

USING SOCIOGRAM TO IMPROVE THE WRITING AND SPEAKING ACHIEVEMENTS OF THE EIGHTH GRADE STUDENTS OF SMPN 1 JARAI

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Abstract

The objectives of this study were to find out whether or not there was significant improvement in writing and speaking achievements of the eighth grade students of SMPN1 Jarai after they were taught by using Sociogram, to find out whether or not there was significant improvement in each aspect of writing and speaking achievements of the eighth grade students of SMPN1 Jarai after they were taught by using Sociogram, to find out whether or not there was significant difference in writing and speaking achievements between the eighth grade students of SMP 1 Jarai who were taught by using Sociogram and those who were not, and to find out the perception of the eighth grade students of SMPN 1 Jarai after they were taught by using Socoiogram. In this paper, an experimental research method with pre and post test control group design was used with 70 students as the sample divided into two groups, experimental and control group. However, only the students of the experimental group were taught by using Sociogram. The obtained data were analyzed by using t-test. The students were given questionnaire to know their perceptions. The result showed that there was a significant difference in both students' writing and speaking achievements after they were taught by using Sociogram. Furthermore, it was found that there was a significant difference in students' writing and speaking achievement between the experimental and control groups. In conclusion, Sociogram improves the students' writing and speaking achievements.

Keywords: writing, speaking, sociogram

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Introduction

Based on the Curriculum 2013, the goal of teaching English in junior high school is to help students able to comprehend functional texts and very simple essays of five kinds of texts: descriptive, procedure, recount, narrative, and report by paying attention to the social function, text structure and the use of language based on the context. The aim of teaching English also includes the specific ability for the students to be able to comprehend the meaning of spoken and written narrative text. In learning English, there are four language skills that students focus on. Writing as one of the language skills, is an important aspect in learning English as second and foreign language. Through writing, the students can express their ideas, opinions, knowledge, experiences, and willingness. Writing is considered as the elaborate skill to be acquired by students. Writing and the other language skills should be taught and studied

integratedly. According to Yale (2010) said that when students read extensively, they become better writers and at the same time; practice in writing helps students build their reading skills, in the sense that practice in the process of writing their own texts helps them analyze the pieces that they read. Furthermore, students can apply their knowledge about the ways to use English language aspects (word choice, combining words into logical and grammatical sentence structures, and appropriate registers) to better understand an author's construction of texts (Yale, 2010). It can be said that if students have knowledge in using language aspects, they can apply them in English language skill. For example, having a lot of number of vocabulary can help students build their English speaking skill by applying their vocabulary in their speaking.

To help the students be able to speak English, English teacher should

guide them in the classroom. Speaking activities in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Burnkart (1998) argues that speaking is the most important language skill that needs to be controlled, and the mastery of English skill is based on mastery of speaking skill.

After conducting an observation and an interview with the English teacher at SMPN 1 Jarai, Lahat Regency (South Sumatera), the writer found that the eighth grade students still had problems with their speaking and writing skills. The students' English score shown in their mid semester in 2014 was low. The average of their English score was 5.5 and it was under the *Kriteria Ketuntasan Minimal* (Minimal Completeness criteria) which was 7.5 based on 2013 Curriculum. In addition, the writer also got the information from their English teacher that teaches the eighth grades student of SMPN 1 Jarai, that speaking and writing are the most difficult skills to learn. Because of that, the students need some helps to improve their speaking and writing skills. In order to improve the students' writing and speaking skills, the writer applies visual symbol technique. Visual as response, represent a third *signs* system through which understanding are expressed metaphorically (Purves, Rodgers, & Sotter, 1990).

There are many medias that can be used in visual symbol technique. One of them is Sociogram. According to Purves et al. (1990), Sociogram is visual displays of characters' relationship which the adolescents are particularly interested in social relationships between characters and the place of individual characters in larger social framework of a literary works. Purves et al.'s statements (1990) suggest that Sociogram provides a useful tool for

expressing character relationship in visual form. Using sociogram helps the students describe the story by writing and speaking.

The previous study done by Ljungdhal (2010), He focused on the use of literature in teaching literature in primary school in Australia found that Sociogram helped the students think more deeply about the literary texts they read or view. Based on the finding of the study, Ljungdahl (2010) concluded that language features of text could show how grammatical features are chosen to make writing effective. Students can use literary texts as models for their own creative writing and/or to practice skills of reading and writing, encouraging them to make more effective choices of usage, vocabulary and grammar (Ljungdhal, 2010). Another study that applied Sociogram was done by Akmalia (2012) who conducted her research by using sociogram to the eighth grade students at SMPN 1 Moga, Pemalang, Central Java. Akmalia (2012) found out that Sociogram was helpful to teach the students narrative text. Therefore, based on the result of these studies, it is suggested that Sociogram can be applied by English teachers as an alternative to teach reading narrative text. In this paper there are four research questions:

1. Was there any significant improvement in writing and speaking achievements of the eighth grade students of SMPN1 Jarai after they were taught by using Sociogram?
2. Was there any significant improvement in each aspect of writing and speaking achievements of the eighth grade students of SMPN1 Jarai after they were taught by using Sociogram?
3. Was there any significant difference in writing and speaking achievements between the eighth

grade students of SMP 1 Jarai who were taught by using Sociogram and those who were not?

