

AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN WRITING BROCHURE AT MTsN KURANJI PADANG

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ABSTRACT

The purpose of this research was to describe the second year students' ability in writing brochure at MTsN Kuranji Padang. The design of this research was descriptive. The total number of population of this research was 338 students. They were divided into ten classes. The researcher took two classes of the population as the sample by using cluster random sampling with total member of sample were 64 students. In collecting the data, the researcher used writing test. In this test, the students could chose one of the topics that they liked most. The reliability index of this test was .70. The result of the study showed that the ability of the second year students of MTsN Kuranji Padang in writing brochures was moderate (81.25%). In details, their ability in organizing ideas in writing brochures was moderate(43.75%), their ability in using grammar in writing brochures was moderate (79.69%), their ability in using vocabulary was moderate (79.69%) and their ability in using mechanics was moderate (75%). Since the result of the study showed that the students' ability in writing brochure was moderate, the researcher suggested the students to have more practice and learn more in writing brochure. Then, in writing brochure, they should pay attention to use grammar, vocabulary and mechanics. For English teachers in MTsN Kuranji Padang, they should give more explanation and give more exercises in order to help the students to improve their ability in writing brochure.

Key words : Ability, writing brochure, organizing ideas, grammar, vocabulary and mechanic

Introduction

We learn about English as our foreign language. We know that English is very important for us because nowadays English is one of the most important languages in the world. We know that English is not only important in business world, but also in the education. Our government realizes that English is very important, so it has become one of subjects which is taught from junior high school until university. In learning English, there are four skills involved: listening, speaking, reading and writing. The students must know about these four skills, so that they can use English actively and passively. Writing is one of English skills that we have to learn seriously, besides listening, speaking and Reading. Byrne (1980:24) says that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. Writing is very important as one kind of media in communication that can help us to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. According to Badger (2000), writing is progressive activity. It means that when you write something, you have already been thinking about what you are going to say.

Writing is very important for us, it is a difficult subject especially for the student. The reason is writing is a mixture of our idea, vocabulary and also grammar. According to Heaton in his book "*Writing English Language Test*" (1975:138), writing skill is more complex and difficult to teach, requiring and mastering not only of grammatical and rhetorical devices but also conceptual and judgment because of the difficulties of writing, some efforts have done to solve the problem. The main objective is to make the writing become easier to learn for the students.

From Heaton's opinion above, the writer can conclude that writing is a very important subject because in writing we must share idea from our brain. It is not easy to translate concept in our brain to be a written language and we must also be clever to choose and to combine the vocabulary to create something that is meaningful.

We also must pay attention to the grammar, so it is normal if the students think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Based on curriculum of MTsN Kuranji that is recommended by the education government, there are some functional texts which have to be learned by the students.

One of them is brochure. A brochure is a useful information tool that you can mail to customers or leave behind after meeting with the client.

Based on my practice teaching experiences at MTsN Kuranji, there are some problems found in the field when the students write brochures. The first problem is that the students' writing is not comprehensible because the content in the brochure is not relevant to the topic, the title is not clearly stated, and the contact person in the brochure is not well organized. The second problem is that there are many errors in vocabulary and grammar.

In learning English, there are four integrated skills that students should know. They are listening, speaking, reading and writing. Among them, writing is the most difficult skill because writing is a mixture of our idea, vocabulary and also grammar. According to Braine and May (1992:60), writing clear sentences require you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation. It is not easy to express ideas in written language. It must be clever to choose and to combine the vocabulary to create something that is meaningful.

Raimes (1983) states that there are some components that should be considered in writing. They are grammar, mechanics, organization, word choice, purpose, audience, the writer's purposes and content.

In writing brochures, students must understand how to write a good brochure, especially components of brochures. They are title, content and contact person. If the students know the components in brochures, it will help them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

Generally, the purpose of this research was to describe the second year students' ability in writing brochures at MTsN Kuranji Padang. Specifically the purposes of this research were:

1. To describe the ability of the second year students of MTsN Kuranji Padang in organizing ideas in writing title, content and contact person.
2. To describe the ability of the second year students of MTsN Kuranji Padang in using grammar in writing brochure.
3. To describe the ability of the second year students of MTsN Kuranji Padang in using vocabulary in writing brochure.

