conference with the teacher and friends' revision that affect to our writing in a good form" (Participant S2)*

The other cause is the time pressure. The term of time pressure can be understood as the deadline that burdens the student and affect their writing performance (Amabile. et. al, 2002). The problem of deadline is depending on teacher's rules to monitor students' writing either in prewriting, drafting or collecting the final product. From the interview result, students confirm that they felt very troubled with time constraint in prewriting and drafting stage.

*"The most frustrating for me happened on the beginning of the writing process when I had to think harder about the ideas that fit with the criterion or lecturer's standard. I need longer time to complete this section because I was thinking harder about the topic that I was going to write until I developed my knowledge towards the topic into a good outline"*

*(Participant W4)*

*"The process that I felt very anxious and frustration was in Drafting. In this part I had to push myself to well manage the time, searched the best words for my writing, and completed the outline"*

*(Participant S8)*



Furthermore, lack of writing practices is the third dominance cause of writing anxiety for the participants. Many practices on writing make students become familiar on the model of a certain text and be able to know how to construct such particular text. Cheng (2004a) claims that because of students' minimum writing practices, it is difficult to compose their text as they have less creative thinking, and in turn, it is hard for them to produce logical sentences that support their text as a consequence of lack of critical thinking. Thereupon, students who have low level of writing anxiety indicates that he or she has been prepared for a certain model of writing as the result of sufficient writing practices rather than other students who has serious level of anxiety. This supports the finding of this study which confirms that only a student who really feel low anxious because he used to practice writing, as indicated by Participant W4 that *"I believe that I feel less anxious because I like to do some writing practices collaboratively with someone who I think he or she is a master or have better knowledge and ability in writing rather than me, so it brings advantages for me to improve my skill of writing and surely reduce my anxiety when I write "*. This implies that most participants experienced lack of practices to write which surely contributes to their serious level of anxiety.

Next, teachers' evaluation obviously influences students of having so anxious feeling in writing. In this case, factor of anxiety relates to teachers' evaluation which is specified as a kind of social threat that goes through that process of evaluation and students' perception of the evaluation process itself. (Cheng, 2002; Cheng, 2004b). Regarding to the first, Cheng (2004b) states the term of Interpersonal threats in which social threat as a list of sources of writing anxiety. The negative evaluation and judgment from teacher by disapproving students' writing may increase students' level of anxiety.

Secondly, students differently perceive teachers' evaluation to their writing. Non-anxious or low-anxious student views this feedback as corrections to their writing so they can have better improvement, while, others are fear to discuss their writing face to face with the teacher (Qashoa, 2014). The low-anxious students deal more positively with teacher's evaluation as the way to have better improvement.

On the other hand, the other anxious students often think that teacher will give more on undesirable comments or feedback towards their writing because of teacher's superiority or teacher's knowledge that will probably see many errors and mistakes in their writing. According to Cheng (2002), one of basic factors of writing anxiety comes from self-esteem in dealing with the evaluation from teacher either good or bad. Students who have good self-esteem can deal better with whatever threats of others towards their writing rather than those who have poor self-reflection to their writing.

The last factor is a wish to work perfectly. An inclination to do a perfect writing comes from the own set of high standard of a student (Cheng, 2004b). Many students put their target to be success in writing based on their thoughts about writing skill itself. As explained previously, most students believe that writing requires very demanding work which includes the right word usage, good

organization and complicated process. Besides being troubled of such things, on the contrary, some students also tend to force themselves to reach that standard to produce a perfect writing (Bloom, 1981). This situation happens especially for the low anxious students and can be a causal factor by over self-confidence in students. Feng (cited in Cheng, 2004a) states that, a student who thinks himself as a good writer tend to write as good as possible.

Learning strategies emphasize the way a student achieves learning objective and solve learning problems by maximizing their thoughts and preference actions consciously. In this study it is found that rhetorical strategies, cognitive strategies, and socio-affective strategies were employed by the participants to cope with their writing anxiety.

The rhetorical strategies refer to the strategy or technique that is used to cope with the anxiety in constructing a paragraph and in organizing a text. This includes the way students arrange the topic sentence and supporting sentences, comparing the text and searching for examples of particular text as a model to organize the text and so forth (Mu, 2005). This study shows that one of rhetorical strategies of students which is creating the outline in more than one version in order to get the right arrangement, as indicated of this answer that "*What I did to reduce my anxiety are I always thinking about the proper title related to the topic selected by the teacher, like I did brainstorming more than once and try to arrange in many options of my outline. I think and focus on my subject not just when I want to write but I think all day long so it affects for me to have more preparation before I start to write because I believe the ideas can come from everywhere and at any time during the day*" (Participant S2).

Furthermore, students' ways to learn, retrieve and use relevant information or material to support their text is categorized as the cognitive strategies (Pineda, 2010). This strategy is closely related to those who felt anxious with the use of vocabulary, diction or logical sentences to their text. From the interview results, the strategies include highlighting, taking note, paraphrasing, and summarizing what students have read from references. Students may build their understanding of a text from the related words and their conclusion towards the text to be used in their writing as well as they enrich their vocabulary knowledge (Pineda, 2010; Qashoa, 2014). The students' response:

*"I used to read a lot of references related to my writing so it helps me in making the sentences because I am easier to find the point to support my writing with reading a lot. Through reading, I can paraphrase the point that I found in a journal or article so it is also useful for me to avoid plagiarism"* (Participant S8)

Another sample of cognitive strategies is regarding to the impact of students' writing practices outside the classroom. This finding confirms the results of Qashoa (2014) that many writing practices affect positively to reduce writing anxiety because students are aware of the bad effect of such anxiety. By experiencing ample writing practices, student is able to solve some obstacles that might be faced when he or she work with the text. In addition, students already

have adequate knowledge to create logical sentences that links each other to produce a better writing product.

Regarding the socio-affective strategies, the interaction with others and useful actions to set good emotions, attitude and motivation in writing is highly recommended (Mu, 2005). Regarding to social interaction, some students are aware of others help to check their writing and share feeling at once. Particularly, students mostly looked for the role of their friends to discuss about their writing, as mentioned by a student that *"Actually, I have no special strategy. I just try to find my friends who I trust to help me to finish my writing"* (Participant Y2).

Through small conversation with peers, students feel more relaxed to discuss about their writing. Another students response that *"From my friends' comments, because it is more relax to discuss my writing with my friends. Specifically, besides give the correction we also can support each other, so I think that is the best way for me to reduce my anxiety"* (Participant S2).

This result confirms the finding of Hyland (2003) that discuss writing with others is useful to reduce anxiety because students can share feelings and knowledge in a more comfort way. Therefore, it is a good way for students to discuss with peers to help them solving their writing problems that makes them feel so anxious.

## **Conclusion**

Among the three types of writing anxiety, Somatic anxiety is the most experienced writing anxiety in English Study Program students. Particularly, the 5 major forms of Somatic anxiety respectively which are tension in self-conference with teacher, trembling and rapid heart in self-conference with the teacher, panic when write under time constraint, nervous when teacher check the writing, and headache during writing.

The factors that contribute to writing anxiety of English Study Program students are linguistic problems, time pressure, less experience of writing practices, teachers' negative evaluation, and tendency for a perfect work. There are some strategies that can be used to alleviate students' writing anxiety includes rhetorical strategies, cognitive strategies, and socio-affective strategies. From students' perspective, some strategies such as creating two options of outline, paraphrasing, taking note, summarizing, and discussing with friends.

From the findings, it is suggested that teacher should create friendlier atmosphere during the teaching process in order to facilitate students comfort and less tension in learning. To deal with the sources of writing anxiety that comes from teachers' evaluation, it may be helpful for the students, if the teacher provides more opportunities to tell freely what they want to say about their writing, as well as gives clear feedbacks towards the errors and mistakes that the students produce. In addition, suggesting solution to the problems that the students face can be another option to minimize students' level of anxiety.

