

IMPROVING THE WRITING ABILITY THROUGH CAREER EXPLORATION TECHNIQUE

¹Mutmainnah, ²Khairunnisa Hatta

¹ Prodi Pendidikan Bahasa Inggris FKIP UM Parepare

² Prodi Pendidikan Bahasa Inggris FKIP UM Parepare

ABSTRACT

This research describe about career exploration technique in improving the students writing ability of the tenth year students of SMA Negeri 3 Parepare. The use of this technique was chosen as the alternative way in teaching writing. Career Exploration is an activity, guide, and counseling to assist students make decisions about choosing their future professions, and how to get jobs in their chosen fields. The objective of the research is to find out whether or not career exploration technique can improve the writing ability of the tenth year students of SMA Negeri 3 Parepare. In this research the researcher used quasi experimental method, with two group pre-test and post-test design. The population was the tenth year students of SMA Negeri 3 Parepare. The samples were drawn by using random sampling technique that consisted of 49 students which were class X.5 as experimental class and class X.6 as control class. After analyzing the research data, where the data of students' writing ability were analyzed by using writing ability assessment from Weigle's book. The result of the data analysis shows the improvement students' writing ability. It was showed by the mean score in pre-test was 62.29 and in post-test was 75.62. It showed that career exploration technique can improve the writing ability of the tenth year students of SMA Negeri 3 Parepare significantly. Besides, the mean score of the students in post-test (75.62) was higher than the standard scoring Departemen Pendidikan Nasional Republik Indonesia (70.00). After analyzing the data by using the t-test formula, the result of t-test value in post-test was (4.049) and t-table value was (2.012). Those indicated that H1 was accepted and H0 was rejected. It meant that career exploration technique can improve the writing ability of the tenth year students of SMA Negeri 3 Parepare significantly.

Keywords: Career exploration technique, writing ability, students

ABSTRAK

Penelitian ini menggambarkan tentang teknik explorasi karir dalam mengembangkan kemampuan menulis siswa kelas sepuluh SMA Negeri 3 Parepare. Penggunaan teknik ini telah dipilih sebagai cara alternative dalam pengajaran menulis. Explorasi karir adalah aktifitas, pedoman, dan konseling untuk membantu siswa membuat keputusan tentang pemilihan pekerjaan mereka yang akan datang, dan bagaimana mendapat pekerjaan dibidang yang mereka pilih. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik explorasi karir dapat mengembangkan kemampuan menulis siswa kelas sepuluh SMA Negeri 3 Parepare secara signifikan. Dalam penelitian ini, Peneliti menggunakan metode kuasi-eksperimen, dengan dua kelompok pre-test dan post-test. Populasi penelitian adalah siswa kelas sepuluh SMA Negeri 3 Parepare. Sampel penelitian dipilih dengan menggunakan teknik pengacakan sampel yang terdiri dari 49 siswa dimana kelas X.5 sebagai kelas eksperimen dan kelas X.6 sebagai kelas kontrol. Setelah data penelitian dianalisis, dimana data tentang kemampuan menulis siswa dianalisis menggunakan kriteria penilaian menulis menurut buku Weigle. Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat. Hal ini dibuktikan dengan nilai rata-rata pada pre-test adalah (62.29) dan post-test adalah (75.62). Hal ini menunjukkan bahwa teknik explorasi karir dapat mengembangkan kemampuan menulis siswa kelas sepuluh SMA Negeri 3 Parepare. Selain itu, nilai rata-rata siswa di post-test (75.62) lebih tinggi daripada standar nilai Departemen Pendidikan Nasional Republik Indonesia (70.00). Setelah menganalisa data dengan menggunakan rumus t-test, hasil t-test pada post-test adalah (4.049) dan nilai t-table adalah (2.012). Hal ini mengindikasikan bahwa H1 diterima

dan H0 ditolak. Ini berarti bahwa teknik eksplorasi karir dapat mengembangkan kemampuan menulis siswa kelas sepuluh SMA Negeri 3 Parepare secara signifikan.

