

THE CORRELATION BETWEEN WHOLE LANGUAGE APPROACH AND WRITING
COURSE INTENSIVE TOWARD STUDENTS IMPROVEMENT IN WRITING RECOUNT
TEXT AT SECOND GRADE STUDENTS OF SMAN 4 SOLOK

Fitria Harisandi¹, Adzanil Prima Septy², Fatimah Tanjung³.

¹English Department, The Faculty of Teaching and Education Bung Hatta University

E-mail: Pi2t_gelo@yahoo.co.id

²English Department, The Faculty of Teaching and Education Bung Hatta University

ABSTRACK

The purpose of this research is to describe a correlation between teacher's use of Whole Language Approach and students' Writing Intensively to the students skill of writing Recount Text. This study was particularly aimed at: 1. Identifying the way in which teacher use of whole language approach in English class, 2. Identifying students' opinion about their writing intensively, 3. Identifying the students' skill improvement in writing recount text. The design of this research was correlational. Population of this research was 171 students of the eleven grade at SMAN 4 Solok, they were divided into 5 classes. In choosing the sample, the writer used Simple Random sampling technique. Data were collected through interview, questionnaire, and test. The interview was used to identify the way in which the teacher use whole language approach in English class. The questionnaire was used to identify the students' perception about their writing intensively in English class, and the writing test was used to identify students' skill improvement to writing of recount text. The result of analyzing data of this study showed that: the teacher implemented the Whole Language Approach, but the approach did not seem to give a contribution to the students' improvement in writing recount text. It was indicated in the result of the data analysis showing that there was no significant correlation between students' writing intensity and the result of their writing test (H_0).

Key Word: Whole Language Approach, Writing Course Intensive, Recount Text

1. INTRODUCTION

1.1 Background of the Problem

English is one of significant subjects in junior and senior high schools. The aims

of teaching English are to provide students with knowledge of language and prepare them to face global challenges. In doing so,

the students are expected to master four language skills such as listening, speaking, reading and writing. One skill that students have to master is writing. In order to help the students to mastering writing skill, writing intensive should improve students' ability in writing. But, writing activity should be interesting so that the students can enjoy the process of writing.

Whole language approach is one of approach used by the teacher, from the interview that the writer did to one English teacher of SMAN 4 Solok. The writer found that whole language approach was one of approaches that that used by the teacher. Ling (2012:149) say "whole language" is a theory that teaching the material as a whole and it is not divided them into part. There is collaboration between teacher and students. Teacher became the facilitator and also the material passer and students are the core of learning and teaching activity. Students are not only learning grammar or vocabulary but also comprehend the whole aspect and element inside the text in one time. Then students could learn writing as "whole".

From the statement above the writer decided to use the recount text because recount text is the text that tells about the experience of the writer. In this text, the students can be free to write their

experience, and recount text is one of text that students have to master based on the curriculum 2013 for senior high school.

1.2 Identification of the Problem

Based on the background of the problem above, the writer found there are some problem in writing. First, students are hard to understand writing because the students cannot express The last one is uninterested learning process, most of the students get bored while learning, sometimes because the teacher is not attractive when learning process should be interested for the students with good environment and communication between teachers and students. During the observation, the writer found that the teacher in SMAN 4 Solok used the whole language approach and suggested the students to write intensively in order to increase their ability in writing. Thus, the writer is interesting to know the correlation between whole language approach and writing intensity to solve the students' problem in writing ability.

1.3 Limitation of the Problem

The target of this study was investigating the implementation of whole language approach and the practicing of writing intensive for second grade students in SMAN 4 Solok. Thus, the writer limits

her research in the implementation of whole language approach and the using of writing intensive towards the students' writing improvement in writing Recount text.

1.4 Formulation of the problem

The problem of this research was formulated generally into following question: is there any correlation between teacher' whole language approach and students' writing intensive course towards their improvement in writing recount text. And specifically in:

1. How do the teacher use the whole language approach in class?
2. What is the students' opinion about the use of writing intensity in class?
3. how is the students' ability in writing recount text?