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# HUBUNGAN PENGETAHUAN AWAL DAN DIKSI DENGAN KETERAMPILAN BERBICARA, MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA JERMAN

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**Abstrak** Penelitian yang menggunakan pendekatan kuantitatif dengan metode korelasional ini bertujuan untuk mengetahui (1) hubungan antara pengetahuan awal dengan keterampilan berbicara, (2) hubungan antara diksi dengan keterampilan berbicara, (3) hubungan antara pengetahuan awal dan diksi dengan keterampilan berbicara mahasiswa program studi pendidikan Bahasa Jerman Fakultas Keguruan dan Ilmu Pendidikan Universitas Pattimura Ambon.. Ada tiga variabel dalam penelitian ini,, yakni pengetahuan awal dan diksi yang adalah variabel bebas dan keterampilan berbicara bahasa Jerman sebagai variabel terikat. Data penelitian ini diperoleh melalui tes. Pertama-tama instrumen pengetahuan awal dan diksi diujicobakan untuk melihat validitas, reliabilitas, indeks kesukaran dan daya pembeda. Sementara data keterampilan berbicara diperoleh dari hasil akhir *Sprechfertigkeit 4*. Sebagai uji persyaratan analisis digunakan uji normalitas, homogenitas, regresi sederhana dan linieritas. Teknik analisis data menggunakan rumus Pearson Product Moment dengan taraf signifikan 0,05. Hasil penelitian menunjukkan bahwa (1) terdapat hubungan positif yang signifikan antara pengetahuan awal (X1) dengan keterampilan berbicara (Y) dengan  $r_{hitung}$  0,539 lebih besar dari  $r_{tabel}$  dengan  $n=30$  dan taraf signifikan  $\alpha= 0,05$  adalah 0,361, (2) terdapat hubungan positif yang signifikan antara diksi (X2) dengan keterampilan berbicara (Y) dengan  $r_{hitung}$  0,664 lebih besar dari  $r_{tabel}$  dengan  $n=30$  dan taraf signifikan  $\alpha= 0,05$  adalah 0,361 dan (3) terdapat hubungan positif yang signifikan antara pengetahuan awal (X1) dan diksi (X2) dengan keterampilan berbicara (Y) dengan  $r_{hitung}$  0,90 lebih besar dari  $r_{tabel}$  dengan  $n=30$  dan taraf signifikan  $\alpha= 0,05$  adalah 0,361. Sedangkan hasil analisis data dengan teknik regresi linier ganda menunjukkan bahwa secara bersama – sama pengetahuan awal (X1) dan diksi (X2) memberikan kontribusi dalam keterampilan berbicara (Y). Hal ini dibuktikan oleh persamaan regresi  $\hat{Y} = 42,9 + 0,13 + 0,61$  dengan F sebesar 15,31. Penelitian ini menyimpulkan bahwa terdapat hubungan positif yang sangat signifikan antara pengetahuan awal dan diksi dengan keterampilan berbicara mahasiswa program studi pendidikan Bahasa Jerman Fakultas Keguruan dan Ilmu Pendidikan Universitas Pattimura Ambon.

**Kata Kunci:** pengetahuan awal, diksi, keterampilan berbicara

## Pendahuluan

Bahasa dapat dikatakan sebagai kunci pokok bagi kehidupan manusia di dunia ini. Tanpa bahasa kehidupan kita tidak ada artinya. Bahasa memungkinkan seseorang untuk memberikan informasi dan memperoleh informasi. Sebagai komponen penting, bahasa tentunya memiliki berbagai perbedaan dari berbagai sisi, tetapi memiliki tujuan yang sama. Secara sederhana, bahasa dapat diartikan sebagai alat untuk menyampaikan sesuatu yang terlintas di dalam hati dan pikiran. Secara umum, bahasa dikatakan sebagai alat untuk berinteraksi atau alat untuk berkomunikasi.

Ada dua cara dalam berkomunikasi, yakni lisan dan tertulis. Komunikasi lisan selalu digunakan dalam kehidupan manusia sehari-hari, yaitu percakapan yang terjadi di dalam lingkungan keluarga, lingkungan sekolah, dalam bermain, berbelanja, bersantai, dan dalam banyak kegiatan lainnya. Dengan adanya proses komunikasi tersebut, maka akan terjalin sebuah hubungan dan sebuah pembahasan. Disamping itu, bahasa tidak dapat dianggap sebagai sesuatu hal yang biasa saja.

Dalam keterampilan berbicara (*Sprechferigkeit*) mahasiswa dituntut untuk dapat berbicara secara bebas tentang sebuah topik yang diberikan. Apa saja yang ingin disampaikan dapat dituangkannya. Dalam hal ini bukan saja pengetahuan kebahasaan atau lebih spesifik keterampilan berbicara yang ditunjukkan, tetapi juga pengetahuan tentang topik tersebut. Disinilah peran seorang informan yang memberikan berbagai hal kepada pendengar.

Keterampilan berbicara dalam pembelajaran bahasa Jerman bukan merupakan hal yang mudah. Mahasiswa belum dapat mencapai hasil yang maksimal. Hal ini dibuktikan dari hasil belajar keterampilan berbicara mahasiswa program studi pendidikan Bahasa Jerman, Universitas Pattimura Ambon yang menunjukkan 30,8% mahasiswa program studi pendidikan bahasa Jerman memiliki kemampuan berbicara yang baik, dan 69,2% mahasiswa program studi pendidikan bahasa Jerman memiliki kemampuan berbicara yang masih kurang. Ada berbagai kemungkinan yang dialami oleh mahasiswa dalam pembelajaran yang berhubungan dengan kemampuan berbicara yang dapat menjadi kendala dalam membangun sebuah pembicaraan yang baik. Misalnya penguasaan kosakata yang rendah, kurangnya minat dan motivasi belajar, atau sarana yang kurang memadai, kurangnya pengetahuan tentang suatu topik pembicaraan dan pengetahuan kebahasaan dan sebagainya.

Seiring perkembangan IPTEK, kehidupan di masa kini menunjukkan persaingan yang berasal dari berbagai sisi. Hal ini memperlihatkan bahwa penting bagi seseorang untuk memiliki pengetahuan sebagai kekuatannya. Jika seseorang tidak memiliki hal tersebut, maka dirinya tidak berkembang dan ketinggalan. Inilah peranan pengetahuan yang menunjang kehidupan seseorang.

Di dalam proses pembelajaran berbicara yang dibangun, seseorang dapat menciptakan sebuah suasana pembicaraan yang baik, jika dia mampu memberikan sesuatu yang baik pula, dalam hal ini informasi yang didapatkannya. Untuk itu sebagai seorang pembelajar dalam hal ini sebagai penutur tidak saja mengeluarkan kemampuan bahasanya, tetapi juga pengetahuan tentang topik yang dibicarakannya. Adapun hal yang tentunya berperan dalam hal ini yakni *Prior*

*Knowledge* atau dikenal dengan pengetahuan awal. Bisa saja seseorang mengalami kesulitan dalam memahami suatu pengetahuan tertentu. Pengetahuan awal dapat dikatakan sebagai salah satu hal penting dalam menunjang mata kuliah dalam berbicara (*Sprechfertigkeit*).

Di samping itu, dalam kegiatan berbicara atau proses berbicara tentunya diperlukan sebuah pembicaraan yang baik dalam kaitannya dengan pemahaman pendengar atau lawan tutur. Artinya bahwa penutur perlu untuk menggunakan kata – kata yang dapat dipahami oleh lawan tutur sehingga dapat menghasilkan pemahaman yang baik. Seperti yang kita ketahui bahwa berbicara mengenai belajar bahasa, tidak terlepas dari kosakata. Tanpa kosakata, seseorang tidak dapat mengungkapkan sesuatu dalam proses berbicara. Dan didalam kegiatan berbicara tentunya sebagai penutur kita mengharapkan bisa memberi informasi atau sesuatu yang dipahami oleh lawan tutur kita. Sebaliknya sebagai lawan tutur, kita mengharapkan bisa memahami apa yang disampaikan oleh penutur.

Hal tersebut menunjukkan bahwa kosakata memiliki peranan yang sangat penting dalam menunjang semua keterampilan berbahasa yang didalamnya termasuk kemampuan berbicara. Menguasai kosakata merupakan sebuah keharusan, tetapi belum tentu menjamin akan terciptanya sebuah pembicaraan yang baik jika tidak adanya ketepatan pemilihan kata atau yang kita kenal dengan diksi. Sebagai penutur, kita perlu untuk menggunakan kata – kata yang tepat sehingga dapat menghasilkan pemahaman yang baik. Pilihan kata dapat dikatakan sebagai salah satu hal penting dan perlu diperhatikan didalam berbicara selain faktor yang lain. Hal ini perlu diperhatikan agar tidak menimbulkan salah tafsir dari lawan tutur. Seseorang yang memiliki informasi yang baik, yang terlintas didalam pemikirannya, bisa saja mengalami kesulitan dalam menyampaikannya, hal ini disebabkan bukan saja karena dia tidak memiliki kosakata, tetapi karena bingung jenis kata apa yang semestinya disampaikan sehingga tidak menimbulkan salah tafsir dari pendengar terkait dengan apa yang disampaikan oleh penutur.