4. To describe the ability of the second year students of MTsN Kuranji Padang in using mechanics in writing brochure.

Research Method

In this research the researcher applied the descriptive design. According to Gay (1987: 189), descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study. In this research the writer described about the second year students' ability in writing brochure at MTsN Kuranji Padang. According to Gay (1987:102), population is the group to which the researcher would like the result of the study to be generalized. The population of this research was the second year students of MTsN Kuranji Padang. The writer chose the second year students of MTsN Kuranji Padang because they have learned about writing brochures. The numbers of populations were 338 students. They were distributed into ten classes. Because the population were large, the researcher took sample from population. According to Gay (1987:103), sample is one that is representative of the population from which it is selected.

There are many sampling techniques that can be used in taking a sample, but the researcher chose cluster random sampling technique. Cluster random sampling was chosen because the population has been grouped. Each group had teachers who have the same qualification, syllabus and teaching material. It means that it is homogeneous. Cluster random sampling is sampling that is in the form of group not individual (Gay, 1987:107-110). The researcher chose two classes (20%) as the sample. According to Gay (1987:114), the minimum sample of descriptive research is 10% of the population member, but more than 10% are better.

To select the sample, the researcher used the following procedures. First, the researcher wrote the names of each class on ten pieces of paper and put into a box. After that, the researcher took two pieces of paper from the box after mixing up. From that, the sample of this research was the students in class VIII₉ and VIII₁₀. The total members in sample of this research were 64 students.

The instrument that was used in this research was writing test. The researcher asked the students to write a brochure. They were allowed to choose the topic that they liked most among the four topics provided. Then, the researcher asked the students to

choose one of them and wrote brochure text in 45 minutes. The four alternative topics of the writing test were: courses places, objects for travelling, cafe/restaurant and pets shop.

A good test should be valid and reliable. According to Gay (1987:128), a test is valid if it measures what is supposed to be measured. To see validity of the test, the researcher used content validity. Arikunto (2009:67) states that one of the types of test validity is content validity. Arikunto (2009) states the test is valid if it fixes with the material that has been given to the student and it is based on the curriculum and syllabus. This writing test was constructed based on curriculum and teaching material in MTsN Kuranji Padang.

According to Gay (1987:135), reliability is the degree to which a test consistently measure whatever to be measured. To find out the reliability of the test, the researcher used inter-rater technique. It means there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was Ms. Nike Prima Rona, S. Pd, the researcher chose her as the second scorer because she has as good ability as the researcher in writing. To find out the correlation of the two scorers, the researcher used product

moment formula (Arikunto, 2009:78) as follows:

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

Finally, the researcher classified the degree of coefficient correlation. It is categorized based on Arikunto's idea (2009:75):

.81 – 1.00 = very high

.61 – .80 = high

.41 – .60 = moderate

.21 – .40 = low

.00 – .20 = very low

In fact, after giving test to the students, the writer found the coefficient correlation of two scorers was .70. It means that reliability of the test was high correlation and it can be said that the test was reliable.

Findings

1. Students' ability in writing brochure

The highest possible score was 20 and the lowest score was 4. Based on the data analysis, the highest score was 20 and the lowest score was 4. After calculating the mean and the standard deviation, the writer got mean 14.21 and for standard deviation, the writer got 2.87. The result of the data

showed that 6 students (9.375%) had high ability, 52 students (81.25%) had moderate ability and 6 students (9.375%) had low ability.

Quality	Number of students	The percentage of the students ability
High	6	9.375%
Moderate	52	81.25%
Low	6	9.375%
Total	64	100%

2. Students' ability in organizing ideas in writing brochure

The highest possible score was 5 and the lowest score was 1. To find out the students' ability in organizing ideas in writing brochure, the writer firstly presented the raw score. The highest score of this components was 5 and the lowest one was 1. After that, the writer calculated the mean and the standard deviation. It was found that the mean was 3.86 and for standard deviation was 1.10 and then, the writer classified the students' ability. The result of the data analysis of the students' ability showed that there were 24 students had high ability (37.5%), 28 students had moderate ability (43.75%) and 12 students had low ability (18.75%).