Kata Kunci: Teknik eksplorasi karir, kemampuan menulis, siswa

Introduction

People may write in lecture, seminar, or in private study and also complete their study. People, especially who live in different regions in time and space, should write to transmit their ideas to other people. The other reason why people need to write is that writing can help to sort out and organize the writer random thought, clarify, what they think; develop their idea to make other people understand easily. Writing can be a process of self discovery about who we are and what we think. Browne (2007:81) stated that writing is a language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Like talk it can be used to entertain, persuade, express feelings, inform, request, instruct, record and express opinions and ideas.

Writing is still becoming the most difficult ability which has to be mastered by students. Based on the result of interviewing with the English teacher of the tenth year students of SMA Negeri 3 Parepare, it was persuaded as the class which need more treatment especially in English writing. It was supported by seeing the student's mean score in writing ability was only 60. It's categorized fair classification based on the score criteria of Departemen Pendidikan Nasional Republik Indonesia (2005). However, some of them wrote only several sentences when they are asked to write a paragraph related to narrative text. The cause might because the lack of students' idea, no one cannot be share as group mate, and the method which was used by the teacher before cannot make the students interest to study English.

The researcher think to release their boredom and as guidance for writing easily. There are a lot of techniques in teaching writing. The researcher would like to propose a technique which is "career exploration technique". Career planning generally becomes important during adolescence, when individuals typically begin to explore their abilities, values, interests, and opportunities in preparation for career exploration (Bardick, et.al. 2007).

According to Byrne (1929:1) Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. Meanwhile, McKay (2006:245) claims that writing is both a process and a product. Writing as a process involves the pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing. The „products“ of writing are numerous, and in many forms, determined by different purposes and audiences and contexts for writing, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere.

Improving The Writing Ability Through Career Exploration Technique

According to Rowan (2013) Career Exploration is an activity, guide, and counseling to assist students make decisions about choosing their future professions, and how to get jobs in their chosen fields. Besides, Kerka (2001) stated that Career exploration is a process of acquiring self-knowledge (awareness of one's skills, abilities, interests, values, goals, and dreams), and career knowledge (information about the world of work and the skill and education requirements, conditions, and outlook of specific jobs). This knowledge is used to formulate plans and prepare for a career. Deciding careers need process of decision – making. Staley (2007:2) explained some process on decision making as follows: Knowing about ourselves. Examine our likes and dislikes, talents and abilities, and values. This is information about ourselves which helps us make decisions from the inside view, before moving out. Once we have gained some information about our interests, abilities, and values, we can begin to generate ideas and alternatives about possible majors which might “fit” with our interests, values and abilities. Gather further information about possible alternative majors or careers. This information will help us evaluate the fit between them and what we know about ourselves. Evaluate the costs and benefits of one alternative (career or major) in comparison with another in terms of fit with our interests, abilities and values. Implement or put into action, the alternative which best satisfies our interests, values and abilities.

Some researchers have already conducted research to improve students’ writing ability by using various method, strategy and technique. Some of the research findings are cited briefly below: Fajriyani (2011) on her research “Improving Students’ Writing Ability Through Clustering Technique (*A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok*)” stated that Clustering Technique could improve students’ writing ability. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* of English lesson was 70 (seventy). The students’ mean score in preliminary study was 55.85. The mean score in the first cycle was 66.13. The mean score in the second cycle was 73.19. Ingriani (2014) on her research “Improving Descriptive Paragraph Writing Through Tell- Show Strategy Of The Eighth Grade Students Of Smp (Slub) Saraswati 1 Denpasar In Academic Year 2013/2014” concluded that The result of the post-test I was 74.1 and 81.2 in cycle II. It obviously showed that there was significant improvement concerning the subjects’ ability in writing descriptive paragraph in which it improved from the level of sufficient to good. This research furthermore showed that there was changing learning behavior as the result of the positive responses concerning the technique applied in improving the subjects’ writing skill. Kartini (2014) on her research “Improving Descriptive Paragraph Writing Through Concept Mapping At The Eighth Grade Students of Smp Sapta Andika Denpasar In Academic Year 2013/2014” stated that the concept mapping could improve the students’ descriptive paragraph. The grand mean figure of the post-test score obtained by the subjects under study in cycle I was 64.74 and in cycle II was 75.15. The objectives of the research was to find out whether or not career exploration technique can improve the writing ability of the tenth year students of SMA Negeri 3 Parepare.