### **Hakikat Keterampilan Berbicara**

Berbicara merupakan salah satu keterampilan berbahasa yang memiliki peranan besar dalam komunikasi. Krumm et al. (2010:983) dalam Öcal (2013) mengatakan “*das Sprechen gehört neben dem Hören, Lesen und Schreiben zu den klassischen, vier Fertigkeiten, die im Sprachunterricht ausgebildet werden sollen*”, jedoch gilt das Sprechen heutzutage als eine der wichtigsten Zieltätigkeiten. Artinya berbicara merupakan bagian dari empat keterampilan dalam pembelajaran bahasa, dan juga merupakan sebuah aktivitas yang sangat penting.

Sama halnya dengan Abidin (2012 : 125) yang mengatakan bahwa dalam pembelajaran bahasa salah satu keterampilan yang harus dikuasai siswa adalah keterampilan berbicara. Keterampilan berbicara ini menempati kedudukan yang penting karena merupakan ciri kemampuan komunikatif siswa. Berbicara pada dasarnya merupakan kemampuan seseorang untuk mengeluarkan ide, gagasan, ataupun pikirannya kepada orang lain melalui media bahasa lisan, selanjutnya ditambahkannya berbicara tidak sekedar menyampaikan pesan tetapi proses melahirkan pesan itu sendiri, ditambahkannya pula bahwa berbicara sangat erat



kaitannya dengan kegiatan memproduksi ide. Ide yang dimaksud adalah buah pikiran yang dihasilkan pembicara berdasarkan berbagai sumber yang telah ia ketahui. Ide bisa berasal dari pengamatan, pengalaman, dan imajinasi. Selanjutnya rangsangan yang berasal dari berbagai sumber tersebut diolah secara cermat oleh otak pembicara dengan melibatkan seluruh komponen kemampuan berpikir dan bahkan berimajinasi. Hasil pengolahan ini kemudian disampaikan secara lisan kepada orang lain.

Sedangkan menurut Menurut Maidar ( 1988 : 17 ) kemampuan berbicara adalah kemampuan mengucapkan bunyi – bunyi artikulasi atau mengucapkan kata – kata untuk mengekspresikan, menyatakan, menyampaikan pikiran, gagasan, dan perasaan. Kemampuan berbicara tidak hanya ditunjang oleh berfungsinya alat – alat bicara dalam proses penyandian suatu ujaran, tetapi juga bagaimana menciptakan ujaran tersebut agar dapat dipahami oleh pendengar. Ditambahkannya pula bahwa ada beberapa faktor penunjang pada kegiatan berbicara yakni : faktor kebahasaan yang meliputi 1) ketepatan ucapan, 2) penepatan tekanan nada sendi atau durasi yang sesuai, 3) pilihan kata, 4) ketepatan penggunaan kalimat serta tata bahasanya, 5) ketepatan sasaran pembicaraan, dan faktor non kebahasaan, terdiri atas: 1) sikap yang wajar, tenang dan tidak kaku, 2) pandangan harus diarahkan ke lawan bicara, 3) kenyaringan suara, 4) kelancaran, 5) relevansi atau penalaran, 6) penguasaan topik.

Sama halnya dengan apa yang disampaikan oleh Gamble ( 1984 : 4 ) yakni communicators are people who enter into relationship with other people. Without communication we would be unable to function. During the course of a single day we interact with others to share informations and beliefs, exchange ideas and feelings, make plans, and solve problem. Dalam pengertian bahwa orang yang berkomunikasi yakni orang yang berada dalam sebuah hubungan dengan orang lain. Dan tentu didalamnya terjadi proses saling berbagi informasi, pertukaran ide, perasaan, membuat perencanaan sampai pada penyelesaian masalah.

Abidin ( 2012 : 127 – 128 ) mengemukakan ada beberapa faktor yang memengaruhi kemampuan berbicara seseorang, yakni : (1) kepekaan terhadap fenomena. Faktor ini berhubungan dengan kemampuan pembicara untuk menjadikan sebuah fenomena sebagai sebuah sumber ide. Seorang pembicara yang baik akan mampu menjadikan segala sesuatu yang ada di sekitarnya walaupun sekecil apapun sebagai sumber ide. Sebaliknya , seorang yang tidak tanggap terhadap fenomena tidak akan mampu menghasilkan gagasan walaupun sebuah peristiwa besar terjadi pada dirinya, (2) kemampuan kognisi dan atau imajinasi. Kemampuan ini berhubungan dengan daya dukung kognisi dan imajinasi pembicara. Pembicara yang baik akan mampu menentukan kapan ia menggunakan kemampuan kognisinya untuk menghasilkan pembicaraan dan kapan ia harus menggunakan imajinasinya. Kemampuan penggunaan kognisi dan atau imajinasi ini akan sangat berhubungan dengan tujuan pembicaraan yang akan ia lakukan, (3) kemampuan berbahasa. Kemampuan berbahasa merupakan kemampuan pembicara mengemas ide dengan bahasa yang baik dan benar. Dalam kaitannya dengan faktor bahasa, pembicara yang baik hendaknya menguasai benar seluruh tataran linguistik dan fonem hingga semantik – pragmatik sehingga ia akan mengemas ide tersebut secara tepat makna dan tepat kondisi. Selain itu,

kemampuan ini juga berhubungan dengan organ berbicara seseorang, (4) kemampuan psikologis. Kemampuan psikologis berhubungan dengan kejiwaan pembicara misalnya keberanian, ketenangan, dan daya adaptasi psikologis ketika berbicara. Seseorang yang mampu mengemas ide dengan baik bisa saja kurang mampu menyampaikan ide tersebut secara lisan karena terganggu oleh ketenangan ketika berbicara atau bahkan ia tidak menyampaikan idenya karena tidak memiliki keberanian, gugup dan mendapatkan tekanan ketika berbicara, (5) kemampuan performa. Kemampuan performa lebih berhubungan dengan praktik berbicara. Seorang pembicara yang baik akan menggunakan berbagai gaya yang sesuai dengan situasi, kondisi, dan tujuan pembicaraannya. Dengan demikian dapat dikatakan bahwa keterampilan berbicara adalah keterampilan atau kesanggupan seseorang dalam mengungkapkan ide, gagasan maupun perasaan lewat alat ucap yang dimiliki manusia dalam suatu konteks dan situasi. Banyak orang melihat bahwa aktivitas berbicara ini merupakan hal yang sangat mudah dilakukan oleh penuturnya. Akan tetapi, sebagai penutur tidak bisa melihat hal tersebut begitu saja, karena ada komponen – komponen yang penting, dan yang perlu untuk diperhatikan.

### **Hakikat Pengetahuan Awal**

Dalam proses pembelajaran, ada hal yang perlu dimiliki seorang pelajar dalam mendukung kegiatan belajar tersebut, yakni pengetahuan awal. Liliarsi dan Rahmatan (2012 : 91 -99) menyatakan pengetahuan awal (*prior knowledge*) sebagai kumpulan dari pengetahuan dan pengalaman individu yang diperoleh sepanjang perjalanan hidup mereka dan yang akan ia bawa kepada suatu pengalaman belajar yang baru. Hal ini menunjukkan bahwa pengetahuan yang dimiliki seseorang berasal dari dirinya sendiri.

Pandangan konstruktivisme mengenai pengetahuan dan bagaimana kita menjadi tahu mengenai apa yang kita ketahui, berakar pada teori genetic Piaget. Dikemukakannya bahwa “ setiap organisasi menyusun pengetahuan dengan jalan menciptakan struktur dengan mental ( struktur kognisi ) dan menerapkannya dalam pengalaman”. Piaget mendeduksi mengenai struktur mental tersebut berdasarkan studinya terhadap siswa. Berdasarkan studi itu diketahui adanya suatu proses dalam diri organism atau individu berinteraksi dengan lingkungan sekitarnya dan mentransformasikannya kedalam pikirannya dengan bantuan struktur mental ( skemata ) siswa yang telah ada didalam pikirannya untuk menjadi tahu tentang pengetahuan baru tersebut. ( Suparmo, 1997 : 12 ). Ditambahkannya pula bahwa pengetahuan seseorang mengalami perkembangan dari lahir sampai ia menjadi dewasa. Pengetahuan dibentuk oleh siswa atau orang yang sedang belajar. Dengan demikian pengetahuan tidak diterima begitu saja dari otak guru melainkan siswa sendirilah yang mengorganisasikannya, memikirkannya dan membentuk pengetahuan itu. Berkaitan dengan hal tersebut Piaget menganggap hal belajar sebagai suatu proses yang aktif yang harus disesuaikan dengan tahap – tahap perkembangan anak. Belajar pada anak bukan sesuatu yang sepenuhnya bergantung pada guru, melainkan harus keluar dari anak itu sendiri . Belajar merupakan proses yang aktif untuk menemukan atau memperoleh sesuatu pada anak yang memperlihatkan kemajuan – kemajuan

dalam perkembangan intelek dengan menjelajahi dunia dan ini dilakukannya sendiri, timbul dari dirinya ( Gunarsa, 1981 : 162 ). Hal ini hampir sama dengan apa yang disampaikan Gamble ( 1984 : 317 ) yakni *your first step in the topic development stage of the speech – preparation on process is together material, such as illustration, statistical evidence, expert opinions and quotations to integrate into your speech*. Ditambahkannya *among the potential information sources available to you are published works, other people and of course yourself*, yang mana dapat disimpulkan bahwa langkah pertama dalam pengembangan topik pembicaraan yakni kesiapan berbagai hal seperti ilustrasi, fakta – fakta statistik, pendapat ahli, dan berbagai kutipan untuk menyatu padukan sebuah pembicaraan. Selanjutnya sumber – sumber informasi bukan saja berasal secara umum maupun orang lain, melainkan juga dari diri sendiri. Cronbach (1960) dalam Khodijah ( 2014 : 48 ) dalam bukunya yang berjudul *Educational Psychology* menyatakan bahwa *learning is shown by a change in behavior as a result of experience* yang berarti belajar ditunjukkan oleh perubahan perilaku sebagai hasil pengalaman.

