THE IMPACT OF SELF-RESPONSE ON THE STUDENTS WRITING ABILITY OF THIRD SEMESTER IN ENGLISH DEPARTMENT AT IAIN PALOPO

A thesis

Submitted to the English Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education

IAIN PALOPO

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

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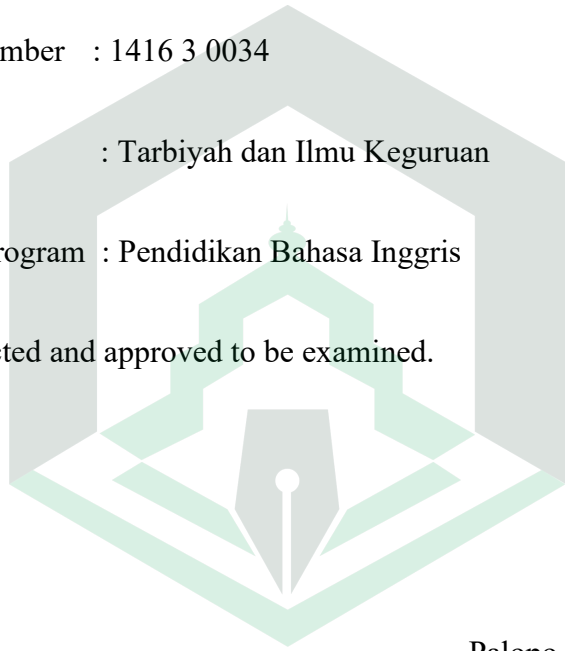
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      Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "The Impact Of Self-Response On The Students Writing Ability Of Third Semester In English Department At Iain Palopo", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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THESIS APPROVAL

The thesis entitles "*The Impact of Self-Responses on the Students Writing Ability of Third Semester in English Department at IAIN Palopo*", which is written by **Fahrun Niza Idrus**, Reg. Num 14.16.3.0034, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, May 18th 2021. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, May 18th 2021

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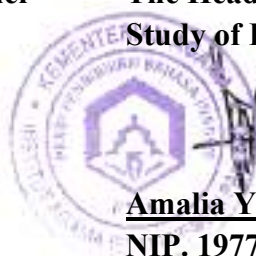
ACKNOWLEDGMENT

Bismillahirrahmanirrahim. Alhamdulillahi Rabill' Alamin, the researcher expresses his highest gratitude to Allah SWT. for the blessing, health, and mercy to complete this undergraduate thesis. Shalawat and salam to our Prophet Muhammad Saw. who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled "The Impact of Self-Response on the Students Writing Ability Of Third Semester In English Department At IAIN Palopo" submitted as a compulsory fulfillment of the requirements for the undergraduate degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Many people have provided motivation, support, advice, and many valuable things in arranging this thesis. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd. as the dean of Tarbiyah and Teacher Training Faculty at IAIN Palopo and Mr/Mrs. Vice deans I, II, III of the Tarbiyah and Teacher Training Faculty of IAIN Palopo.

3. Amalia Yahya, S.E., M.Hum as the head of the English Education Study Program of IAIN Palopo.

4. Wahiba, S.Ag., M.Hum and Amalia Yahya, S.E., M.Hum, as the supervisor I and supervisor II for the time, guidance, helps, corrections, suggestions, and kindness during completing and finishing this thesis.

6.   All the lecturers in the English Education Study Program of IAIN Palopo have educated the researcher during her study.

Finally, the researcher would like to thank everybody who has essential roles in finishing this thesis. This thesis is far from perfect, but it expected to be useful for the researcher and the readers. For this reason, thoughtful suggestions and critics are welcomed.

The Researcher

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LIST OF CONTENTS

ABSTRACT

Fahrun Niza Idrus 2021. **"The Impact Of Self-Response On The Students Writing Ability Of Third Semester In English Department At Iain Palopo". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Wahiba S.Ag., M.Hum and Consultant II, Amaliah Yahya S.E., M.Hum.**

Keywords: *Writing Skill, Self Response, Recount Text.*

This thesis about ability writing skill students' throught the impact of self-response of third semester in english department at iain palopo. The objective of the research is to found out finding out whether or not there is any significant difference between the writing skills of the students who are taught with the use of self-response. This research applied quasi experimental. The research was carried out in two classes, experimental and control classes. The population of this research was the third semester of English departent at IAIN Palopo. The samples of this research were two classes namely class BIG A. and BIG.B . The sampling technique in this research was random sampling. The instrument of this research was writing test. The writer gave pretest and posttest to the students. The data was analyzed by using SPSS 24.The result of this research showed that the use of story mapping technique in teaching writing recount text is effective. It could be seen from the result of calculation that the students' score in experimental class which was higher than students' score in control class. The mean score of posttest in experimental class was higher than the mean score of pretest (74.50>65.50). While in control class the mean score of posttest was also higher than the mean score of pretest (74.00 >66.00). It means that there was significant difference between the students' score in teaching writing recount text.