4. How was the perception of the eighth grade students of SMPN 1 Jarai after they were taught by using Socoioqram?

Discussion

English Language Teaching

Setiyadi (2006) states that teaching is influenced by ideas on the nature of language (language theories and the learning conditions that make learners to acquire the language). Harmer (2006) describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. The teacher gives some knowledge about English so that they can use English well anywhere. English become international language now. Every country uses English in many aspects of the human life, such as economics, social culture and education. The growth of the use of English as the world's primary language for international communication has obviously been continuing for several decades. However, even as the number of English speakers expands further, there are signs that the global predominance of the language may fade within the foreseeable future. Graddol (2006) says global English means that the end of English as foreign language. It means that English not only as foreign language, but also as international language that used by all the people in this world.

In Asia, English has become a lingua franca. It is used in social communication such as in government,

education and business: English is used as means of communication among people in Asia because English language teaching in Asia has good development in order to use in communication or as lingua franca.

In Indonesia, English is primary subject in the secondary school in Indonesia. Based on BSNP (2006), the objectives of teaching English to senior high school students as a primary subject of the study are:

- a. Developing the communication skill in English both spoken and written languages.
- b. Being able to communicate includes listening, speaking, reading, and writing.
- c. Giving information that English is one of the most important foreign languages that become means of communication in education.
- d. Developing the understanding of language and culture.

From the explanation above, it is concluded that the English language teaching in Indonesia is the primary foreign subject that learned by the students as mean of communication in this era as a global era in global aspects of human life.

Writing

According to Patel and Jain (2008,p.125), "writing is most efficiently acquired when the practice in writing parallels in other skill". Writing is also translated as an act of expressing ideas, think or feel through written language. To propose the idea is not easy, not just demanded by the ability to think, it also demanded by other aspects, such as the comprehension of writing material, the knowledge of writing, motivation etc. According to Heaton (1990), writing is considered as one of the language skill

that must be studied by students. As a skill that can make students transfer their knowledge and their ability, writing also increase and make them more interest with their material through this skill the students can express their idea. Moreover, writing can be a useful activity because it is make the students more creative to create written language. As the written language writing has much benefits in daily live and it used by people around the world for kinds of purposes.

In addition, Brown (2001, p.335) states written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text appropriate grammar, and how produce a final product.

Writing Process

Linse and Nunan (2006) state that writing as process involving the following steps:

- a. First step: Prewriting
- b. Second Step: Writing
- c. Third Step: Revisingd.
- d. Fourth Step : Editinge.
- e. Fifth Step: Publishing

Concepts of Speaking

Speaking is one of the language skills that should be taught in the class. The students learn to communicate each other by using language. They learn speaking as a productive skill in which the speakers produce and use the language by expressing the sequence of ideas and use the language at the same

time. So Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways.

Spoken language functions interactional and transactional. Internationally, spoken is intended to maintain social relationships, while transactional, it means to convey information and ideas (Yule, 2001, p. 6). Speaking activities involve two or more people using the language for either interactional or transactional purpose. Because much of our daily communication remains interactional interaction is the key to teaching language for communication.

Thornbury (2005) states the first point to emphasize are that to speech production take places in real time and therefore essential linear. Words follow words, and phrase follow phrase. Likewise, at the level of utterance, speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to.

The kind of speaking is connected with study, and the kind of speaking is almost always an activate exercise. In other words, the student is using any and all the language at their command to perform some kind of oral task. According to Harmer (1998, p.87), "The important thing is that there should be a task to complete and that the students should want to complete it". Therefore, we need to encourage students to do speaking.

The Concept of Narrative text

Narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your

life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997, p.8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. From the definition above, it can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. Kane (2000, p.363-364) states narrative is a meaningful event that told in words. It is sequential in that the events are ordered normally, merely not random. Sequences are includes arrangement in time. A straight forward movement from one event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting events in another order.