Abidin ( 2012 : 127 ) mengatakan bahwa seorang pembicara yang baik akan mampu menjadikan segala sesuatu yang ada di sekitarnya walaupun sekecil apapun sebagai sumber ide. Sebaliknya , seorang yang tidak tanggap terhadap fenomena tidak akan mampu menghasilkan gagasan walaupun sebuah peristiwa besar terjadi pada dirinya.

Khodijah ( 2014 : 76 ) berpendapat tentang teori kognitif yang menekankan bahwa dalam proses belajar – pembelajar aktif dalam mengembangkan pemahaman mereka sendiri tentang topik yang mereka pelajari. Dalam perspektif kognitif, belajar adalah perubahan dalam struktur mental seseorang yang memberikan kapasitas untuk menunjukkan perubahan perilaku. Struktur mental itu meliputi pengetahuan ,keyakinan, ketrampilan, harapan dan mekanisme lain – lain dalam kepala pembelajar. Teori belajar kognitif menekankan pentingnya proses – proses mental seperti berpikir, dan memfokuskan pada apa yang terjadi pada pembelajar. Proses ini memungkinkan pembelajar untuk menginterpretasi dan mengorganisir informasi secara aktif. Ditambahkannya pula bahwa belajar yang bermakna timbul, bila mahasiswa dapat memasukan informasi baru kedalam skema yang telah ada atau bila mereka dapat menciptakan skema baru dengan cara analogi terhadap skemata yang lama. Dari pengertian diatas dapat disimpulkan bahwa Pengetahuan awal adalah modal atau dasar yang dimiliki seseorang untuk membawanya dalam pengetahuan selanjutnya. Pengetahuan awal merupakan salah satu hal yang tentunya perlu dimiliki seseorang didalam menyampaikan informasi. Dengan memiliki pengetahuan awal maka dia dapat membawa pendengar pada pemahaman yang terarah. Memiliki pengetahuan awal dalam kaitannya dengan kemampuan berbicara sama halnya dengan memiliki sebuah kekuatan dasar untuk diberikan bagi pendengar. Pengetahuan awal memberikan kontribusi yang sangat baik, bukan saja kepada pembicara, tetapi juga kepada pendengar sebagai penerima pesan.

### **Hakekat Diksi**

Diksi atau pilihan kata merupakan hal yang penting untuk diperhatikan. Hal ini disampaikan oleh Kurniawati ( 2009 : 13 ) bahwa masalah diksi atau pilihan kata memegang peranan penting dalam komunikasi. Hal senada juga disampaikan oleh Parera ( 1991, 66 ) yakni pilihan kata merupakan satu syarat yang sangat penting dalam karang mengarang dan dalam tutur setiap hari. Ditambahkannya pula bahwa pemilihan kata dan penggunaan kata tentu saja disesuaikan dengan makna yang dikandung oleh sebuah kata . Kusumaningsih, dkk ( 2013 : 15 ) juga menambahkan bahwa diksi atau pilihan kata memegang peranan yang sangat penting dan utama dalam pencapaian fungsi yang efektif.

Basri ( 2008: 11 ) mengungkapkan diksi adalah pemilihan kata dalam suatu pembicaraan. Dalam berbicara , pembicara harus berusaha memilih kata – kata yang tepat untuk dikatakannya. Ditambahkannya pula bahwa diksi yang efektif adalah diksi yang dipilih sesuai dengan konteksnya dalam kalimat. Kata – kata yang dipilih harus secara tepat mengungkapkan apa yang ingin diungkapkan agar pendengar dapat menafsirkan kata – kata itu tepat seperti yang dimaksud oleh pembicara. Selanjutnya dia mengatakan ada tiga hal yang harus diperhatikan berkaitan dengan diksi , yaitu pertama, diksi mencakup pengertian kata – kata mana yang dipakai untuk menyampaikan suatu gagasan; kedua, diksi adalah kemampuan membedakan secara tepat nuansa – nuansa makna dari gagasan yang disampaikan. Ketiga, diksi yang tepat hanya dimungkinkan oleh penguasaan sejumlah besar kata bahasa yang bersangkutan.

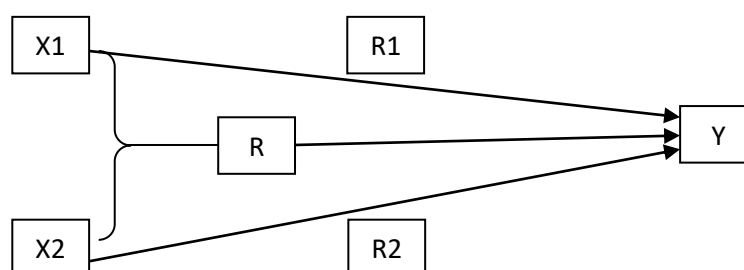
Pilihan kata atau diksi ditentukan oleh faktor makna dan konteks pemakaian. Konteks yang berbeda akan menentukan diksi yang berbeda pula. Bahkan, bentuk kata yang sama dapat mempunyai makna lain karena situasi pemakaian yang berbeda. Disamping itu , di dalam menentukan pilihan kata , dituntut adanya kemampuan yang dapat membedakan nuansa – nuansa makna yang tepat dari gagasan atau ide ( Keraf, 1982 : 21 - 24 ).

Kurniawati ( 2009 : 14 ) mengemukakan bahwa pilihan kata tidak hanya mempersoalkan ketepatan pemakaian kata, tetapi juga mempersoalkan apakah yang dipilih itu dapat diterima dan tidak merusak suasana atau situasi yang sedang berlangsung. Sebuah kata yang tepat untuk mengungkapkan maksud tertentu belum tentu dapat diterima oleh pendengar atau lawan bicara. Masyarakat penutur bahasa yang terikat oleh berbagai norma menghendaki agar setiap kata yang digunakan harus sesuai dengan norma masyarakat tersebut dan situasi yang sedang berlangsung. Ditambahkannya bahwa diksi dapat dilihat berdasarkan pemakaiannya terhadap kata kongkret , kata abstrak, kata umum, dan kata khusus. Hal tersebut senada dengan apa yang disampaikan oleh Nurjamal ( 2011: 232 ) yakni memilih kata adalah sebuah kegiatan atau tindakan membentuk dan menyelaraskan kata dalam kalimat dengan tujuan untuk mendapatkan kata yang paling tepat yang sanggup mengungkapkan konsep atau gagasan yang dimaksud oleh pemakai bahasa ( pembicara dan penulis ). Akibat kesalahan dalam memilih kata, informasi yang ingin disampaikan pembicara bisa kurang efektif, bahkan bisa tidak jelas. Ditambahkannya pula bahwa salah satu dari jenis kesalahan yang sering muncul dalam proses berbahasa adalah kesalahan dalam memilih kata. Kesalahan memilih kata lebih ditentukan oleh kemampuan pembicara dalam

mengenal beberapa aspek, diantaranya: tata bentukan kata, prosedur pembawaan kata, hubungan makna dalam konteks, kalimat dan situasi pembicaraan, ketidakmampuan pembicara dalam aspek – aspek tersebut kerap kali mengakibatkan terjadinya kesalahan penggunaan kata. Dengan demikian pentingnya kosakata sudah merupakan suatu keharusan yang harus dimiliki pembelajar bahasa, dalam hal ini sebagai pembicara. Ketepatan dalam memilih kata dapat menciptakan sebuah pembicaraan yang baik dan berkualitas. Diksi yang dikenal dengan pilihan kata memiliki sebuah peranan yang penting dalam sebuah proses pembicaraan, agar tidak menimbulkan berbagai kemungkinan buruk yang terjadi dalam sebuah pembicaraan.