CHAPTER I

INTRODUCTION

A. Background

The teaching of the writing skills in the English instruction at the senior high school plays a significant role. It can be seen in the aim of the teaching and learning of English, which is to enable the students to communicate in English orally and in the form of written language in order to face the development of science and technology in the global era (Depdiknas, 2006). Therefore, the teaching of writing skills can facilitate the students to communicate in English in the form of written language.

According Richards and Renandya the writing skill is a difficult productive skill. Therefore, it is acceptable that students often made errors and mistakes in writing or produced lowquality of writing products.There are several aspects that affect the students' writing.[1] First of all, writing requires a set of complex skills. The students need to be able to spell the English words, to master English grammatical and punctuation rules. They also need to beable to construct the words into sentences and arrange the sentences into neatarrangement and coherent paragraphs. The second aspect is that the students do notre-read the texts that they have just written. They do not revise their writing products.When they do not respond and revise the texts, they will not find out the lapses and illogical sequence in their paragraphs. As a result, they cannot improve the quality of their

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[1]J.CRichards,andRenandya,W.A.*MethodologyofLanguageTeaching:aAnthologyofCurrent Practice*.(England:Cambridge UniversityPress. 2002), p. 303

texts. From the researcher's observation of third semester of English Department at IAIN Palopo did not re-read or try to revise their texts before they submitted them to the Writing lecturers. Therefore, they often made mistakes or errors that actually could be avoided if they re-read their texts. Some of the mistakes or errors that they made were inorganization of the text, not enough details to support the main idea, and improper tenses. Furthermore, some of the students were dependent to the Writing lecturer. They were only editing their text when the Lecturer asked them to have peer-editing. Sometimes, the lecturer read their first drafts and then gave some responses of the texts and asked the students to revise it. However, the Writing lecturer could not always edit and respond to the students' texts.

Therefore, the students should be taught to be less dependent to the lecturer in editing and respondingtotheir writing products. To help the students revise and to respond their texts, self-response is needed to improve the quality of their writing. Self-response is one of the revision strategies. It is conducted in the revision stage. It is giving feedback to the students' writing products by the individual students after they write a text. In doing self-response, the students re-read their texts in order to reflect what they had already written. Based on the problems which are found in the teaching ofthe writing skills in thethird semester of English department at IAIN Palopo, it is regarded to be necessary to reveal the effectiveness of self-response in improving the writing skills of third semester of English department at IAIN Palopo.

There are some components which can influence the teaching and learning ofthe writing skills in the English instructions. Those are related to the student, thelecturer, the writing aspects, and the learning strategy of the writing skills.

The first category is the problem related to the students' writing skill mastery. The students' mastery of the writing skill is varied from low to high. According to the writing lecturer of third semester of English department IAIN Palopo, some of third semester students are not good at writing. Their writing skill mastery is lower than the other language skills mastery. He said that the teaching of the writing skill is more complicated than the teaching of reading or listening skills. Therefore not all of his students can write competently.

The second is the role of the lecturer as a facilitator. In this role, the lecturer offers guidance in helping the students involve in the thinking of the process of writing. From the interview done by the researcher with the Writing lecturer, the Writing lecturer said that he needed to teach students several things in writing. He needed to teach the organization of a certain genre, the types of the tenses used in the text, and the types of the sentences used in the text. Furthermore, the lecturer needs to teach them the strategy to revise their writings. However, not all the lecturer teach effective strategy Moreover, there are aspects of writing the students need to master in order to be able to write comprehensively. These aspects are grammar, coherence, cohesion, in revising the text and punctuation. Some of the students sometimes forgot that, for

example, anarrative text is written in the past form. Therefore, they wrote the narrative texts in mixed verb forms, present and past forms. Furthermore, some of third semester of English department at IAIN Palopo could not write coherently or cohesively. They had difficulties in composing a text that is coherent and cohesive. Moreover, some of the students applied inappropriate punctuation. For example, they forgot to put a comma after the connecting words.

The last problem is that the students' learning strategies of the writing skills need improvement. One of the strategies that they know is peer editing. According to the lecturer, he sometimes asked the students to do peer-editing after the students finished their writing. However, peer-editing is not the only strategy to improve one's writing. Therefore, the students need to be introduced to other strategies in order to be more comprehensive in writing. One of the strategies is self-response where they individually responding and revising their texts. Therefore, they can rely on themselves in responding to their text and their friends when a second opinion is needed.

A. Problem Statement

Based on the limitation of the problem, the problem can be formulated asfollows:

1. Is there a significant difference between the writing skills of the students whoare taught with the use of self-response and those who are not in third semester of English department at IAIN Palopo?

B. Objective of The Research

This study is aimed at finding out whether or not there is any significant difference between the writing skills of the students who are taught with the use of self-response and those who are not in third semester of English department at IAIN Palopo.

C. Significance of The Research

To get the general understanding about the topic, the researcher provides the definition of terms this research as follow:

1. Perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sense device, so that it can give conclusion and interpret to the particular object observed.

2. Reading technique means of techniques used by teachers to achieve maximum result at the time of teaching in a particular section of the lesson.

3. Reading is a process of constructing meaning from written texts.

4. Teachers' perception on teaching reading technique is the teacher's response to the techniques used in teaching reading to facilitate material acceptance so that the teaching and learning process becomes efficient.

