



## The Write Around as a Useful Strategy to Improve Students' Writing Skill of Report Text

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**Abstract:** *Since was in school, the high schoolers need to be mastered English writing skill, because in senior high school there are kind of texts that they need to learn. That is why the ability to write English texts is very important also for university students especially for those studying in the economics education. The Problems in writing that students faced is not only in generating ideas but also in arranging the sentences. The students have difficulty in distinguishing which are noun, adverb, adjective and verb. The students have low score because there are many mistakes in their writing. The objective of this research is to raise the students' skill in writing report text through write around strategy. The write around strategy can increase students' motivation in writing and allow them to be more enjoy in writing activity. Through write around strategy, it makes easier for the students to compose sentences and express their mind into the writing form. The subject of the research were the third semester students in economic education of STKIP PGRI Bandar Lampung in the academic year 2023/2024. The questions in this research are, whether employing the write around strategy can improve students' learning activity in writing and whether employing the write around strategy can improve students' writing skill of report text. In this research, a second-cycle classroom action research design was adopted as the methodology.*

**Keywords:** *write around strategy, classroom action research, English writing*

### INTRODUCTION

English is one of the subjects that must be taught in university in Indonesia. For various reasons, especially for education, English is seen to be a crucial foreign language that Indonesians should learn. According to Brown (2001: 118), English is increasingly being utilised as a communication tool between non-native speakers. The four language skills must be learnt in order to master English, as with learning a language in general. They are speaking, reading, writing, and listening. The

majority of people acknowledge the inescapable reality that language is essentially written. We need to learn how to write in a foreign language. We also need to be aware of proper grammar usage. According to Meyers (2005:3), writing is the use of signs or symbols in a text to convey language. It is a means of verbally communicating thoughts, feelings, experiences, and ideas. Students also discover various writing styles and linguistic elements including grammar, vocabulary and spelling between Indonesian and English in order to communicate their views. The majority of students believe that writing is the most difficult skill to learn since it requires more effort than speaking, reading, or listening in a foreign language. This is supported by Herlisya, Alfiawati, and Dodo (2020) who stated that most of the students said that English is difficult, especially in writing. Writing requires numerous components, including organisation, vocabulary, punctuation, and spelling, making it challenging to teach pupils.

Teaching writing to university students is not a simple task. For the purpose of treating each student fairly in class, teachers should be familiar with the characteristics of their students. People of various ages have distinct demands, competencies, and abilities, according to Harmer (2001:37). In order to assist students develop their language abilities and create quality writing, it is crucial for teachers to provide them with a variety of instructional strategies. The key component of a good English lesson is the teacher. There are many students that struggle with writing in the real world. The students struggle with coming up with ideas, learning language, and structuring or grouping sentences into paragraphs. Students have thoughts to express in writing, but often struggle to do so in well-crafted sentences. It is influenced by a lack of vocabulary. Students usually do not comprehend the definition of a word. Students then struggle to structure or arrange their sentences into an effective paragraph. More consideration must be given to student issues if writing proficiency is to increase. Teachers must devise a plan to help them organise their writing and make it better. Students can organise their work in the same step-by-step fashion that the approach itself is taught by using the appropriate technique or strategy. They will commit the writing process to memory so that students may become better writers.

The traditional method of teaching writing is typically still used in university English classes. On the board, they provide an example and a description of the items. Students then attempt to comprehend the justification. Tutors frequently instruct students to compose their paragraphs using the provided example after explaining. Based on the example, the students compose their own paragraph. Students are thus unable to write about their views in depth. They are not creative writers. It implies that teaching writing requires a strategy. With the new approach, students won't just copy the example. Based on their thoughts, they are able to write creatively. They will study in a unique method, making it more intriguing. Harmer (2001: 260) stated that the teacher has the roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The

teacher's tasks may move from one activity to another or from one stage of an activity to another depending on the needs of the students. The teaching and learning processes can be made more successful if the teachers are able to handle these changes. Teachers are responsible for planning the activities of the students in the classroom. It involves selecting the students' tasks, instructing them on how to do them, pairing or grouping the students, and wrapping up the activities. Teachers or tutors should use an appropriate method or strategy to make the teaching and learning process more engaging while deciding on the students' activity. Using strategy is seen to be one of the most efficient ways to help students become better report text writers. Students could learn how to write in English as well as cooperate and interact with others by using Write-around as a learning strategy in a writing exercise. Based on the aforementioned issues, the study team wants to learn how the write-around strategy may help the third semester of economic education students at STKIP PGRI Bandar Lampung enhances their writing abilities.

Based on the background of the problem above, the researchers formulated the problems as follows:

1. Can write around strategy improve the students' learning activities in writing?
2. Can write around strategy improve the students' ability in writing report text?

This objective of the research are, first, to know and to describe whether using the write around strategy can improve students' learning activities in writing. Second, is to know and to describe whether using the write around strategy can improve the students' ability in writing report text.