### Metode dan Desain Penelitian

Penelitian ini merupakan penelitian korelasional dan metode penelitian yang digunakan adalah metode kuantitatif yang menggunakan analisis statistik. Desain penelitian korelasional pada dasarnya adalah terdapat dua variabel atau lebih yakni, variabel bebas dan variabel terikat. Variabel bebas (X) dalam penelitian ini adalah pengetahuan awal dan penguasaan diksi, sedangkan variabel terikat (Y) adalah kemampuan berbicara bahasa Jerman mahasiswa. Adapun desain penelitiannya dapat terlihat sebagai berikut :



### Desain Penelitian Korelasional

Keterangan :

X1 : Pengetahuan awal

X2 : Penguasaan diksi

Y : Kemampuan berbicara mahasiswa

R : Korelasi ganda X1 dan X2 dengan Y

R1 : Korelasi sederhana antara X1 dengan Y

R2 : Korelasi sederhana antara X2 dengan Y

### Populasi dan Sampel Penelitian

Populasi dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Bahasa Jerman, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pattimura, Ambon. Sampel merupakan sebagian kecil dari populasi tersebut. Yang menjadi sampel adalah mahasiswa Program Studi Pendidikan Bahasa Jerman yang telah mengambil mata kuliah *Sprechfertigkeit 4*.

### Teknik Pengumpulan Data

1. Data dikumpulkan melalui hasil tes pengetahuan awal yang berisikan serangkaian pertanyaan terkait dengan tema yang akan dipelajari. Hal ini dilakukan untuk mengumpulkan informasi tentang pemahaman mahasiswa terhadap tema atau topik tersebut.
2. Data dikumpulkan melalui hasil tes pilihan kata yang berisikan serangkaian pertanyaan terkait dengan pilihan kata yang tepat. Hal ini dilakukan untuk mengetahui kemampuan mahasiswa terhadap penguasaan diksi.
3. Data dikumpulkan melalui hasil belajar keterampilan berbicara mahasiswa program studi pendidikan bahasa Jerman pada mata kuliah *Sprechfertigkeit 4*.

### Hasil dan Pembahasan

Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara pengetahuan awal dan penguasaan diksi dengan keterampilan berbicara bahasa Jerman mahasiswa program studi Pendidikan Bahasa Jerman. Dengan demikian data yang akan dideskripsikan dalam bab ini adalah pengetahuan awal dan penguasaan diksi yang diperoleh dari hasil tes, selanjutnya keterampilan berbicara yang diperoleh dari nilai akhir mata kuliah *Sprechfertigkeit 4*. Pembuktian hubungan ketiga variabel tersebut dilakukan dengan menggunakan teknik Analisis Product Moment menurut Pearson dengan sampel sebanyak 30 orang diambil secara acak. Untuk membuktikan hipotesis penelitian ini digunakan rumus Pearson Product Moment, yakni :

$$r_{xy} = \frac{n \cdot \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n(\Sigma x^2) - (\Sigma x)^2\}\{n(\Sigma y^2) - (\Sigma y)^2\}}}$$

Kriteria pengujian adalah tolak  $H^0$  jika  $r^{\text{hitung}}$  lebih kecil daripada  $r^{\text{tabel}}$  dengan taraf kepercayaan  $\alpha = 0,05$ . Hubungan antara Pengetahuan Awal dengan Keterampilan Berbicara memiliki perhitungan terhadap koefisien korelasi dengan menggunakan rumus Product Moment di atas diperoleh hasil  $r^{\text{hitung}} = 0,539$ . Harga  $r^{\text{hitung}}$  kemudian dibandingkan dengan  $r^{\text{tabel}}$  pada taraf signifikan  $\alpha = 0,05$  dan  $n = 30$  diperoleh  $r^{\text{tabel}} 0,361$ . Hasil tersebut menunjukkan bahwa  $r^{\text{hitung}} > r^{\text{tabel}}$  ( $r^{\text{hitung}} = 0,539 > r^{\text{tabel}} = 0,361$ ). Hasil tersebut menyimpulkan bahwa  $H^0$  tidak dapat ditolak. Dengan kata lain hipotesis yang menyatakan bahwa ada hubungan antara pengetahuan awal dengan keterampilan berbicara bahasa Jerman dapat dibuktikan.

Selanjutnya hubungan antara penguasaan diksi dengan keterampilan berbicara memiliki perhitungan terhadap koefisien korelasi dengan menggunakan rumus Product Moment di atas diperoleh hasil  $r^{\text{hitung}} = 0,664$ . Harga  $r^{\text{hitung}}$  kemudian dibandingkan dengan  $r^{\text{tabel}}$  pada taraf signifikan  $\alpha = 0,05$  dan  $n = 30$  diperoleh  $r^{\text{tabel}} 0,361$ . Hasil tersebut menunjukkan bahwa  $r^{\text{hitung}} > r^{\text{tabel}}$  ( $r^{\text{hitung}} = 0,664 > r^{\text{tabel}} = 0,361$ ). Hasil tersebut menyimpulkan bahwa  $H^0$  tidak dapat ditolak. Dengan kata lain terdapat hubungan antara penguasaan diksi dengan keterampilan berbicara bahasa Jerman.

Hubungan antara Pengetahuan Awal, Penguasaan Diksi dengan Keterampilan Berbicara bahasa Jerman mahasiswa Program Studi Pendidikan Bahasa Jerman memiliki perhitungan terhadap koefisien korelasi dengan menggunakan rumus Product Moment diatas diperoleh  $r^{\text{hitung}} = 0,90$ . Harga  $r^{\text{hitung}}$  kemudian dibandingkan dengan  $r^{\text{tabel}}$  pada taraf signifikan  $\alpha = 0,05$  dan  $n = 30$  diperoleh  $r^{\text{tabel}} 0,361$ . Hasil tersebut menunjukkan bahwa  $r^{\text{hitung}} > r^{\text{tabel}}$  ( $r^{\text{hitung}} = 0,90 > r^{\text{tabel}} = 0,361$ ). Hasil tersebut menyimpulkan bahwa  $H^0$  tidak dapat ditolak. Dengan kata lain hipotesis yang menyatakan bahwa ada hubungan antara Pengetahuan Awal, Penguasaan Diksi dengan Keterampilan Berbicara Bahasa Jerman dapat dibuktikan.

Seperti yang telah diketahui, hasil analisis menunjukkan bahwa ada hubungan antara pengetahuan awal dan penguasaan diksi dengan keterampilan berbicara bahasa Jerman. Hal ini membuktikan bahwa ada kontribusi pengetahuan awal dan penguasaan diksi dengan keterampilan berbicara bahasa Jerman. Dengan memiliki pengetahuan awal yang tinggi maka dapat menghasilkan keterampilan berbicara yang baik juga jika memiliki penguasaan diksi yang baik maka menghasilkan keterampilan berbicara yang baik dan berkualitas. Dan sebaliknya jika pengetahuan awal dan penguasaan diksi tidak dimiliki dengan baik, maka kemungkinan besar memiliki keterampilan berbicara yang kurang baik dan tidak berkualitas. Dikatakan demikian karena jika mahasiswa sudah memiliki pengetahuan awal yang tinggi dan penguasaan diksi yang baik maka mereka juga sudah memiliki sejumlah skemata tentang tema yang diberikan bahkan juga kosakata yang tepat sesuai konteksnya. Hal ini tentunya memudahkan mereka dalam berbicara dan meningkatkan keterampilan berbicara mereka. Selain itu pengetahuan awal dan penguasaan diksi ini juga merupakan suatu kebutuhan untuk berbicara.

Meskipun hasil penelitian ini menunjukkan bahwa ada hubungan yang cukup signifikan antara pengetahuan awal dan penguasaan diksi dengan keterampilan berbicara bahasa Jerman mahasiswa program studi pendidikan bahasa Jerman, diakui bahwa hasil tersebut belum dapat digeneralisasikan karena kajian yang dilakukan hanya menggunakan sampel kecil. Penggunaan sampel yang hanya 30 orang tersebut disesuaikan dengan jumlah mahasiswa yang telah mengikuti mata kuliah *Sprechfertigkeit 4*. Hal ini diakui pula sebagai kelemahan penelitian karena hasil atau temuan mungkin saja akan berbeda jika dilakukan terhadap sampel yang lebih besar. Namun demikian, hasil ini dapat dijadikan sebagai acuan atau gambaran baik kepada mahasiswa bahwa ada manfaat positif dari kebiasaan memiliki pengetahuan awal dan diksi yang baik. Karena melalui kebiasaan tersebut, bukan saja keterampilan berbicara yang dapat dikembangkan akan tetapi juga keterampilan berbahasa yang lainnya.