D. Scope of The Research

Based on the problems above, this research was limited to reveal the effectiveness of the learning strategy of the writing skills i.e. self-response in improving the students' writing skill.The researcher chose to study this problem because it was the most pressing problem to be solved. It was also easier to handle this problem compared to the other problems. Furthermore, the researcher was interested to study the use of self- response in the teaching of the writing skills.
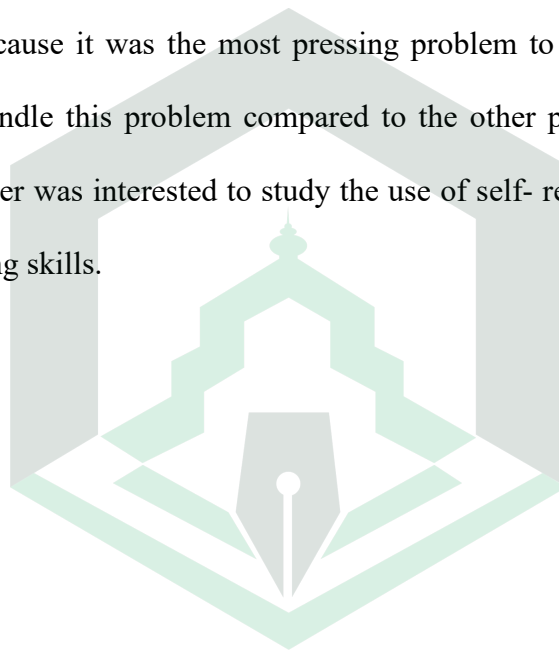
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research Finding

There are some previous of the research related with this research, these are :

Indra Galih, 2013 write a study *The Use Of Mind Mapping Strategy To Improve Students' Ability In Writing Procedure Text of Semarang State University*. This research is a action research. The students were given some treatments and writing tests in order to obtain a description about students' ability in writing procedure text. The results showed that The mean of the pre-test was 57.78, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 80.681. By comparing the result of the three tests, I concluded that mind mapping method could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. Besides, Mind mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school.[2]

Zainuddin, 2016 write a study *The Impact Of Personality: Extrovert Vs. Introvert On The Ability In Syntax In Essay Writing at medan state university*. This research is a quantitative research.the result of study The findings of this study indicated that there was a significant difference in the scores for syntax

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[2]Indra, galih (2013) *The Use Of Mind Mapping Strategy To Improve Students' Ability In Writing Procedure Text*,(jawatimur : semarang,2013).p.6.

between extrovert and introvert learners. In this study, introvert EFL learners did better than extrovert EFL learners in constructing sentences (syntax). Thus, both groups still have an equal chance to improve their ability in a learning foreign language particularly in writing skills but extrovert EFL learners must pay more attention to using good syntax because they tend to be careless and less correct in constructing their phrases when doing a writing task.[3]

Indra Ratna Mulianingsih (2014) write a study *An Error Analysis Of Students' English Writing at Second Grade of SMK Bakti Purwokerto* . This research is a Descriptive research.the result of study The findings of this The result of analyzing the data could be concluded in the following explanation. Firstly, the students' writing ability in SMK BaktiPurwokerto at grade XI could be reflected in this result: none of the student (0%) belonged to very good category, the students who belonged to good category is 43.05%, enough category 25%, bad category 30.55%, and fail category 1.38%. Secondly, the types of error and the percentage of each type were explained in the following explanation. The type of error was divided into grammatical error and lexical error. The types of grammatical error which was influenced by mother tongue, from the highest to the lowest frequency of occurrence were as follow: (1) error in tenses (25.44%), (2) omission of TO BE (18.89%), (3) addition of TO BE (13.35%), (4) error in composing interrogative sentence (8.81%), (5) error in using article (7.05%), (6) error in using preposition (6.80%), (7) omission of subject (6.04%), (8) error in possessive case (4.78%), (9) misordering in composing adjective phrase (3.02%),

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[3]Zainuddin (2016) *The Impact Of Personality: Extrovert Vs. Introvert On The Ability In Syntax In Essay Writing,(*medan : medan,2016).p.158.

(10) error in using pronoun (2.26%), (11) omission of main verb (1.15), (12) the substitution of auxiliary (1.26%), (13) error in using adverb (0.75%). Next, the types of lexical error were as follow: (1) inappropriate word with the context (42%), (2) spelling (25.8), (3) part of speech (8.60%), (4) wrong diction (8.60%), (5) Indonesian word (7.52%), (6) wrong term (6.45%), (7) plural (1.07%). Form this facts, it could be concluded that the influence of Bahasa Indonesia gave the impacts for students' writing.[4]

A research by Xian Chen (2009) showed that self-response is quite effective as astrategy in revising the students' draft. The students could improve their writing skillbecause of the opportunity they get in analyzing their own texts. Therefore, thequality often students 'texts was better,

Moreover, according to Hyland (2006), self-response could improve the students'writing skill. When the students were revising their own texts, they can express theirdoubts and intentions of their texts. Therefore, they would rethink of what they havewritten. Consequently, their writing skill was better because of the improvement oftheir critical thinking in conveying ideas and messages on their texts

B. Some Pertinent Ideas

1. The Writing Skill

This section is divided into two parts. The first part is about the definition and description of the writing skills. The second part is about the compositional nature of the writing skills in writing pedagogy.