## **LITERATURE REVIEW**

According to Harris (1993: 10), "Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft". This is also supported by Sutiyono and Herlisya (2021) who explain that writing is a way to explore what is on our minds. According to Sutiyono and Herlisya (2021), it is still challenging to teach and master English writing in a communicative context. Lack of vocabulary, trouble adhering to the laws of faultless grammar, difficulties organising paragraphs, incapacity and uncertainty to edit and proofread one's own written works, and other types of problem elements are only a few examples, because writing is not just the process of putting words together to make sentences; it also requires the writer to organise some interesting information, such as experiences or thoughts, into written form (Wiratno, 2020:127). The facilitator function is one of the teacher's responsibilities when teaching writing. As a facilitator, the instructor provides direction to assist students in engaging in the process of writing a work. There are several approaches to teach high schoolers. It is crucial to utilise a method or

technique while providing content, especially when teaching writing. Writing instruction is difficult; in fact, Kirby and Crovits argue (2013:9) that it "might be one of the toughest jobs a teacher faces." Because of this, speaking, listening, and reading are taught before writing. To help their students learn about writing more easily, teachers must employ the proper teaching tactics or techniques while teaching writing. Additionally, a wide variety of mediums and techniques are available.

In this research, the researchers offer a solution to solve the writing problems above, by implementing the write around strategy for improving the students' skill in writing report text. The write around strategy belongs to cooperative learning. The processes are carried out in class using a group of students. Whether a student is learning English as a second language or in a foreign language class, cooperative learning is very advantageous. Activities that encourage peer interaction help students understand concepts and information while also fostering language development. Write-around is one of the cooperative learning methods that may be applied to the teaching of writing report text (Munnisa, 2015). The high schoolers should be divided into several teams so they may benefit from role models who write English. Mandal (2009:100) stated as quoted by Baliya (2013:299) that write-around is a strategy for creative writing or summarizing. For example, the teacher may say, "Today's news tells us about the danger of spreading the corona virus." as a sentence opener. Then the teacher continues "It is...". The phrase must then be completed by each group's whole student body. After that, they pass the paper to the right, read it, and add a phrase to it. Four excellent summaries or tales emerge after a few rounds. Allocate time for students to add a conclusion or revise their preferred one before sharing it with the class. Mandal (2009:100), states that write-around is started with a sentence starter and continued by the students in a group by passing the sentence. Student writes to the next student. After all students have done writing their sentences by their own opinions, the teacher should give time for the students to write a conclusion in their group. Students will learn what to write after the first sentence, which makes it exciting. This strategy not only enhances students' writing abilities, but also their capacity for teamwork. It results from this technique's need for quickness, effective teamwork, focus, and care.

There are a few phases in the process of teaching writing using the write around strategy. Divide the class into groups of four or five students each, and decide who will go first till last in each group before the activity begins. The subject and paper are then distributed by the teacher to each group. Third, the first member of the group must compose a sentence, which should take no longer than a minute or 60 seconds. Fourth, the following member of the group must read the preceding member's sentence and correct it (if necessary). The writer must then add a new phrase to continue the text. All of the tasks will be completed in 60 or 60 seconds. Repeat that action until the final individual is present. After the exercise is

complete, the teacher reviews each written assignment to determine whether there is enough time for everyone to write individually or in groups. As Mandal (2009:100), stated that, "Write-around is started with a sentence starter and continued by the students in a group by passing the sentence. Student write to the next student. After all students have done writing their sentences by their own opinions, teacher should give time for the students to write conclusion in their group." The write-around strategy is a way out that is a solution to assist students enhance their writing talents, particularly in composing report text, the researchers determined based on the theories presented by experts. Because it encourages learning and improves writing performance, the write around technique is ideal for use in teaching and learning writing.

## **METHOD**

Write around strategy are used by the researchers in this study's Classroom Action Research (CAR) to help students write better. Students benefit greatly from classroom action research because they can observe the effects of the teacher's work in every cycle, eliminating the need for them to wait and depend on the results of their learning every three months or at the conclusion of the semester. Two cycles of classroom action research are employed by the researchers. Each cycle includes planning, action, observation and reflection. Four meetings make up each cycle. After that, while using the write around strategy to teach writing, the writers go through each stage of each cycle. The research description is explained as follows:

### **Cycle 1 & 2**

#### **1. Planning**

Planning is process to carry out by the writers at the beginning of research to carry out action research. The following preparation are made by the researchers:

- a) Preparing the materials was used in the research process.
- b) Developing lesson plan based on teaching materials that was taught in conducted research used write around strategy.
- c) Preparing observation sheet, technique, and instruments to observe and evaluate in teaching and learning process.
- d) Preparing students worksheets.

#### **2. Action**

Action is the implementation of the plan. At this steps, the researchers acted as the teacher. Here are the steps:

- a) Implementing appropriate learning programs in the lesson plan.
- b) Understanding the situation in the classroom during the teaching process.
- c) Giving some motivation to students and explain the purpose of learning.
- d) The learning process used write around strategy.

e) Students worked on the assignment according to the instructions given by the teacher.