### **Kesimpulan**

Seperti yang telah dijelaskan pada bagian sebelumnya, hasil analisis terhadap data yang dikumpulkan membuktikan bahwa ada hubungan antara pengetahuan awal dengan keterampilan berbicara bahasa Jerman, hubungan antara diksi dengan keterampilan berbicara bahasa Jerman, serta pengetahuan awal dan diksi dengan keterampilan berbicara bahasa Jerman mahasiswa Program studi

Pendidikan Bahasa Jerman Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pattimura, Ambon. Hal tersebut dapat terlihat dari besarnya harga  $r^{\text{hitung}}$  untuk pengetahuan awal dengan keterampilan berbicara bahasa Jerman mahasiswa, yakni  $r^{\text{hitung}} 0,539 > r^{\text{tabel}} 0,361$ ; untuk diksi dengan keterampilan berbicara bahasa Jerman mahasiswa, yakni  $r^{\text{hitung}} 0,664 > r^{\text{tabel}} 0,361$ ; dan untuk pengetahuan dan diksi dengan keterampilan berbicara bahasa Jerman mahasiswa, yakni  $r^{\text{hitung}} 0,90 > r^{\text{tabel}} 0,361$ . Hal tersebut menunjukkan ketiga variabel ini sangat berhubungan.

Selanjutnya, temuan ini juga membuktikan bahwa ada kontribusi positif pengetahuan awal dan diksi dengan keterampilan berbicara bahasa Jerman mahasiswa Program Studi Pendidikan Bahasa Jerman, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pattimura, Ambon. Semakin besar seorang mahasiswa memiliki pengetahuan awal dan penguasaan diksi, maka semakin baik dan berkualitas keterampilan berbicara bahasa Jermanya.

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# THE IMPLEMENTATION OF COLLABORATIVE WRITING IN IMPROVING STUDENTS WRITING SKILL AT 11<sup>TH</sup> GRADE OF SCIENCE CLASS AT SMA PERTIWI AMBON

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Abstract. As one of productive skill in the foreign language context, writing skill can be figured as the most difficult skill for EFL learners. Therefore EFL teachers should implement meaningful teaching technique to help learners improve their writing skill. One of the techniques that recommended by the experts is collaborative writing. It is the teaching technique which is focused on work collaborative in writing process. This technique is adapted from the collaborative learning strategy in which this technique is useful to treat students to work collaboratively in writing process. The collaborative works can be done in pairs or in a group. Therefore, this study is aimed at describing the useful of implementing collaborative writing technique in improving the students' writing skill. The research consists of the subject from SMA Pertiwi Ambon comprised of 13 students in XI-Science class. The data was collected from classroom observation and field notes, test, questionnaire and interview. The research methodology that used in this research was classroom action research under mix method qualitative-quantitative design. The findings of the study revealed that by implementing the collaborative writing technique, the students can improve their writing skill and it can be shown through the result of their writing paragraphs. Through the implementation of this technique, the students can share their ideas, organize their ideas, write the outline and develop their writing after they work both in pairs or in a group. They also did a peer feedback, revise and write their final product of their writing. Moreover, they have positive respond towards this technique and build a good interaction in working on their writing paragraphs. As the conclusion, this technique is useful to be implemented in classroom writing activities. To implement this technique optimally, teachers need to consider the characteristics of students background knowledge on writing in English, the given topic and the time for learners to practice their writing skill. The more the students have chance to work collaborative the better they produce their writing skill.

**Keyword:** *Collaborative writing technique, writing skill, writing process*

## Introduction

Writing is the most difficult skill to be mastered in any language learning, yet it is one of the required skills for learners since it is a productive skill that is

used to figure out what learners have understood and learned about a particular academic subject. As productive skill, writing does not only focus on producing a product in the form of text, but the most importantly is to developing effective writing through the process of writing. Writing is not merely considered as a product but a complex process that eventually results in that product. It is a specialized skill that requires the process of thinking, drafting and revising procedures (Brown, 2002, p.335). There are four stages of writing process proposed by Harmer (2002) known as the process wheel containing: Planning, Drafting, Editing, and Final Version. In planning, it is an activity that encourages learners to write. This is the first step that learners have to do before they write a text. The activity provides learning experiences for learners including brainstorming. Other stages, drafting and editing are the core of writing process that are related to the need of learners' ability to extract ideas and sharing ideas with other learners to help them develop their texts. In writing, whether individual or in pairs or in small groups, learners automatically need other develop their written text. These cover various activities including the discussion, interaction, research and language study which should be facilitated appropriately in the classroom so that learners can create a good writing.

Nowadays, learners have problem in writing because they were not trained to go through the writing process. The processes of writing needed to help the writer direct their writing clearly. In the process of writing, the needs of others to collaboratively work for discussion and ideas sharing are important to develop the ideas, to generate ideas, and to put ideas into sentences to be a good paragraph. The problems that occur when create a text is the learners have difficulties in the process of creating a good writing that contains the process of generating ideas, developing ideas and putting the ideas into a good writing. It derived a conclusion toward the problem is learners are not trained to write through process.

In the process of writing, learners are required to understand the stages of writing to help them producing a good and qualified writing text. In doing so, learners need to know their strengths and weaknesses (Hedge, 2005: 121). Related to this, the need of other learners as a partner is needed to discussion, to exchange perspective and to give feedback. Collaborative work in the process of writing will help learners to understand the process of writing deeply and aware of their quality of writing to produce a good writing. The researcher then contends to use Collaborative Writing technique to facilitate EFL learners develop writing skills. Collaborative writing is the process of two writers or more to produce a written text. This technique has its origin from collaborative learning which help learners in understand the whole process of writing through process of interaction, discussion and share knowledge. Based on the previous researcher, Storch (2005) reported that collaborative writing techniques encourages learners to involve and contribute in the process of making decision toward all aspect in writing: content, structure and language use. Collaborative writing technique helps learners to develop their writing ability including; generating ideas as the part of planning, improve their grammatical knowledge, increase new vocabulary and decision making in organizing ideas as the part of drafting and editing stages.

## **Review of Literature**

### ***The Essence of Writing Skill in a Foreign Language Classroom***

Writing is not a spontaneous skill or acquired easily. In fact, according to Nunan (1999:271) it is viewed as ‘probably the most difficult thing to do in language’. Writing skill can be defined as an ability to communicate ideas into the written form. According to Brookes; Arthur; Grundy (1990) as cited from Homstad & Thomson (1994) in writing there is an integration between communicative practice and humanistic principles that involve some elements to support both integration which are : 1) having something meaningful to say, 2) reaching an audience, 3) working in small groups, 4) working collaboratively, 5) developing register awareness, and 6) talking naturally.

Nowadays, in learning English as a Foreign Language, writing is important to prove that besides oral skill learner need to express their thought, knowledge ideas into written form. In academic world especially for EFL learner, writing is the most difficult subject because it has some important elements that should be acquired to be proficiency in this skill. Writing has process to create a good and qualified product. It means, writing is a skill that required human to go through a process. Writing process involve process to generating ideas and thoughts into words and sentences.

In writing especially for EFL class, learners have to know and understand the elements of writing. The researcher agreed that the EFL learner should be trained and taught to know the elements of writing in order to make their text understandably and qualified. Moreover, learners should acquire writing skill by improving their knowledge about the elements. The other aspects that prove in which a learner has improved their writing skill is focusing on the usage, structure and correct form of learners’ writing (Zamel, 1982).

### ***The Essence of Writing Process***

Writing process is classified as a process approach in learning. Process approach is the process of discovery learning. Writing process is a process approach to writing that entails some components because writing process is a process which requiring discovering meaning (Temesgen, Olana\* & Etana, 2015). Process means a long steps or stages exist in a period of time. Meanwhile, through the process a writer must know how to write, organize thoughts and message in an appropriate way. writing process helps learners to focus on the process of creating text through the various stages. As a process, writing activity has some of stages consists of generating ideas, drafting, revising and editing. According to Harmer (2002) there are four stages of writing process as follow:

#### **Planning**

Planning which is also sometimes called as pre-writing. This is the stage where learners have a bit time to collecting ideas and information towards the topic through brainstorming, clustering or making WH-questions (Temesgen, Olana\* & Etana, 2015). Learners can use **graphic organizers**, drawing, pictures, or lists to help them during this stage. This prewriting stage helps learners to

focusing their thoughts. It is a good time for learners to narrow or expand what they will be writing about. This beginning stage is a great time for learners to organize their thoughts onto paper.

