

AN ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS MAJORING IN ELECTRICITY IN WRITING INDIRECT DIALOGUE AT SMK 5 PADANG

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Abstract

This research attempted to describe the ability of the first year students majoring in electricity who registered in academic year 2012/2013 to write indirect dialogue. The design of this research was descriptive research. The total number of population was 130. The researcher used writing test to get the data. Based on the result of data analysis, the researcher found that the ability of the first year students majoring in electricity at SMK 5 Padang to write indirect dialogue was moderate. It was indicated by the fact that of 13 students (42.86%) had moderate ability. In more specific, their ability in expressing idea (content) was moderate. It was proved by the fact that 16 students (57.14%) had moderate ability. Their ability in using grammar was moderate. It was proved by the fact that 18 students (64.29%) had moderate ability. Their ability in using vocabulary was moderate. It was indicated by the fact that 20 students (71.43%) had moderate ability, and their ability in using mechanics was also moderate. It was proved by the fact that 17 students (60.72%) had moderate ability. Based on the result of data analysis, it can be concluded that the ability of the first year students majoring in electricity at SMK 5 Padang to write indirect dialogue was moderate.

Key Words: Student's ability, Writing, Indirect dialogue

Introduction

In learning English, there are four language skills that should be mastered by English learners. They are Listening,

Speaking, Reading, and Writing. Among them, writing is one of important skills to be mastered. Writing is a language skill that

used to communicate indirectly. In Oxford Learner's Pocket Dictionary (2003:502), the definition of writing is to produce something in written form so that people can read, perform or use it. Latulippe (1992:2) defines that writing is a means to tell others what you think. So, writing is the expression of what do you think in written form.

Writing is important skills to be mastered because of some reasons. First, through writing the learners can communicate with others. Second, the learners can know how to express their ideas, feeling and their experience in order to make readers understand them. Third, writing is important for academic purpose.

One of the writing activities commonly done is writing dialogue. A dialogue is a talk between two or more people or an exchange of views for the purpose of exploring a subject or deciding an issue. According Chiarella (2009) in <http://sirragirl.blogspot.com/2012/01/3-types-of-dialogues-and-2-types-of.html> there are two types of dialogue. They are direct dialogue and indirect dialogue. Direct dialogue is speech using the character's exact words. Indirect dialogue is second-hand of something that was said or written but not the exact words in their original form.

The purpose of this research was to describe the first year students' ability to write indirect dialogue at SMK 5 Padang. Specifically, to describe the students' ability of SMK 5 Padang majoring in Electricity to write content of indirect dialogue, to use the correct grammar, to use appropriate vocabulary, and to use the correct mechanics in writing indirect dialogue.

Research Method

This research used descriptive design which describes the ability of the students in writing indirect dialogue. Gay (1987:189) states that descriptive study involves collecting data in order to answer questions concerning to the status of the subject of the study.

The population of this research was the first year students of SMK 5 Padang majoring in electricity in the education year 2012/2013. The total number of population was 130 students

To select the sample, the researcher used cluster random sampling. This technique was used because the population is distributed in groups or classes.

The instrument used to collect the data in this research was writing test. The

students were required to write indirect dialogue in 60 minutes.

The researcher did try out of the test to the students out of the sample to see whether the time allocation is enough or not, and to see whether the students understand the instruction or not. Besides, it was also used to find out the reliability of test. To find out the reliability of the test, the researcher used interrater method. This method used to minimize the subjectivity in scoring.

In analyzing data, the researcher used the procedures:

- (i) Present the raw score from two scorers.
- (ii) Count the average score of two scorers by using the formula:

$$\frac{\text{Score 1} + \text{Score 2}}{2}$$

- (iii) Calculate the Mean (M) and Standard Deviation (SD) (Ari Kunto, 2012:299).

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{N} - \left[\frac{\sum x}{N}\right]^2}$$

- (iv) Classify the students' ability into high, moderate, and low ability using the following categories:

$>M + 1SD =$ High ability

$M - 1SD \rightarrow M + 1SD =$ Moderate ability

$<M - 1SD =$ Low ability

- (v) Calculate the number and percentage of the students who get high, moderate, and low ability. The researcher used this formula:

$$P = \frac{R}{T} \times 100$$

Findings and Discussions

Finding:

1. Students' Ability in Writing Indirect Dialogue

The result of data analysis showed that the students' ability in writing indirect dialogue was moderate. It was proved by fact that 6 students (21.43%) got high ability, 12 students (42.86%) got moderate ability, and 10 students (35.71%) got low ability.

Category of Students' Ability in Writing Indirect Dialogue

No	Aspects	Students' Ability in Percentage		
		High	Moderate	Low
1	Content (Idea)	17.86%	57.14%	25%
2	Grammar	3.57%	64.29%	32.14%
3	Appropriate Vocabulary	10.71%	71.43%	17.86%

2. Students' Ability in Writing Content of Indirect Dialogue

The result of data analysis showed that the students' ability in writing indirect dialogue was moderate. It was proved by

fact that 56 students (17.86%) got high ability, 16 students (57.14%) got moderate ability, and 7 students (25%) got low ability.