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[4]IndraRatnaMulianingsih (2014) *An Error Analysis Of Students' English Writing at Second Grade of SMK BaktiPurwokerto*,(purwokerto,2014).p.3.

2. The Definition and the Description of the Writing Skills

A writing skill is the ability to make letters or other symbols on a surface, especially with a pen or pencil on paper (Hornby, 1974: 996); it also deals with theability of communicating messages by making signs, forming letters and words, andjoining them together to make sentences on a page; moreover, it is the competence of encoding the message or meaning into words in various genres (Harmer, 2007: 323); and the ability of translating ideas into linguistic symbol in print (Schunk, 2009: 424). In conclusion, a writing skill is the ability of forming letters and words, and constructing them into sentences and paragraph in various genres on a page in order to communicate one's ideas and messages.

A writing skill is divided into subskills or microskills (Brown, 2001: 343;Gower et al, 1995:113; Richards and Schmidt, 2002:293). Therefore, the studentsneed to master those microskills of writing in order to master the writing skills.

The first skill that the students have to master is handwriting or forming lettersskill (Gower et al, 1995:113). They have to be able produce graphemes of English(Brown, 2001: 343). Therefore, first they need to be able to write English alphabets.They have to know the difference of the capital letters and the small letters, especiallythose whose native-language orthography is different from English (Harmer, 2007:324).

The second is the spelling skill (Gower et al, 1995:113). They have to be ableproduce orthographic patterns of English (Brown, 2001: 343). Therefore, they need tobe able to spell English words correctly. Some students have difficulty in

spelling. Itis because the correspondence between pronunciation of a word and the way it isSpelled is not always clear (Harmer, 2007:324). Misspelling will not influence thereaders' understanding of the text. However, it will influence their judgment of thewriter's lack of care or education (Harmer, 2007:324). Poor spelling can also showthe writer's lack of consideration for the reader (Graves, 1983: 183 via Urquhart andMcIver, 2005: 21). Therefore, the writers need to pay attention to the spelling so thatthe readers will not misjudge the writer.

In addition, the students need to possess the punctuation skill (Gower et al,1995:113). Using punctuation correctly is an important skill in writing (Harmer,2004: 49). The writers should follow the punctuation of the language they write in sothat they will not disobey the well-established convention. It is because thedisobedience of the well-established convention makes a piece of writing lookawkward to some readers (Harmer, 2007:325). Moreover, if one does not use commasor full stops correctly, his or her writing will be difficult to be understood by thereaders (Harmer, 2004: 49).

Furthermore, the students need to master the sentence constructing skill (Goweret al, 1995:113). They have to be able to produce an acceptable core of words and useappropriate word order patterns (Brown, 2001: 343). This skill involves in combiningwords into phrases or sentences. Therefore they need to know the basic rule ofcombining words. For example, they need to know that noun phrases include theattendance of articles, possessive, quantifier, and numerals (Hinkel, 2004: 67).Moreover, in order to write sentences, they must

know that English sentences applythe basic rule of a subject followed by a verb, which is followed by an object (Hinkel,2004: 65).

The students need to master the grammatical skill. They must possesscompetence of using an acceptable grammatical system (Brown, 2001: 343).Grammar is the rules which structure a language (Kane, 1988: 13). Grammar is anessential part of language use (Frodesen in Celce-Murcia, 2001:234). For writers, it isan important component of language because they need it to communicate themeaning of their writing precisely and effectively (Celce-Murcia, 2001:234). Withouta grammatical system, the readers will not be able to understand the message of thewriting clearly.

Moreover, the students must be able to use cohesive devices in the writtendiscourse (Brown, 2001: 343). A piece of writing needs to be cohesive to be trulycomprehensible (Harmer, 2004:22). A writing product can be said cohesive when thesentences are well connected (Ruetten, 2003:18). To help the sentences and theelements bind together, the writers need cohesive devices (Harmer, 2004: 24). It isneeded because the readers need to know what is being referred to and how thephrases and sentences relate to each other (Harmer, 2004: 24). Therefore, the writersneed to master this micro skill so that they can produce good writing in order to helpthe readers understand the meaning unmistakably.They need to have the competence of using the convention of the writtendiscourse (Brown, 2001: 343). They need to be able to use the structure and vocabulary appropriate the formality and style and of the text (Gower et al, 1995:113). Different purposes of writings are expressed in different styles and

writingconstructions or genres (Harmer, 2004:17). A job application letter will beconstructed differently from a poem. They have different characteristics and patterns.In conclusion, students need to have the topic, the conventions and style of the genre,and the context in which their writing will be read if they want to write within aparticular genre (Harmer, 2007: 327).

From the previous paragraphs, it can be concluded that writing is a productiveskill (Spratt, Pulverness, and Williams, 2005:26). It is not always a natural gift; it is alearned skill (Langan, 2005: 12). It involves formulating language rather thanreceiving it.