### **Drafting**

The drafting stage is the second step in the writing process. During this stage, learners use the information from the prewriting stage and extract it into a rough draft. The goal is learners could take the jumbled thoughts that they had brainstormed and put it into sentences. Drafting is the stage where writer puts the ideas and all information to be expressed on written form.

### **Editing**

The other meaning by editing is revising the written text that has been written. In editing or revising, the writer considers the feedbacks by others in which either teacher or others learner. The aim of this step is to improve the quality of the text. This stage focuses on improving learner writing. Learners rethink, rework, and refine their writing. Learners apply their knowledge of language skills and sentence structure in order to become better writers. It requires a careful attention toward every word in the text (Temesgen, Olana\* & Etana, 2015). This step takes a lot of time and usually requires a peer, other learners, or teacher to help.

### **Final Version**

The last stage is final draft. In this stage, the process of rewrite and approved writing is needed before the publishing. This step requires the writer to putting the piece of writing into the final version. In addition, the publishing is the last stage which include in final stage. Final version is a stage when the writer done with editing, revising and rewrite, and come to the final stage of the writing process to share the final product (Temesgen, Olana\* & Etana, 2015).

Moreover, in creating good pieces of writing, the writer or learners have to concern with the whole process of writing. In creating and producing a good writing text, it must go through a good writing process. In the writing process the interaction is always needed. It can be concluded that creating good pieces of writing need to apply whole stages of writing process which is also include collaboration through interaction between teachers and learner or among the learners.

### ***Problems in Teaching and Learning in Writing Activity***

Nowadays, writing also known as the key to get success for learners in any level of education. For learners, have a good writing skill bring many benefits. Writing surely is very important to every learner in academic level so it should be taught meaningful and significant. Although writing is an essential and important

skill, sometimes learners are not interested in it. In fact, learners often have many basic obstacles in written works about spelling, grammar, punctuation and organization. According to Msanjila (2005) there are six common problems in writing which is faced by learners in creating their writing. Those problems are capitalization, punctuation, inexplicitness, poor organization or illogical sequence, spelling and the most common problem is grammatical errors. The impact will be serious if the problem in the process of teaching and learning cannot be solved. By having a qualified language instructor, adequate teaching materials and various effective teaching technique will slowly reduce these writing problems.

### ***Concept of collaborative writing technique in writing activity***

The concept of group work or pair work in foreign language classroom is in line with the theoretical framework of Vygotsky's (1978) view about constructivism theory. Constructivism theory explained the social activity that should be involved in language learning to achieve the central goal of language learning, the cognitive development occur in social interaction with other member of society. Based on the basic concept of language learning collaborative writing is one of the techniques that in line with the concept.

In collaborative writing learners involve in the process of making important decision to generate and develop ideas and structuring the content about their text. Collaborative writing also enables learners to deal with different views and arguments, which could create their way of thinking and develop their thinking toward academic writing. This technique also gives chance for learners to understand the writing process through interaction among members in group.

### ***The procedure of collaborative writing in writing activity***

Collaborative writing (Storch, 2011) is an activity that involve coauthoring of a text by two or more writers. This technique enabled learners to interact with each other over different aspects of writing and they also have opportunities to learn and explore the language they are using through discussion about what ideas that they use to develop their content of writing together. In conducting collaborative writing in writing activity the researcher believes that learners' problem will be solved. The procedure of collaborative writing helps learners to follow and understanding the writing process. Collaborative writing technique begins with: first, learners will be divided into group. Next step, the teacher will give big topic for the groups. The learners in group need to create their title based on the topic that given by the teacher. Third, learners in group will work collaboratively in creating a good writing by following the whole stages in writing process. Collaborative writing technique requires learners to create a product in the form of written text through the collaboration process. In the process of producing a written text, learners will work together and definitely build interaction which will help learners to generate their own ideas by sharing ideas with all members in group.

## Research Problem

Their problem is that they are not trained the whole process of writing in which they can collaboratively work to generate ideas, develop the idea and put the ideas into good paragraphs to produce a good written text. The other problems are lack of vocabulary, sentence structures also become contributing factors why their writing achievement is low. Conversely, these linguistic problems can be diminished if the learners are facilitated to write through process. To solve the problems above, the researcher offers collaborative writing. The researcher believes that this technique can improve learners writing skill. Specifically, this study is addressed to explaining the use of collaborative writing to improve learners' writing skill and also explaining learners' interactions in the groups during the implementation of collaborative writing technique in the process of writing.

## Research Methodology

This research has been conducted in an EFL writing activity. This research used classroom action research design under mixed method (qualitative-quantitative) methodology. Furthermore, the researcher used mix approach qualitative and quantitative to get the data. For research design, the researcher had qualitative-quantitative research method in which classroom action research becomes a research design to apply Collaborative Writing technique. The participant of this research was 15 learners of the second grade learners of XI-IPA of SMA Pertiwi Ambon. The technique of data collection used by the researcher is mix approach of qualitative and quantitative. There are 4 instruments used to help the researcher to collect the data which are observation, test, and questionnaire and group interview. Observation and group interview were used to get the qualitative data whereas test (pre and post-test) and questionnaire were used to collect quantitative data.

Based on the steps offered by Costello (2011), the researcher collaborated with the teacher and tried to determine the steps of the classroom action research are;

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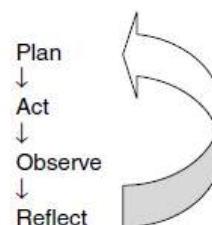


Figure 1.1 A basic action research model.

## Findings & Discussion

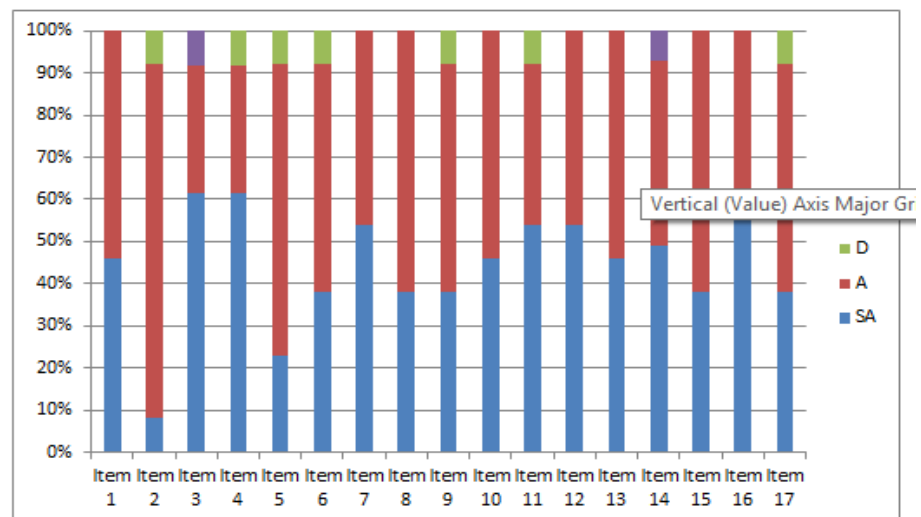
### *Result of Field Notes*

During the process of writing, teacher found that learners developed their writing with more ideas compared to their writing in the pre-test. In the process,

the teacher routinely controlled and motivated the learners' work also corrected students' error. Some learners showed their enthusiastic to practice their skill. The use of collaborative writing in the classroom makes the learners felt that learn with their friend in group is enjoyable which means that the learners felt more enthusiastic to learn with their friends.

### ***Result of Questionnaire***

The main point of the questionnaire are; learners' view on the implementation of collaborative writing in writing activity, learners perception about gaining knowledge through discussion and interaction with friends in group, and the influence of writing collaboratively toward learners improvement in their writing skill. The summary of the result can be shown into the following table.



The result of the questionnaire presents the data such as; it can be seen that 54% of learners liked to write collaboratively in small group and 61% of the learners hoped to use collaborative writing in writing activity. It was because learners felt comfortable when writing with friends in group. There are 54% learners agreed that they could learn from their friends in group which can help them enriched their writing skill. Learners gave contribution through their ideas during the process of collaborative writing and sometimes they got feedback toward grammar error from their friends. Besides, through collaborative writing activity, 54% of learners agreed that their member in group helped them to understand the systematic structure of writing composition. There are 62% learners deal with the interaction among member in collaborative writing which could improve their writing skill. The important thing in writing is when the writer can develop and generates ideas to create a good writing content. In line with that, 62% of learners agreed that through collaborative writing they got help take role in generate and develop ideas. From the explanation above, the researcher concludes that collaborative writing technique is very helpful in improving learners writing skill through interaction and participation in small group discussion.