METHOD

The researchers applied quasi-experimental design in this research. This research used two classes as sample, namely experimental class and control class. Where the experimental class received a treatment through career exploration technique meanwhile the control class treats through direct teaching.

There were two variables which were involved in this research, namely independent and dependent variables. The independent variable was career exploration technique while the dependent variable was students' writing ability. Applying career exploration technique was the way that the researcher chose to improve students' writing ability. The student expanded their idea in writing activity based on their career exploration meanwhile the genre of the text was descriptive text. It certainly carries out students' creativity and imagination and also improves student's writing ability at all once. Meanwhile, the students' writing ability was the students' capability of the tenth year students of SMA 3 Negeri Parepare in improving their writing. The students asked to write text especially in descriptive text. The result of the students' writing assessed by some components in writing text, such as content, organization, vocabulary, language use, and mechanics.

The population of the research was the tenth year students of SMA Negeri 3 Parepare in academic year 2016/2017. There were seven classes namely, class X.1 consists of 32 students, X.2 consists of 32 students, X.3 consists of 28 students, X.4 consists of 27 students, X.5 consists 24 students, X.6 consists of 25 students, X.7 consists of 27 students with the total number of population 195 students. Besides, the samples chosen through random sampling technique. The researcher took two classes as a sample of this research where one class as an experimental class and one class as a control class.

The instrument of this research that used was writing test. The writing test were given to the students to know their ability in writing. In each test, the students asked to write about descriptive text by choosing one of the theme that had prepared by the researcher. After giving test, the researchers found the result of the students' writing and assessed by some components in writing text, such as content, organization, vocabulary, language use, and mechanics.

In collecting data, the researcher used the following steps: Pre-test given to the students to know their ability in writing. The pre-test was the writing test gave before treatment. The students in experimental class and control class assigned to write descriptive text by choosing one of the topics that had prepared. The topics were favorite place, family members, and friend. The pre-test held 2 x 30 minutes and supervised by the researcher.

Post-test was the last procedure in this process. It gave to the students after treatment. The post-test gave to find out the students achievement. The students in experimental class and control class assigned to write descriptive text by choosing one of the topics that had prepared. The topic were favorite thing, favorite actor/actress, favorite singer. The pre-test held 2 x 30 minutes and supervised by the researcher. Besides, the researcher put forward the hypothesis, as follows: The Null Hypothesis (H₀): there was no significance difference between the students who were taught through career exploration technique and the students who were not taught through career exploration technique. The Alternative Hypothesis (H₁): there was a significance difference between the students who were taught through career exploration technique and the students who were not taught through career exploration technique.

RESULT AND DISCUSSION

In finding out career exploration technique to the students' writing ability, the researcher applied all procedures. In addition, the researcher had given pre-test and post-tests to the students both experimental class and control class. The result of each test was different. Moreover, it was continued by analyzing the students' score in pre-test and post-test between experimental class and control class. It aimed to find out the significant improvement of students' writing ability.

The students' scores in pre-test before giving treatment. In experimental class, most of the students were in fair classification. Besides, there were also some students in good and poor classification. While in control class, it was not to different in experimental class. Most of the students were in fair classification. There were also some students in good and poor classification. It meant that before giving treatment the writing ability of the students' score both experimental class and control class were still low in writing class.

The researcher conducted post-test in order to measure how far the improvement of students' writing ability to the tenth year students of SMA Negeri 3 Parepare and to make sure that career exploration technique can improve students' writing ability. In experimental class, most of the students were in good classification. Besides, there were some students in fair classification, and no students were in poor and very poor classification. While in control class, most of the students were in good classification. Meanwhile, there some students were in fair and poor classification and no students were in very poor classification.

It showed that after giving treatment, the students' writing achievement both in experimental class and control class were improving. However, the improvement was different. In other hand, the students' writing ability of control class also improved. Moreover, there was only a little improvement of students' writing ability in control class.

It was used to prove whether the hypothesis proposed by the researcher accepted or not. The researcher used t-test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 and degree of freedom (df) $N_1 + N_2 - 2 = 47$. t-test value

in post-test was greater than t-table value of the students' achievement. It indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It meant that career exploration technique can improve writing ability of the tenth year students of SMA Negeri 3 Parepare significantly.