Narrative text is kind of text that interesting for the student of junior high school. Narrative text includes a story fiction, folk-tail, which are more interesting for the student in junior high school level. Meyers (2005, p.52) states, “narrative is one of the most powerful ways of communicating with others”. A good written story lets the reader response to some event in your life as if it were own. The students not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Sociogram

Inderawati (2011) states that literary works always closely related to

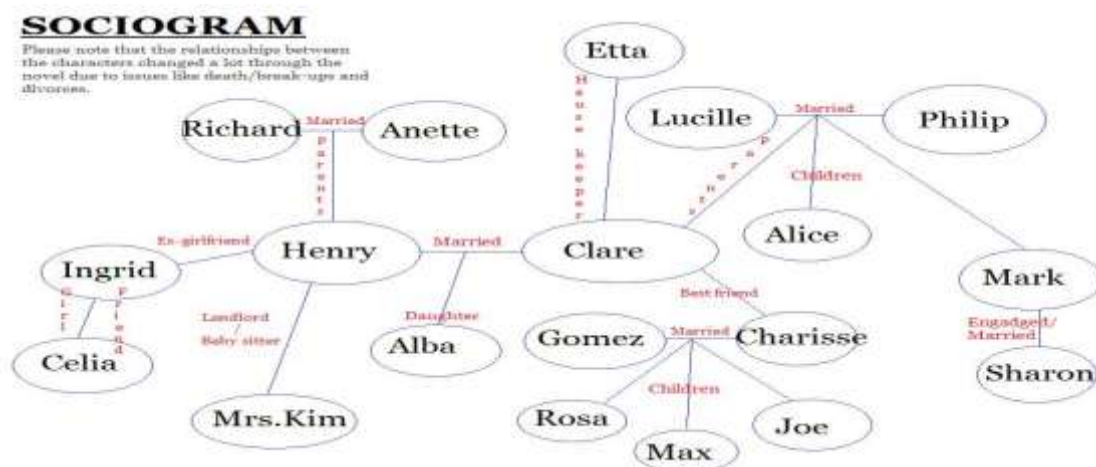
old things, but it cannot be blamed as the big matter for the teacher not to apply literary work as a media in teaching and learning activities. Inderawati (2011) also argues that it happens because the teaching or the applying of literary work is neglected, the teachers still applied the old paradigm (structuralism approach in appreciating literary work). Inderawati (2011) also claims that the students only identified the elements of fiction conventionally. In order to make that matter get the solving problem there must be creative English teachers who have to discover and establish the method of teaching English by using visual symbol.

According to Purves, Roger & Sotter (1990), by using visual symbol we can obtain students responses that we might not otherwise get through talking or writing. Visual as response, represent a third “signs” system through which understanding are expressed metaphorically.

By using visual symbol, there are many medias can be used. One of them is Socio-gram. According to Purves et al. (1990), Sociogram is visual displays of characters’ relationship. The students feel that the adolescents are particularly interested in social relationships between characters and the place of individual characters in larger social framework of a literary works. Sociogram provides a useful tool for expressing character relationship in visual form. Sociogram is the media to improve students’ English skill. Sociogram can be use as the visual response to the literary.

There was previous by using socio-gram. For example, Kagan (2012) found that there positive effect using Sociogram in improving students’ social skill development. According to Kagan (2012), collaborative study has a positive influence on my students’ social skills development. They can able to improve

their skill. The following is the example of Sociogram (Kagan, 2012).



Source: Kagan (2012)

From these example, the sociogram shows that the relation between all the character in a story that includes their activities and relationship to each other.

Result and Conclusion
The Result of Writing and Speaking Achievements

Judging from the level of achievement, the result of students' writing achievement of the students in pre test of experimental class (N=35) was still in poor level (20 students) and average level (10 students) with the

mean 49.52 and 57.20. And in post test writing in experimental was in good level (22 students) and very good level (13 students) with the mean 81.54 and 89.38. (See Table 1)

Moreover, the result of speaking achievement of the students in pre test experimental (N=35) was still in fair level (35 students), with the mean only 12.96. And for Post test result (N=35) was in good level (34 students) and very good level (1 student) with the mean only 18.41 and 21.00. (See Table 1).

Table 1. The Result of Writing and Speaking Achievements

Variable	Level of achievement	Experimental Group			Control group		
		Mean	SD	Frequency (%)	Mean	SD	Freq (%)
Writing achievement	Very poor	-	-		35.40	1.59	35 (100%)
	Poor						
	Average						
	Good	81.55	1.503	22 (63%)			
	Very good	89.38	4.646	13 (37%)			
	Total	178.93	6.149	35 (100%)	35.40	1.59	35 (100%)
Speaking achievement	Very poor						
	Fair				35.40	0.80	35 (100%)
	Average						
	Good	18.41	0.94	34 (97%)			
	Very good	21.00	0.00	1 (3%)			
	Total	39.41	0.94	35 (100%)	35.40	0.80	35

The Result of Paired Sample t-test

Paired sample t-test was used in order to find out whether or not there was significant progress between pretest and posttest after the eighth grade students taught by Sociogram. It tested whether or not Sociogram could improve the students' writing and speaking achievement. The writer describe in detail the total and aspect of students' writing and speaking achievement, it was found that Sociogram could improve the students writing and speaking achievement. It can be see that mean difference in writing achievement group was 16.37143, $t\text{-value}=29.433$ $p=0.000<\alpha 0.05$, (N=35) which indicated that there was significant progress between the students' pre-post test within group. (See Appendix G).