3. Writing Pedagogy

Writing requires specialized skills; those skills are not naturally developed inevery student (Brown, 2001: 335). They need to learn this specialized skill in order tobe able to compose a good text. Therefore, the writing pedagogy focuses on studentsto learn the fcompositional nature of writing skills; those are skills on how to generateideas, how to organize them coherently, how to revise the text for clearer meaning,and how to edit the text (Brown, 2001: 335). The detailed explanation will bepresented below:

1. How to generate ideas

It involves forming an internal representation of information to be used increating a text (Schunk, 2009: 426). In generating the ideas, the students considerthree main issues in planning what to write (Harmer, 2004: 4). The first is that theythink about the purpose of writing the text. Second, they must think about theaudience they are writing for. The last is that they must consider the content

structureof the text. One of the examples of the activities of generating ideas is brainstorming.

Brainstorming is similar to free writing; the goal is to think creatively (Berne,2009:45). In this activity, the students make a list of examples, characteristics, anddescriptors on a topic or an idea (Berne, 2009:46). In other words, the students notedown the ideas in the form of words or phrases and decide which word or phrases thatare going to be the topic sentence or the supporting ideas (Harmer, 2004: 88).However, there are a variety and style of note making. One student may preferdifferent varieties from the other (Harmer, 2004: 88). The figure below shows theform of brainstorming.
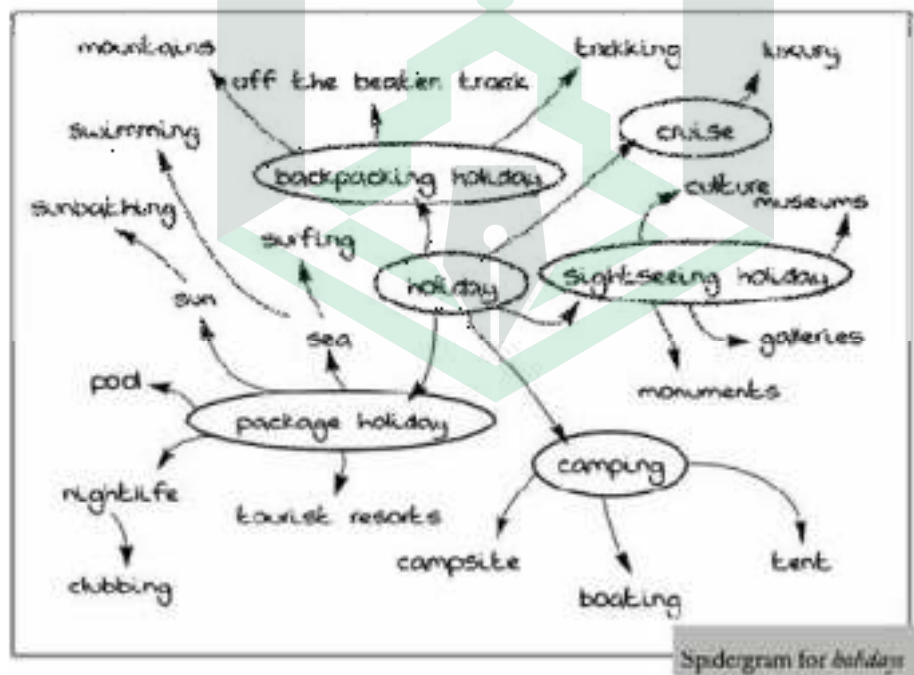
Figure 1.Spidergram or mind-map form of brainstorming

(Harmer, 2004: 89)

In making the spider gram or mind-map, the students write a topic in the centerand then generate a web of ideas from that (Harmer, 2004: 89). The following figureshows another form ofbrainstorming.

Are holidays good for you?
1   Introduction
    a   More and more people go on holiday
    b   Holidays are cheaper than ever
    c   People think they have a right to holidays
2   Why we like holidays
    a   A chance to get away from it all
    b   A chance to get to know other people/cultures
    c   Physical exercise/fresh air
3   Holiday problems
    a   People often sunbathe, eat, & drink too much
    b   Traveling can be stressful

Ordered points for *Are holidays good for you?*

Figure 2. Ordered points form of brainstorming

(Harmer, 2004: 90)

Some students may prefer ordered points form than spider gram. In doingordered points, the students simply make a list of the topic and subtopics of theirwriting.

2. How to organize ideas coherently

A writing product needs to be coherent to be truly accessible for the readers(Harmer, 2004: 22). A coherent text will make the readers feel at ease in reading it.use of major cohesive devices (Harmer, 2004: 24). The information or messageswritten in a coherent text must flow smoothly and hand in hand between them.Therefore, the writers need to be able to sequence the information or messages oftheir writing logically to make their products comprehensible (Harmer, 2004: 25)Therefore, the readers can get the information conveyed in the

text. In a coherent text,the ideas are arranged logically (Ruetten, 2003: 16). For a text to have coherence, itneeds to have some internal logic in which the readers can follow with or without theuse of major cohesive devices (Harmer, 2004: 24). The information or messageswritten in a coherent text must flow smoothly and hand in hand between them.Therefore, the writers need to be able to sequence the information or messages oftheir writing logically to make their products comprehensible (Harmer, 2004: 25).