2. Observation

In this step, the writer did an observation about the process of recording and collecting the relevant data about any aspects that occur during the implementing of the actions research. Important aspects of observation are data sources, instruments were used in collecting the data, and data collection technique. The writers also needed to observe the situations of the class, students' attitude, students' responses and the interest of the students in learning process. This observation was very important to make an analysis of everything happened in the classroom during the application of write around strategy in learning and teaching writing. In conducting the observation phase, the writer involved in teaching and learning activities and as an observer to observe all activities that occurred in the classroom.

3. Reflection

Reflection means the activity of analysing the result based on the data that has been collected to determine the next action in the next cycle. The writers has to do self- reflection by looked at the results of observations, whether the learning process use write around strategy is good or not to apply in the learning of writing process for the third semester students of economic education in STKIP PGRI Bandar Lampung. At this step, the writer and teacher collaboratively reflected, evaluated, and described the impact of the action to understand what has happened based on the observation sheet. If the first plan is not successful, as evidence by student learning outcomes, then the writer would make the next plan (re-planning) to solve the students' problems and also to get good results.

The researchers employed both test and non-test to get the data. On the basis of the subjects provided, the students requested to create a report composition. The researchers employed the evaluation criteria established by Brown (2004: 244–245) to evaluate students' writing abilities. This rubric evaluated writing scores in a number of areas, including: *Content, structure, vocabulary, grammar, and mechanics* are all important. To find out the data analysis of students' average score, the writers will use quantitative and qualitative data analysis to determine the effect of write around strategy on students' writing skills and students learning activity.

a) Quantitative Data Analysis

Quantitative data analysis will be used to analyse data from the students test. The result of data will be described by calculating individual completeness and classical completeness.

b) Qualitative Data Analysis

Qualitative data analysis will be used to analyse data from the students learning activities during the learning process. The data would obtained from students' observation sheet. The data will be analysed using the average formulation, the writer was used the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

In which:

$\bar{x}$  : Mean of test score of students.

$\sum x$  : Sum of the test score of all students.

$n$  : Total number of students.

## RESULT AND DISCUSSIONS

### Result

Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

**Table 1. Students' Learning Result for Cycle 1 and Cycle 2 The third semester students of economic education In STKIP PGRI Bandar Lampung**

Cycle 1		Cycle 2	
Number of students	Completeness (%)	Number of students	Completeness (%)
12	40 %	25	84 %
18	60 %	5	16 %

Based on the table above, it can be seen that in cycle 1, the students who passed the test were 12 students with the percentage of 40%. It improves in cycle 2, the students who passed the test were 25 with the percentage of 84%. It can be concluded that the implementation of write around strategy brings positive results in learning.

**Table 2. Students' Learning Activities for Cycle 1 and Cycle 2 The third semester students of economic education In STKIP PGRI Bandar Lampung**

Cycle 1	Cycle 2	Improvement
Average score	Average score	0.56
6.32	7.67	

Based on the table above, it can be seen that the mean score of total score in cycle 1 was 6.32 while in cycle 2 the mean score was 7.67. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.56. Therefore, it can be concluded that the students' learning activity in the class improved from cycle 1 to cycle 2.

### Discussion

As a crucial demands, writing becomes a vital skill for students in any major. Students should practice more often to sharpen their writing skills, as said by Tuan (2010) who stated that writing is a skill in which the more students practice, the

better they write. Based on the observation in this research, the write around strategy brings new colors in learning English writing. This strategy also causes an increasement in students learning activities. This can be seen from the data that had obtained from the test and observation sheet, the researchers found a positive in learning process especially writing. In cycle 1, the students who passed the test were 12 students with the percentage of 40%. It improves in cycle 2, the students who passed the test were 25 with the percentage of 84%. Speaking about the mean score, in cycle 1 was 6.32 while in cycle 2 the mean score was 7.67. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.56. Therefore, it can be concluded that the students' learning activity in the class improved from cycle 1 to cycle 2. The write around strategy could help students to understand what kind of words are suitable to make harmonious sentences. This strategy also makes it easier for students to write, and they are not reluctant to express ideas from their heads into written form.

## **CONCLUSION**

After conducting the whole steps of this classroom action research, the researchers made some conclusions as the result of this research. First, based on the data collected, the use of write around strategy can improve students' activity in learning writing. Second, the use of write around strategy can improve students' writing skill. It may be concluded that there is any improvement of using the write around strategy in teaching writing. This strategy provides students with the opportunity to practice the skills of communication, collaboration, and critical thinking. The write around strategy also helps students consolidate learning of new material by immediate use of the information. The students can activate their prior knowledge on a topic to be discussed in class. As learning tools, the write around strategy is valuable because it helps the students think critically about the material while encouraging them to grasp, organize the new concepts. We cannot abandon writing because writing helps learners express themselves, perform their assignments and develop their cognitive skills.

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