Meanwhile, the mean difference in speaking within the experimental group was 5,52857, $t\text{-value}=24,424$, $p=0.000<\alpha 0.05$ (N=35) which indicated that there was significant progress between the students' pre-post test within group. Paired sample t-test was also applied in order to find out whether or not there was significant progress between pretest and posttest in each aspect after the students taught by Sociogram. It tested whether or not there was significant difference in each aspects after the eighth grade students taught by Sociogram. The writer describe in detail the total and aspect of students' writing and speaking achievement, it was found that there was significant difference in each aspects after students taught by Sociogram. The mean difference of total aspects was 16.37143 $t\text{-value}=29.433$, $p=0.000<\alpha 0.05$ (N=34). The mean difference of Focus aspects was 3.34286 $t\text{-value}=17.818$, $p=0.000<\alpha 0.05$ (N=35), then The mean difference of Elaboration aspects was 3.00000 $t\text{-value}=13.589$, $p=0.000<\alpha 0.05$ (N=34), next The mean difference of Organization aspects was

3.20000 $t\text{-value}=16.000$, $p=0.000<\alpha 0.05$ (N=35), next The mean difference of Convention aspects was 3.45714 $t\text{-value}=20.250$, $p=0.000<\alpha 0.05$ (N=35), and the last the mean difference of Integration aspects was 3.37143 $t\text{-value}=17.909$, $p=0.000<\alpha 0.05$ (N=35) which indicated that there was significant progress in each aspects in writing achievement.

Meanwhile, in speaking the mean difference of Total aspects was 5,52857 $t\text{-value}=24,424$, $p=0.000<\alpha 0.05$ (N=34), next the mean difference of Grammar aspects was 1,85714 $t\text{-value}=8,695$, $p=0.000<\alpha 0.05$ (N=35), next the mean difference of Vocabulary aspects was 1,82857 $t\text{-value}=10,985$, $p=0.000<\alpha 0.05$ (N=34), next the mean difference of Pronunciation aspects was 2,31429 $t\text{-value}=10,524$, $p=0.000<\alpha 0.05$ (N=35), then the mean difference of Fluency aspects was 1,85714 $t\text{-value}=9,852$, $p=0.000<\alpha 0.05$ (N=35), and the last the mean difference of Comprehension aspects was 2,02857 $t\text{-value}=11,210$, $p=0.000<\alpha 0.05$ (N=35). It indicated that there was significant progress in each aspect in speaking achievement.

The Result of Independent t-test

Moreover, independent sample t-test was used to measure whether or not there was significant difference between posttest score in experimental and control group. In statistical analyses, the writer also found the mean difference between posttest in the experimental and control group. For writing the mean difference was 20.91, $t\text{-value}=46.214$ $p=0.000<\alpha 0.05$ and for speaking was 5.457, $t\text{-value}=24.574$, $p=0.000<\alpha 0.05$ and Based on the analyses, it was found that there was significant difference between the students' post test score in experimental and control group. It indicated that the students who were taught by using Sociogram got better achievement than those who were not.

The statistical analyses of speaking and vocabulary achievement in experimental and control group based on the aspect can be seen in table 1.

Conclusion

Based on the results of the data analyses and interpretation, it can be concluded that there was a significant difference in writing and speaking achievements after the students were taught by using Sociogram and also there was a significant difference in writing and speaking achievements between the students who were taught by using Sociogram and those who were not. The students who were taught using Sociogram got better achievements in writing and speaking than those of the students who were not taught by using Sociogram. Therefore, the writer concluded that Sociogram had improved the achievement of the students' in learning writing and speaking. In addition, the students' writing and speaking achievement will improve naturally if the students are taught by the teacher using some good media one of which is Sociogram that facilitates the students know the relationship among characters in narrative text teaching and learning. Second, the students in the experimental group learned about the relationship among character on Sociogram. Furthermore they easy to make the narrative story and then they can tell it orally. Sociogram was one of factor which caused the students' achievement in experimental group improved. Third, based on the result of Paired sample analysis, Sociogram gave a significant contribution to the aspects of writing and speaking achievement. It may be influenced by the activities, which are often done by the students during the research. Forth, based on the result of Questionnaire, Sociogram help the students to be more critical and easy to understand about the story and can

make the easy to write and tell the story orally. And they open their mind to receive and use the media in their writing and speaking activity. Finally, the writer assumed that teaching writing and speaking through good media is a good way in enlarging the students' writing, and speaking ability. Eventually they can communicate well by having good writing ability.

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