2. How to revisethetext for clearer meaning

In revising the text, the students review their work (Urquhart and McIver, 2005:11). It is done to improve the content and the organization of ideas of the text so thatthe writer's goal is made clearer to the readers. In revising the text, they reflect onwhat they have written in their texts, reconsider their choice of words and thearrangement of the sentences so that they can convey what they intended to say ontheir writing products (Lindemann, 1995 in Urquhart and McIver, 2005: 17). Thestudents modify what they have already written in order to make their writings better(Strickland, 2007: 314). There are several things that will help the students to revisetheir text. One of them is some guidelines on what needs to be revised (Richards andRenandya 2002:351). The guidelines can be in the form of questions related on howthe students conveying the message on their writing. To help the students recognizewhat should be revised, the distance time between drafting and revising is given(Urquhart and McIver, 2005: 19-20). If they have opportunities to detach themselvessufficiently from their writing, they will be able to see the textual changes that wouldhelp improve their written messages.

3. How to edit the text

In editing the text, the students are engaged in tidying up their texts as theyprepare the final draft evaluation by the teacher. They are reading thoroughly to theirwritings, looking for errors and fixing them (Strickland, 2007: 316). Those errorsthey are looking for in this stage are errors on forms. They concentrate on themechanics (Urquhart and McIver, 2005: 21). It means, they have to focus on thegrammar they apply in their text. Applying good grammatical system will enable thereaders understand their writing precisely and effectively (Celce-Murcia,2001:234).They also need to make sure that their sentences have appropriatepunctuation. If they do not follow a well-established punctuation rules, their writingwill look awkward for some readers (Harmer, 2007:325). Moreover, they must checkthe spelling of words in their text. It is because proper spelling will give a betterimpression to the readers.

4. **Self-Response**

This part is divided into three sections. The first section is the description andnature of self-response. The second is the importance of self-response. The last is thesteps of doing self-response. Some samples materials are included in the presentationsections.

a. The Description and Nature of Self-Response

In the process of writing, self-response is categorized as one of the revisionstrategies which are conducted in the revision stage. Self-response is giving feedbackto the students' writing products by the individual students after they compose a text(Richards and Renandya, 2002: 317; Peñaflorida in Richards

and Renandya, 2002:350-351; Harmer, 2004: 112). In doing self-response, the students re-read their textsin order to reflect what they had already written.

There are three important aspects of self-response. The first is the position ofwriters as readers. The second is the decision the writers make on the final revision.The third is feedback.

b. Writers as readers

In self-response, students place themselves in the position of readers and makecommentaries about any uncertainties and concerns during their writings (Charles,1990: 292). The students should act as the audience of their products. It is donebecause their point of view and readers' point of view are not always the same.

To be able to place themselves as readers, they should know the audience oftheir text. The writing must be written specifically for them (Gray et al, 1990: 36). Toknow who the readers are, the writer should answer some questionsrelated to who thereaders are. The questions are listed as follows:

---

1. Who will read the text?

2. How old are they?

3. How can I capture their interest?

4. What main ideas do I want for them?

5. How much do they already know about this subject?

6. What reasons or examples can I use that will be appropriate for this audience?

Figure 3. Question lists about who will the readers are (Gray et al, 1990:36)

Therefore, to be able to place themselves in the readers' position, the studentsneed to consider the questions above. Moreover, they need to try to read their text inthe reader's point of view and find out whether their works can capture the reader'sattention (Charles, 1990: 292; Foster, 1996: 19).

c. Final revision decision

The fundamental importance of the students' self-response in writing is thatwriters make their own final revision decision (Foster, 1996: 7). In self-response, thestudents make the decision how they will revise their writing products. When they dothis, they rethink, reconsider, and reshape their text, wrestling with the worry createdby what they intended to say and the words that actually found their way to the page(Lindemann, 1995 in Urquhart and McIver, 2005: 17). Then the students makechanges what they have already written in order to make their writing better(Strickland, 2007: 314).

Their final revision decision is more effective compared to the teacher's orother students' response (Brinko, 1993 cited in Hyland and Hyland, 2006:92). It isbecause they are the writer of their products and they are the only one who knows Precisely what meaning they want to convey in their writings.

d. Feedback

One of the important parts of self-response is feedback. There are two kinds offeedback; feedback on forms and feedback on content. The feedback on forms dealswith indentifying and correcting mistakes on syntax, concord, and collocation(Harmer, 2004: 108-109). In giving feedback on forms, the students mark the mistakeor error they have made. The teacher gives them an error

checklist to help themcorrect their mistake. The feedback on content is about reacting on the ideas and howthey communicate their ideas and general meaning of their composition (Harmer,2004: 5 & 112). However, in responding to the students' writing product, thefeedback on content is given more emphasize (Harmer, 2004: 112). It consists mainlyof remarks on drafts that usually point out problems and offer suggestion forimprovement.

The following paragraph presents the example of both feedback types. Thefollowing figure is the example of the checklist on feedback on form.

1. Noun endings: some pencil, a books
2. Articles: this is classroom
3. Subject verb agreement: I goes to school
4. Verb tenses: I arrive yesterday

Figure 4.Error checklists (Ferris in Richards&Renandya, 2002: 330)

The example of the feedback on content is presented in the figure below.