1.5 Purpose of Study

In conducting this thesis as a final assignment, the writer has a general objective to identify if there was correlation between teacher's whole language approach and students' writing intensity toward their ability in writing report text. The specific purposes of this research are divided into three:

1. To identify the way in how teacher use the whole language approach
2. To identify the students' opinion about implementation of using

writing intensity and to see how it is has stimulated the students doing such practice and impact to students' improvement.

3. To describe the students' ability in writing recount text.

1.6 Significance of the study

This research is expected to give suggestion for better process of teaching and learning English. For the teachers, this research informed the use of whole language approach and writing intensity for students' ability in writing. For the students are to motivate them to write so that they can inform their knowledge without any difficulties.

2.3 Hypothesis

Reviewing the writer statement above, the writer found two variables relating to the correlation between Whole Language Approach used toward writing intensity to the students improvement writing recount text. There are two hypotheses called H_1 and H_0 which is says as follows

- H_0 = there is no significance correlation between Whole Language Approach and students writing intensity to their ability in writing report text
- H_1 = there is a significance correlation between Whole Language and

writing intensity to their ability in writing report text

The hypothesis proposed in this study is positive hypothesis (H_i) which is: there is a correlation between whole language and writing intensity to their ability in writing report text.

3. RESEARCH METHOD

3.1 Research Design

This research used correlational method. In this section, the writer analyzed the teacher' whole language approach and the students' writing intensive towards the students' writing improvement. According to Creswell (2012: 338), correlational design provided an opportunity to predict score and explain the relationship among variables. Then, the writer tried to analyze a relation between whole language approach and the writing practice intensity and how these were related to their improvement in writing recount text.

There were three variables in this research. First, whole language approach was considered as the first independent variable (variable x_1). Second, writing practice intensive as the second independent variable (variable x_2) and the third variable was writing improvement which considered as dependent variable (variable y).

3.2 Population and Sample

According to Arikunto (2012:102), population is a group that will generalize. The population of this study are all students of grade XI of SMAN 4 Solok. The population were 171 students that were divided into three social classes and three science classes. It can be seen on the following Table 3.1.

Table 3.1 is the population of students class XI of SMAN 4 Solok.

Table 3.1

The Total Number of Population

No	Major	Classes	Numbers
1	Science classes	XI.A.1	31
		XI.A.2	30
		XI.A.3	27
2	Social classes	XI.S.1	28
		XI.S.2	29
		XI.S.3	26
TOTAL			171

Source: SMA N 4 Solok

According to Sarwono (2011:80) sample is the removal from the population (entire data) which is used to represent the technique population. In this study, the writer used cluster random sampling technique. Subagyo (2011:80) says that every individual in the population have similar opportunity to be chosen as respondent of the research .The sample are

in homogenous condition, they have the same curriculum, syllabus, materials and teacher. In other word, the students were chosen the major since grade X. The writer choose 20 students of class PIS 3 for real test of writing. And for the tryout of questionnaire is class PIS 2.

1.3 Instrumentation

1. Interview

The interview was used to collect the data about how the teacher applied whole language approach in class, did the teacher do the approach properly or not and what was the benefit of this approach to the English class after learned English by using this approach

To support the interview data, the writer recorded the teaching process using the camera. The camera will record 4 to 5 times meeting in English class. Then the writer took a note by observing the recording and live observation in order to match the interview result with the tape.

2. Questionnaire

Questionnaire was the second instrument to collect the data about students writing intensity. According to Heigham and Croker (2009: 201), in a questionnaire there can be two types of items: close response items and open-response items. Many questionnaires contain both types, and they

are usually seen as being complementary. Close-response items only require respondents to select their answers from a limited list or selection. In contrast, open-response items call for the respondents to answer in their own words. In this case, the writer used the close-response items

Table 3.6

Score Value of Statement

Response	Abbreviation	Score
Always	S	5
Often	SR	4
Sometimes	K	3
Seldom	JR	2
Never	TP	1

To collect the questionnaire data, the writer had done three steps of collecting data of questionnaire.