Category of Students' Ability in Writing the Content of Indirect Dialogue

Category	Number of Students	Percentage
High	5	17.86%
Moderate	16	57.14%
Low	7	25%
Total	28	100%

3. Students' Ability to Use the Correct Grammar in Writing Indirect Dialogue

The result of data analysis showed that the students' ability in writing indirect dialogue was moderate. It was proved by fact that 1 students (3.57%) got high ability, 18 students (64.29%) got moderate ability, and 9 students (32.14%) got low ability.

Category of Students' Ability in Using the Correct Grammar in Writing Indirect Dialogue

Category	Number of Students	Percentage
High	1	3.57%
Moderate	18	64.29%
Low	9	32.14%
Total	28	100%

4. Students' Ability to Use Appropriate Vocabulary in Writing Indirect Dialogue

The result of data analysis showed that the students' ability in writing indirect dialogue was moderate. It was proved by fact that 3 students (10.71%) got high ability, 20 students (71.43%) got moderate ability, and 5 students (17.86%) got low ability.

Category of Students' Ability in Using Appropriate Vocabulary in Writing Indirect Dialogue

Category	Number of Students	Percentage
High	4	14.28%
Moderate	19	67.86%
Low	5	17.86%
Total	28	100%

5. Students' Ability to Use Mechanics in Writing Indirect Dialogue

The result of data analysis showed that the students' ability in writing indirect dialogue was moderate. It was proved by fact that 3 students (10.71%) got high ability, 17 students (60.72%) got moderate ability, and 8 students (28.57%) got low ability.

Category of Students' Ability in Using Mechanics in Writing Indirect Dialogue

Category	Number of Students	Percentage
High	3	10.71%
Moderate	17	60.72%
Low	8	28.57%
Total	28	100%

Discussions

Students' Ability in Writing Content of Indirect Dialogue

The researcher found that the students' ability in writing content of indirect dialogue was moderate. The result of data analysis demonstrated that 16 students (57.14%) got moderate ability. It meant that the students still did not understand how to express their idea in writing indirect dialogue related to the topic given.

The Students' Ability to Use the Correct Grammar in Writing Indirect Dialogue

Another finding of this research was that the students' ability in using the correct grammar in writing indirect dialogue was moderate. It was indicated that 18 students (64.29%) got moderate ability. Example of the students' writing:

Students' writing:

Rian: How was your holiday?

Adi : I **go** to Singkarak. I **go** with my family.

The right one:

Rian: How was your holiday?

Adi : I **went** to Singkarak. I **went** with my family.

In this example of students' writing, students still made mistake to change present tense into past tense. They had to use the past form of verb to tell about something that happened in the past.

Students' Ability to Use Appropriate Vocabulary in Writing Indirect Dialogue

The next finding of this research was that the students' ability in using vocabulary in writing indirect dialogue was moderate. It was indicated that 20 students (71.43%) got moderate ability. It meant that they still difficult to choose the appropriate vocabulary to develop their sentences. Below were the examples of the students' writing:

Students' writing:

Inviting Someone

Yoga: Would you like to dinner in my house?

Firman: When?

The possible one:

Yoga: Would you like to come to have dinner in my house? I will celebrate my birthday.

Firman: Oh really? When will you celebrate it?

Yoga: I will celebrate it tomorrow.

Firman: I would you like to come.

Students' Ability to Use the Correct Mechanics in Writing Indirect Dialogue

The last finding of this research was that the students' ability to use the correct mechanics in writing indirect dialogue was moderate. It was indicated that 17 students (60.72%) got moderate ability. It means that many students still did not understand about the use the correct mechanics in writing indirect dialogue. Below were the examples of students' writing:

1. Students' writing: Hello how are you

The right one: Hello. How are you?
(The students' mistakes in giving punctuation) .
2. Students' writing: **no**, I haven't, but I've heard it's terrifying.

The right one: **No**. I haven't, but I've heard it's terrifying. (The students' mistakes in giving capital letter).

3. Students' writing: wat was your activits?

The right one: What was your activity?
(The students' mistakes in spelling)

Conclusion

Based on the result of data analysis, the researcher drew the conclusions: The ability of the first year students at SMK N 5 Padang in writing indirect dialogue was moderate. It is supported by the fact that there were 16 students (57.14%) got moderate ability in writing content of indirect dialogue, 18 students (64.29%) got moderate ability in using the correct grammar, 20 students (71.43%) got moderate ability in using appropriate vocabulary, and 17 students (60.72%) got moderate ability in using the correct mechanics in writing indirect dialogue.

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