Figure5.Feedback on content (Harmer, 2004: 113).

Therefore, in giving feedback on forms, the students must analyze the wordorder of their writing products, grammatical agreement, and the word choice of thewriting products in order to correct the errors or mistakes they had made. In

givingfeedback on content, the students make some notes and analyze their writing worksclosely so that they can make their writing better.

C. The importance of Self-response

There are some advantages that can be achieved by doing self-response. Thefirst is that the students can improve their writing products by doing self-response.

The second is that it gives the students a sense of independence. The last is that itmakes the students aware of the importance of the process of writing. The followingparagraphs will explain the points further.

1. Improving writing products

Students can make their own revisions without a response or feedback fromothers and improve their writing significantly (Hyland and Hyland, 2006: 92). Students can improve the quality of their products by doing self-response. It isbecause they are the author of their writing products and they know precisely whatmeaning they want to convey in their writing. It is expected that teachers will give thestudents the opportunity to revise their products instead of ignoring their ability toanalyze their writing.

Response or feedback is more effective when information is gathered from thesubjects themselves as well as others (Brinko, 1993 cited in Hyland and Hyland,2006:92). When the students respond to their own writing, they are having aconversation with the other self (Murray, 1982 cited in Bardine and Fulton, 2008:149). This other self regulates the writing process by reviewing the student's

workand acting as a critic, providing the student with distance to view the workobjectively and assess what needs to be improved or changed.

Moreover, self-response becomes a powerful method for the development ofstudents' writing ability in all subjects when it emphasizes revision with specificareas (Foster, 1996:7). Teachers of certain school subjects often ask the students towrite a paper or a report on science, social studies and language arts. When thestudents respond to their writing assignment individually, they will able to makebetter works. This achievement however cannot be achieved if the students do notknow the criteria to revisetheirownwriting.

2. Sense of independence

Any form of feedback should be to move students to a more independent rolewhere they can critically evaluate their own writing and intervene to change their ownprocesses and products where necessary (Hyland and Hyland, 2006:92). By doingself-response, the students independently monitor their performance and involvedirectly in deciding what need to be done (Brown, 2004: 270). Therefore they willgain responsibility towards what they have written. Moreover, by doing self-response, they will be forced to analyze their work that will give them an opportunityto be more autonomous in revising their writing products (Bardine and Fulton,2008:149). Therefore, giving feedback on their own writing product gives theopportunity to themto developtheirautonomous learning.

3. Raising the awareness of the importance of the writing process

The revision strategies (one of them is self-response) that student writersimpose on themselves continue to be a concern of process oriented

teaching in thewriting classroom (Bardine and Fulton, 2008: 149). Response to a first draft is themost important part of the writing process for developing writers (Freeman, 2003:65). It is because the students need to be made aware of the process of writing. Theprocess oriented teaching in the writing classroom applies the process of writing. Bydoing self-response to revise their own writing, students will realize that revising isneeded to be done even by the experienced writers. Therefore, they will be concernedto respond their writing and improve the quality of them. Moreover, when they wereasked to write something, they will make an attempt to improve their writing beforethey submit it.

D. The steps of doing self-response

There are three major steps of doing self-response. The first is writing the draft.The second is responding to the draft. The last is rewriting the draft. These steps arerelated to the process of writing since self-response is one of the revision strategies.

1. Writing the draft

The self-response is one of the revision strategies where the process orientedteaching in the writing classroom is emphasized (Bardine and Fulton, 2008: 149).Therefore, the students must apply the first steps of the process of writing; drafting.

In drafting, the students formulate their ideas into words and putting them onthe paper (Urquhart and McIver, 2005:16). They write the message they want toconvey fluently without giving too much attention on grammar and spelling. This is one of the samples of a draft that was made by a student.

When I got to Smith Farm Camp, I didn't fit in. I'm from the City. I'd never seen a pig. A week passed, and a pig was ready to have babies. Becky, a second year farmer, was my partner. The farm leader, Sue, asked us to take turns caring for it. Becky talked, but I didn't say much. Finally she said, "Eric, don't you ever talk?" I told her how I felt. Her questions pulled out shy feelings buried inside me. I talked on and on. She listened. Then she said, "I was shy, but the farm helped me it can help you too. The pig started to have her first family. Becky ran to get sue. Before they got back, however, I greeted six piglets. At lunch Becky announces, "Eric delivered six baby pigs!" People crowded around me for the story. I felt so good. Now I was a farmer.

Figure6.Sample of a draft (Gray et al, 1990:161)

Students do not have to be especially cautious about their word choice or strictabout the fundamentals of grammar, for their main concern while drafting istransferring the intended message from the unformulated thoughts in their heads tomore definitive words on a page that can be referred to at a later time (Urquhart andMcIver, 2005:16).

2. Responding to the draft

In this stage, the students are requested to read their draft after they havefinished it. They are asked to read aloud to themselves what they have written severaltimes (Freeman, 2003:73). By reading aloud, the students may hear problems orinappropriateness in their drafts that they cannot see. When they found out problems,they will be asked by the teachers to note them on their writing.