Quality	Number of	The Percentage
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	Students	of the students' ability
High	24	37.5%
Moderate	28	43.75%
Low	12	18.75%
TOTAL	64	100%

3. Students' ability in using grammar in writing brochure

The highest possible score was 5 and the lowest score was 1. Based on the calculation of the students' writing score, the highest score of using grammar was 5 and the lowest one was 1. Data analysis also demonstrated the mean and the standard deviation. The mean was 3.32 and the standard deviation was 0.82. The data analysis also showed that 10 students (15.62%) had high ability, 51 students (79.69%) had moderate ability and 3 students (4.69%) had low ability.

Quality	Number of students	The percentage of the students ability
High	10	15.62%
Moderate	51	79.69%
Low	3	4.69%
Total	64	100%

4. Students' ability in using vocabulary in writing brochure

The highest possible score was 5 and the lowest score was 1. In term of using

vocabulary in writing brochure, the result of the data analysis showed that the highest score was 5 and the lowest one was 1. The data analysis also demonstrated the mean and the standard deviation. The mean was 3.48 and the standard deviation was 0.90. The data analysis also showed that 9 students (14.06%) had high ability, 51 students (79.69%) had moderate ability and 4 students (6.25%) had low ability.

Quality	Number of Students	The Percentage of the students' ability
High	9	14.06%
Moderate	51	79.69%
Low	4	6.25%
TOTAL	64	100%

5. Students' ability in using mechanic in writing brochure

The highest possible score was 5 and the lowest score was 1. In term of using mechanic in writing brochure, the highest score for using mechanic was 5 and the lowest one was 1. It also showed that the mean was 3.54 and the standard deviation was 0.94. The result of the data showed that 13 students (20.31%) had high ability in using mechanic, 48 students (75%) had moderate ability and 3 students (4.69%) had low ability.

Quality	Number of Students	The Percentage of the students' ability
High	13	20.31%
Moderate	48	75%
Low	3	4.69%
TOTAL	64	100%

Discussions

1. In terms of writing organizing ideas, they had moderate ability because 43.75 % students were categorized in moderate ability. The components that was analyzed in organizing ideas were title, content and contact person. Most of students understood how to organizing ideas clearly. Title and content were related with the topic that the writer gave to them and they write the contact person clearly. For Example :

Cafe/Restaurant

Losari beach is a beautiful beach and located on the padang city of Sumbar. It is located only about 30 KM from the center of Sumbar (zoo park). Race course jet, there are losari beach cafe.

Jln. Pattimura no 4 nawalo

CP : dara 082384945503

From example above, we can see that this student chose topic about cafe/restaurant. But, this student did not understand how to organizing ideas clearly.

Title and content were not related with the topic about cafe/restaurant. But, this student write the contact person clearly. So the correct one is :

Object For Travelling

Losari beach is a beautiful beach and located on the padang city of Sumbar. It is located only about 30 KM from the center of Sumbar (zoo park). Race course jet, there are losari beach cafe.

Jln. Pattimura no 4 nawalo

CP : dara 082384945503

2. In this aspect of grammar, they had moderate ability because 79.69% students were categorized in moderate ability. Some of them did not understand the use of simple future tense. For example :

Incorrect form : KFC will in open twentifor time.

From example above, we can see that this student wrong in using grammar. So, the *correct form* : KFC will be open in 24 hours.

3. In this aspect of using vocabulary, the students also got moderate ability because 79.69% students had been classified into moderate ability. In this case, almost the students understood about how to use appropriate vocabulary in sentence.

Incorrect form : place, visit place we now !!! thanks.

From example above, we can see that this student wrong in using vocabulary. This student wrong in writing please as place. So, the *correct form* : please, visit our place now !! thanks..

4. For the terms of using mechanic, the students had moderate ability because 75% students had been classified in moderate ability. In this case, some students did not use mechanic correctly. For example :

Incorrect form : to open pet shop sale various kind animal, cat, dog, bird and fish.

From example above, we can see that this student wrong in using mechanic. This students not using mechanic well like example above, so the *correct form* : we will open pet shop. Sale various kind of animal like cats, dogs, birds and fishes.

Conclusions

Based on the findings of the research, the writer concluded that :

1. In general, the students' ability in writing brochure was moderate.
2. The students' ability in organizing ideas in writing brochure was moderate.
3. The students' ability in using grammar in writing brochure was moderate.

4. The students' ability in using vocabulary was moderate.
5. The students' ability in using mechanic was moderate.

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