They were as follows:

1. The writer read the students' questionnaire sheet.
2. The writer gave score for all items of questionnaire based on likert scale, likert scale is psychometric scale commonly involved in research to scaling response in survey, as follows:
3. The writer counts the total scorer of each student

To analyze the data, there

writer used liker scale. Liker scale used to measure the study variable (specific social phenomenon) about the used of writing intensity.

To see the reliability of questionnaire, the writer uses Variant formula (Arikunto, 2012; 123) as follows:

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where:

σ^2 = Variant

$\sum x^2$ = Total quadrate score for each question

$\sum x$ = Total score for each item

N = Number of item

To get the reliability of the questionnaire, the writer used Cronbach Alpha formula suggested by Sarwono (2010:145) as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_{iz}}{\sum \sigma_{tz}} \right)$$

Where:

r_{11} = the reliability of instrument

$\sum \sigma_{iz}$ = Calculation of variants score for each item

$\sum \sigma_{tz}$ = Variants total

n = Number of item.

And the result of questionnaire reability and validity was 0.66 (high correlation)

3. Writing test

The criteria of good test was validity and reliability. A test would be valid if it

measure what to be measure. To validate the test, the writer used material based on the curriculum and the students' experience. Reliability is the degree to which a test consistently measure whatever measure. The reliability tested by using inter-rater technique which is means that there are two scorer who will score the test. The writer choose Dewi Sartika as the second scorer, Dewi is the student of BungHatta University and has assessment index (IPK 3.76) and has passed all the writing test with a good mark. That's why the writer chose her as the second scorer.

After finishing the score, the writer correlated two test by using Pearson Product Moment formula (Subagyo 2010:298) as follow:

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

Where :

r_{xy} : the coefficient correlation between x and y variable

n : the number of samples

x : score from questionnaire

y : score from writing test

$\sum xy$: the total score of cross product xy

Arikunto (2006:75) states that

general coefficient correlation was categorized as follow:

0.81-1.00	: very high correlation
0.61-0.80	: high correlation
0.41-0.60	: moderate correlation
0.21-0.40	: low correlation
0.0-0.20	: very low correlation

3.6 Hypothesis Testing

As stated before, the hypothesis of this research was “there is a significant correlation between whole language and writing practice intensive toward students’ improvement in writing report text at SMA N 4 Solok”. To test the hypothesis, a statistical analysis was used. The statistical or null hypothesis (H₀): there are two hypothesis can be happened. First, if the whole language approach and writing practice intensive affected to the students ability in writing report text. Second, if the whole language approach and writing practice intensive did not affect to the students’ improvement in writing report text. Hypothesis (H₁): if the whole language approach and writing practice intensive affected to the students’ ability in writing report text.

Then to find out whether there were significant correlation or not, the writer compares r-table and r-counted. The writer compared the value of r counted with the

value of r-table on the level of significance 0,05 and the degree of freedom (df) n-2 (28) (Gay, 2011:367). If r-counted is higher than r-table, the correlation is significant.

4. FINDINGS AND DISCUSSIONS

4.1 Findings

Based on the research, the writer found several findings related to research questions. They are the teachers’ way in using whole language approach in class, students’ opinion writing intensity and students’ improvement in writing recount text in class. Therefore, the writer presented the findings of the research as follow:

4.1.1 The Way in which Teacher use of whole language approach in English class.

In this section, writer did interview to the teachers of second year SMAN 4 Solok. The result of interview about teachers’ way using whole language approach in class based on teacher’s opinion.

Based on interview the writer had done, the result of the interview showed that the teacher almost use whole language approach during the English class. We can see this fact from the result of interview transcript. The teacher agreed that whole language approach is an appropriate technique in study English. To support the

interview, the writer observed the teacher activity in class through the recording that the writer took during the English class.