Considering the result of the data analysis and the discussion, the researcher concluded that career exploration technique can improve writing ability of the tenth year students of SMA Negeri 3 Parepare significantly. It was proved by the difference between pre-test and post-test result in experimental and control class. While, the result of the t-test in post-test was 4.049 and the t-table was 2.012. It showed that t-test value was greater than t-table value. By correlating this result with the testing hypothesis, it indicated that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In addition, the mean score of post-test in experimental class 75.62 was higher than the standard scoring Departemen Pendidikan Nasional Republik Indonesia (70.00). It totally showed that the writing ability of the tenth year students of SMA Negeri 3 Parepare can improve significantly through career exploration technique.

BIBLIOGRAPHY

- Bardick, Angela D. et al. 2007. *Junior High Career Planning: What Students Want*. Canadian Journal of Counselling. Retrieved from <http://files.eric.ed.gov/fulltext/EJ719903.pdf>. Accessed on April 28nd, 2016.
- Browne, Ann. 2007. *Teaching and Learning Communication, Language and Literacy*. London: Paul Chapman Publishing.
- Byrne, Donn. 1929. *Teaching Writing Skills*. London and New York: Longman Group UK Limited.
- Departemen Pendidikan Nasional Republik Indonesia. 2005. *Laporan Hasil Belajar Siswa Sekolah Menengah Pertama (SMP)*. Jakarta: Buku Laporan Hasil Belajar Siswa.
- Fajriyani, Tita Nurul. 2011. *Improving Students' Writing Ability through Clustering Technique*. Syarif Hidayatullah State Islamic University. Retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/1/102345-TITA%20NURUL%20FAJRIYANI-FITK.pdf>. Accessed on April 28nd, 2016
- Gushue, George V. et al. 2007. *The Relationship of Career Decision-Making Self- Efficacy, Vocational Identity, and Career Exploration Behavior in African American High School Students*. Journal of Career Development. Retrieved from <http://www.choixdecariere.com/pdf/5873/GushueScanlanPantzerClarke.pdf>. Accessed on April 28nd, 2016
- Inggriani, Ida Ayu Setia. 2014. *Improving Descriptive Paragraph Writing Through Tell- Show Strategy of the Eighth Grade Students of SMP (Slub) Saraswati 1 Denpasar*. Mahasaraswati Denpasar University. Retrieved from <http://unmas-library.ac.id/wp-content/uploads/2014/10/ALL.pdf>. Accessed on April 28nd, 2016
- Kartini, Anak Agung Wulan. 2014. *Improving Descriptive Paragraph Writing through Concept Mapping at the Eighth Grade Students of SMP Sapt Andika Denpasar*. Mahasaraswati Denpasar University. Retrieved from <http://unmas-library.ac.id/wp-content/uploads/2014/10/ALL.pdf>. Accessed on April 28nd, 2016

content/uploads/2014/04/ANAK-AGUNG-WULAN-KARTINI-10-3943-SKRIPSI.pdf.
Accessed on April 28nd, 2016

Kerka, Sandra. 2001. *Career Exploration by Adults*. Educational Resource Information Center (ERIC). Retrieved from <http://www.calpro-online.org/eric/docgen.asp?tbl=pab&ID=104>. Accessed on April 28nd, 2016.

McCulloh, Rachel E. 2008. *Career Exploratory Behaviors of Postsecondary Agriculture Students*. Journal of Agricultural Education. Retrieved from <http://files.eric.ed.gov/fulltext/EJ839867.pdf>. Accessed on April 28nd, 2016.

Mckay, Penny. 2006. *Assessing Young Language Learners*. Cambridge: Cambridge University Press.

Rowan, Kelly Jo. 2013. *Glossary of Instructional Strategie*. Retrieved from <http://www.beesburg.com/edtools/glossary.html>. Accessed on April 28nd, 2016.

Staley, Kathleen H. 2007. *Self Directed Career Exploration Handbook*. The University of Iowa.
Weigle, Sara Chusing. 2002. *Assessing Writing*. UK: Cambridge University Press