***The Result of Test***

The result of test is one of the ways to confirm the researcher that collaborative writing technique that implemented in writing activity help learners in improving their writing skill. During the process of collaborative writing the researcher expected that the process of discussion and interaction help learners to learn from their friend and gain knowledge through group interaction among members. The expectation of the researcher seemed happen reviewed from the result of pre-test and post-test that can be shown into the following table:

**PRE-TEST**

No	Name	Content	Organization	Grammar	Vocabulary	Mechanics	Total
1	Learner 1	13	7	5	7	2	34
2	Learner 2	13	8	6	7	2	36
3	Learner 3	18	14	12	13	4	61
4	Learner 4	13	7	11	7	2	40
5	Learner 5	14	12	11	8	3	48
6	Learner 6	14	7	10	9	3	43
7	Learner 7	13	8	6	6	2	35
8	Learner 8	18	11	12	11	4	54
9	Learner 9	13	7	5	7	2	34
10	Learner 10	17	10	12	11	4	54
11	Learner 11	15	11	7	7	2	42
12	Learner 12	-	-	-	-	-	-
13	Learner 13	13	7	5	7	3	35

**POST TEST**

No	Name	Content	Organization	Grammar	Vocabulary	Mechanics	Total	Description
1	Learner 1	17	8	8	8	3	44	The content still need to be elaborate. The information still needs more explanation. But it is better than the pre-test. The organization is very poor because the idea is not well communicated in the paragraph.

								The grammar is errors so the text can't be understand. Overall this learner try hard but still need more practice.
2	Learner 2	22	16	18	16	4	76	This learner starts with the complete step to develop writing. The content is developed enough. She put some information/ description of cat. The content relevant with the topic, the brainstorming and the outline. The organization, grammar, vocabulary and mechanics are overall good.
3	Learner 3	28	19	21	18	4	90	The content of this text is very good. It is well organized. The grammar is well structure and she use appropriate vocabulary. Very good.
4	Learner 4	17	17	19	17	4	74	This learner needs improvement in the content. He needs to add more on the content. But the important knowledge of the subject "cat" has been informed. The other point overall good.
5	Learner 5	23	16	20	16	4	79	This learners use well structure of grammar, appropriate vocabulary that related with the topic. The content is clear enough to be understand. The organization and mechanics

								also good.
6	Learner 6	23	18	17	16	4	77	The content of this text from this learner is good. Almost very good. The content is developed enough. She tell and well describe about the subject. The use of grammar and vocabulary is coherence. Overall good.
7	Learner 7	23	17	14	14	4	72	The learner has good content and many vocabularies. But the vocabulary sometimes is not appropriate and sometimes making errors in write this text. She needs improvement in grammar.
8	Learner 8	27	17	21	18	5	88	From the very first time I read the text, I can conclude that this learner is good. She develop her writing by follow the all step with great. The brainstorming, outline and draft are related. The content is developed very good. Grammar and organization also good.
9	Learner 9	17	13	13	10	3	56	This learner needs improvement in the content, grammar and organization of his text.
10	Learner 10	24	16	19	14	4	77	The content is good. Mostly relevant to the subject but it is better to elaborate more. The overall grammar, organization and vocabulary also

								the mechanics are good.
11	Learner 11	24	15	15	15	4	73	The grammar sometimes error. But the content is good. The rich knowledge of the subject. The organization and mechanics are good.
12	Learner 12	22	14	18	15	4	73	Good at all, but improvement is always needed to be better. Just for the organization of the draft. But I is already classified as a good.
13	Learner 13	24	15	18	15	4	76	The full content and good grammar makes this learner deserve good score. The content is developed based on the outline and brainstorming. The grammar and vocabulary is coherence. The organization also good..

From the result of the test, the researcher can conclude that this technique is success in help learners improve their writing skill. There is a significance improvement from the learners based on their post-test compared with their pre-test.

The data that has been collected by the researcher brought the researcher to discuss the findings of this research. The researcher found that even though sometimes work collaboratively brought difficulties for the team with different style and more ideas, but the implementation of collaborative writing what has been done by the researcher was a useful, important and beneficial technique in writing class that helped learners to write effectively. First, the result of the research showed that learners have better improvement after the implementation of collaborative writing technique. Improvement that showed by the learners caused by some factors such as; learner feel more comfortable to work collaboratively, learners have the best way to organizing ideas by working in group, learners are motivated to explore their thought in work collaboratively and learners could learn from others learners in the group. This result is in line with Phipps, Kask and Higgins (2001), who found that learners thought that collaborative learning was a useful and effective strategy that positively motivated them to learn effectively.

Second, collaborative writing technique is tools that can help learners improve their writing skill. By using this technique the problem that found by the researcher in the preliminary study can be faced. The problem which learners face such as rarely be trained to apply and less of understanding about the process of writing could be reduce. In the implementation of collaborative writing, learners are encouraged to learn by groups. In the groups, learners are required to work collaboratively. During the process of work collaboratively, researcher found that learners often construct their knowledge by sharing their thought toward the topic which discussed in the group. The crucial thing that found during the use of collaborative writing is, learners have better improvement in their writing compared from the pre-test and post-test. The content, fluency, organization of their ideas in produce a written text have better improvement. Besides, learners' grammatical error also decreased. In their pre-test, learners made a lot of error in their grammar. After, the implementation of collaborative writing learners' grammatical error is decreased. It is because through work collaborative in group they have learned little by little about sentence structure and grammar. The purpose of merging learners with different potential of knowledge is to help them learn from the other. The result of the research has shown that collaborative writing success to help learners in improve their skill.

Afterwards, the use of collaborative writing technique train learners how to work collaboratively in groups to go through the whole process of writing. The implementation of collaborative writing technique in writing activities explain that collaborative writing successfully train learners to encouraging each other, sharing responsibility with each other, and communicating to solving problem with each other.

In the implementation of collaborative writing all the learners were trained to practice all the stages and activities include in process of writing namely; pre-writing which contain brainstorming, drafting, revising and editing. According to Kroll (2003), the activities and stages of the writing process (pre-writing, drafting, revising and editing) are important. This result was in line with Bagetune & Wasson (2006), who showed that learners' writing quality had improved and their perceptions had changed for the better after practicing the stages and activities of writing collaboratively.

According to Cooper (1986) expresses that writing is not only a cognitive activity but a social activity which requires L2 learners to interact and discuss ideas in pairs or small groups. In collaborative writing learners learn through interaction. First, learners need interact with others to share the knowledge and communicating their thought to deliver meaning of their writing. By collaborating with each other in creating and communicating meaning, learners are able to engage in the composition process with more clarity and understanding. In collaborative dialogue during the process of writing, which emerges when learners engage in problem-solving together, they deliberate about the best way to articulate their meaning. In the process of writing which implementing collaborative writing, communicating through interaction is the crucial part.

Second, besides interact to deliver meaning of their writing, learners need interact to discuss about the content of the writing. The learners have to discuss

from the first step in make certain about the title of their writing. Continued to the other next stages in writing process, interactions are always emerging. In generating ideas to put in the written text and develop the content, the role of interaction is needed.

Furthermore, learners confirmed their understanding to others and often the different perspective; it was become the thing that requires learners spent much time to interact with their other learners. Problem solving in writing process exist through interaction. To expressing thought to others and gives comment towards other thought also classified as the collaborative dialogue or interaction during the process of writing collaboratively.

Moreover, writing is a set of process through which ideas are created and expressed. Means, interaction are needed to help learners created and expressed their ideas. Through collaborative writing it is easier for the learners to interact because during the process of writing which contain some stages, learners work collaboratively in small group. This provides language learners with opportunities to interact in collaborative situations, in which two or more learners do activities together. From the result of the research, the researcher found that learners participate actively in a collaborative learning context and construct their linguistic knowledge through interacting with other learners.

### **Conclusion**

Collaborative writing technique was found useful and effective in teaching and learning writing skills. The results showed that Collaborative Writing was beneficial for the whole process of writing. Furthermore, the implementation of collaborative writing technique brings improvement for the learner. It was established that learner could offering their viewpoints about the topics discussed and learners' voices were heard in a different way which is through the written form. Besides, learners also learn through interaction, discussion, comparison and construction of knowledge during the process of work collaboratively. The attitudes and perceptions of learners had also developed after their involvement in Collaborative Writing. The result of the research concludes that Collaborative Writing technique is a solution to help learners problem faced in writing class. This technique gives opportunities for learners to improve their skill through the process that they go through in writing activity. It is also encourage learners to sharpen their thought by extract ideas and share knowledge through collaborative work.

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