The conclusion of interview and observation on English teacher at SMAN 4 Solok about implementation of whole language approach in English class was good.

4.1.2 The Student’s Opinion about Implementation of using writing intensity.

Data on Students’ opinion about writing intensity were collected by

Students	Scores	Students	score
1	39	12	31
2	29	13	28
3	25	14	31
4	27	15	35
5	27	16	47
6	30	17	34
7	27	18	30
8	31	19	33
9	26	20	38
10	30		
11	33	Total	631

using Questionnaire with 10 questions. The Questionnaire was found that total score 631 and average about 32.

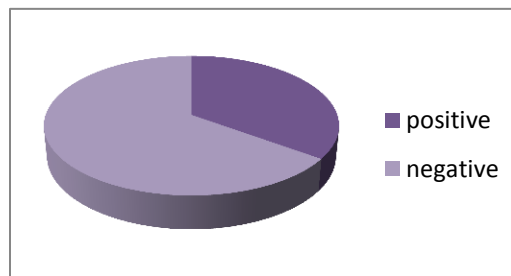
The writer presented the questionnaire data in the following Table 4.3 below:

**Table 4.4
Students Opinion on Writing Course Intensive**

Students’ Categories	Mean	Frequency	%
Positive Opinion	>32	7	35%
Negative Opnion	<32	13	65%

In this section, the writer found that there were 7 students (35%) from 20 students who had positive opinion about writing course intensity. Meanwhile 13 students (65%) had negative writing course intensity, it was shown in figure 4.5

**Figure 4.2
Percentage of students opinions of writing course intensive**



Based on the result of the questionnaire about the students’ opinion about writing course intensive. Questionnaire consisted of 10 questions. The result of the questionnaire based on the answer from questions was given to the students (see Appendix 5).

The conclusion of questionnaire on

students' opinion about writing course intensive was most of the questions had negative answer from the students.

4.1.3 The students' improvement of writing recount text.

Data on Students' improvement in writing recount text were collected by using writing test. The test was found that Mean 62.7, Standard Deviation 32, After calculating M and SD, the writer classified the students' ability and calculated the percentages of the students who got high, moderate and low ability. The following formula is used based on Arikunto's formula (Arikunto, 2012: 298) into criteria below:

- High ability = 5 students (25%)
- Moderate ability = 12 students (60%)
- Low ability = 3 students (15%)

The writer found the highest score of the students was 75.5 and the lowest score was 43.5. Then, the researcher calculated the Mean and Standard Deviation.

Table 4.5

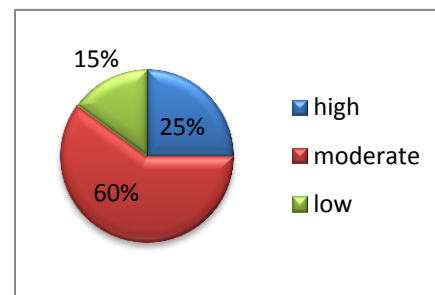
Students' ability in comprehending descriptive text

Quality	Number of Students	Percentage (%)
High	5	25
Moderate	12	60
Low	3	15
Total	20	100

The result of Mean was 62.7 and Standard Deviation was 32. The result showed that 5 students (25%) had high ability, 12 students (60%) had moderate ability and 3 students (15%) had low ability. It means that improvement of writing recount text in second grade of SMAN 4 Solok was moderate.

Figure 4.2

Percentages of students writing test



4.2 Testing of the Hypothesis

As already discussed in Chapter 3, to find out the correlation between students writing intensity and their writing improvement in recount text at SMAN 4 Solok, the writer used Pearson Product moment Formula. Based on the result of data analysis, it was found that the value of r -counted between writing intensity and writing improvement was 0.22 (see appendix 9).

It could be seen that value r -calculated in this research was 0.22 (see appendix 9) and r -table was 0.43 (see appendix 10). To test the hypothesis, the writer compared r -calculated with r -table. The writer found that r -calculated was lowest than r -table ($0.22 < 0.43$) it is means that the relationship between writing intensity and writing improvement was not significant. Therefore, the hypothesis that state there is a significant correlation between students writing intensity and their writing improvement of second grade students at SMAN 4 Solok” was not accepted

4.3 Discussion

The purposes of this chapter are to correlate teachers’ use of whole language approach and students’ opinion about

writing course intensive toward writing improvement of recount text. In specification, the use of whole language approach have a positive result, the teacher really used whole language approach in class, it can be seen in the interview specification. (see appendix 2). In writing course intensity, the most of the students was giving a negative result. It can be seen in appendix 4. And for the writing recount text have a positive result, it can be seen in appendix 7. Therefore, the writer presents the discussions of the research as follow:

4.2.1 The teachers’ Way in using Whole Language Approach in Class

As discussed previously, this research demonstrated that the teacher use the Whole Language Approach in English class. We can see this fact from the result of interview above. The teacher agree that is whole language approach is an the technique that has been in study English. And the used of whole language approach in English class can be improve students’ writing comprehension.

The goal of this whole language approach in writing is to teach the English material as a whole to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In conclusion, the teacher that used whole language approach to English class could make students' interest and motivation increased, improving the students skill in writing recount text in class.

4.2.2 Students' Opinion the using of Writing Course Intensive

Based on the data from questionnaire, the data analysis showed that more than half of the students had negative opinion on the use of writing course intensity in English class. This fact showed that the students rarely wrote intensively in English class.

Writing is one of important skill that must be mastered by students in a language teaching. It can be seen, some students lack of knowledge because lack of practicing and writing habit. It can be seen on questionnaire answer. The result of this study showed that the writing course intensive was rarely used in English class.

In conclusion, most of students almost never enjoyed writing as a habit. This can affected to their comprehension of text and all aspect that appears in text.

4.2.3 The Students' Improvement in Writing Recount Text

Based on the result of the research in general, the students' improvement in writing recount text as the result of the use

of whole language approach and writing course intensive was high. 5 students (25%) had high ability, 12 students (60%) had moderate ability and 3 students (15%) had low ability. It means that the students understand how to write recount text. Based on the students' answer sheet, there were students made some errors in writing recount text.

In conclusion, students' comprehension in writing recount text is need to be improve, students need motivation and interest. It was inversely proportional to questionnaire result.

5. CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

Based on findings that already discussed in the previous chapter, the writer indicates the following conclusion:

1. There was not significant correlation between students' writing intensity and their writing improvement of second grade students at SMAN 4 Solok. Because the result of correlation was low event the interview gave a positive result. It means that writing intensity and whole language approach was not gave contribution to writing

improvement neither that whole language approach.

2. The correlation between students' writing intensity and their writing improvement in recount text of second grade students at SMAN 4 Solok was low. It means that if the students does not write intensively, their writing improvement will never going well.

1.2 Suggestions

Dealing with conclusions, the writer suggested some suggestions for future action:

1. For English teacher, since the correlation' result was low, the teachers should give more course about learning writing and the teacher also asks students to write a lot to improve their writing skill. And teacher also remind students how to comprehending the task and teach the students better.
2. For students, they are suggested to learn more about writing of recount text text, they are suggested to write often in order to improve their ability in writing.

REFERENCES

Arikunto, Suharsimi. 2012. *Prosedur Penelitian*. Jakarta: Bumi aksara

Ling, Pan. 2012. *The "Whole Language" Theory and Its Application to the Teaching of English Reading English Language Teaching Vol. 5, No. 3*. Retrievien from www.ccsenet.org/elt. Accessed in March 2, 2014.

Subagyo, Pangestu. 2010. *Statistika Terapan: Edisi 2*. Yogyakarta: BPFY-Yogyakarta.

Sarwono, Jonathan. 2011. *Mixed Methods: Cara Menggabungkan Riset Kuantitatif dan Riset Kualitatif secara Benar*. Jakarta: PT Gramedia

•