When the students are responding to their own writing, the teacher hand themsome sample questions as guidelines to the students (Richards and Renandya, 2002:351). The questions are about the organization of the text, details, and information. Atthis stage, the students read their writing products and take notes their response basedon the guidelines. When the students respond to their own writing they are having aconversation with the other self (Murray, 1982 cited in Bardine and Fulton, 2008:149). With the aid of the question lists, they will know what it needs to be conversedwith the other self. This other self-controls the writing process by reviewing thestudent's work and acting as a critic, presenting the student with the distance toconsider the work objectively and assess what needs to be improved or changed(Bardine and Fulton, 2008: 149).

Some of the questions to aid the students in responding to their drafts are Presented below.

1. What are you writing about?

2. What is the purpose of writing the text?

3. What is the general statement of your writing?

4. What are the arguments of your writing?

5. What is the strength of your writing? 6. What is the weakness of your writing?

Figure7.Question checklist (Richards and Renandya, 2002: 318 & 355)

Moreover, to help the students recognize what should be responded, theteachers ask the students to have some distance time between drafting and revising(Urquhart and McIver, 2005: 19-20 and Freeman, 2003:73). By waiting for sometime, their mind will be fresh so that they can read their writing in a

different point ofimprove their written messages if they have opportunities to disengage themselvessufficiently from their writing.View. Furthermore, they will be able to see the textual changes that would help.

3. Rewriting the draft

At this stage, the students rewrite their drafts. They rewrite them based on thefeedback they have written previously. Therefore, they can produce clearer andmeaningful writing products at the end of the lesson.

This is a sample of the final writing product of a student after the first draft Being revised.

The Day I Delivered Pigs
When I got to Smith Farm Camp, I didn't fit in. I'm from the City. I'd never seen a pig. A week passed, and a pig was ready to have babies. The farm leader, Sue, asked us to takes turn caring for it. Becky, a second year farmer, was my partner. Becky talked, but I didn't say much. Finally, she said, "Eric, don't you ever talk?" "I feel awkward," I said "I don't fit in here." Her questions pulled out shy feelings buried inside me. I talked on and on. She listened. Then she said, "I was shy, but the farm helped me. It can help you too. " The pig started to have her first family. Becky ran to get Sue. Before they got back, however, I greeted six piglets. At lunch, Becky announced, "Eric delivered six baby pigs!" People crowded around me for the story. I felt so adept! Now I was a farmer. I had begun to fit in, thanks to a pig and my friend Becky.

Figure8. Sample of final draft (Gray et al, 1990:165)

After writing the final draft, the students will submit their writing products tothe teacher. Later on, the teacher will response and assess their final writing products.

E. Conceptual Framework

As discussed above, a learning strategy is one of the elements affecting theteaching and learning of the English writing skills. The selection of the appropriatestrategy is important in determining the successful of its process. The appropriatestrategies can influence the students' performance in thewriting skill.

Self-response is one of the revision strategies where the students give feedbackto their own writing products in order to improve the quality of their writing. In self-response, the students place themselves in the readers' position and decide the finalrevision decision from their own feedback.

Self-response is designed to improve their writing products by evaluating themafter they have finished composing them. Moreover, it is designed to improve theirindependence in responding to their own writing. Therefore, they will not alwaysdepend on their English teacher in responding their texts. In addition, it is designed toimprove the students' awareness of the importance of the writing process. As a result,they will realize that in writing they need to re-read and respond to their compositionso that they will have better writing products.

There are two groups in this study. They are the control class and theexperimental class. In doing the self-response, first, the students of the experimentalclass write the draft. The purpose of writing the draft is to convey their ideas on thepaper freely. After that, they respond to their draft. It is done in order to make theirwriting more logic and comprehensible. The last step is that they rewrite their draftbased on their responses. On the other hand, the students of

the control class do notreceive the treatment. The teaching of the writing skills in this class focuses on thewriting product.

As mentioned before, choosing of appropriate strategies is important indetermining the improvement of the students' writing skills. There are several skillsthe students need to achieve in order to master writing skills. Some of them are thespelling skill, combining words and punctuation skills, the grammatical skill, andskills on convention of written discourse and genres. Hence, self-response can arousethe students' mastery of those skills when it is implemented in the writing pedagogy.There are several compositional natures of writing skills in writing pedagogy. First,the students are taught to generate ideas. Second, they learn how to organize themcoherently. Third, they are taught to revise their texts. The last is that they learn howto edit the text.

Based on the consideration above, a conceptual framework is constructed onthe relationship between students' writing skill and the effect of the use of self-response. This conceptual framework is aimed at concentrating the research study onthe problem concerned. The implementation of the strategy involves the researcher,the English teacher, and the students of third semester of englishdeprtment at IAIN Palopo in theacademic year of 2009/2010.

The correlation between the self-response and the students' writing skills ispresented below.

| Writing skills | ⟷ | Self-response | ⟹ | Students' writing skills |

↓ ↓

| -How to generate ideas -How to organize ideas coherently -How to revise a text for clearer meaning -How to edit a text | -Improving students' writing -Improving students' sense of independence -Improving the awareness of writing process |
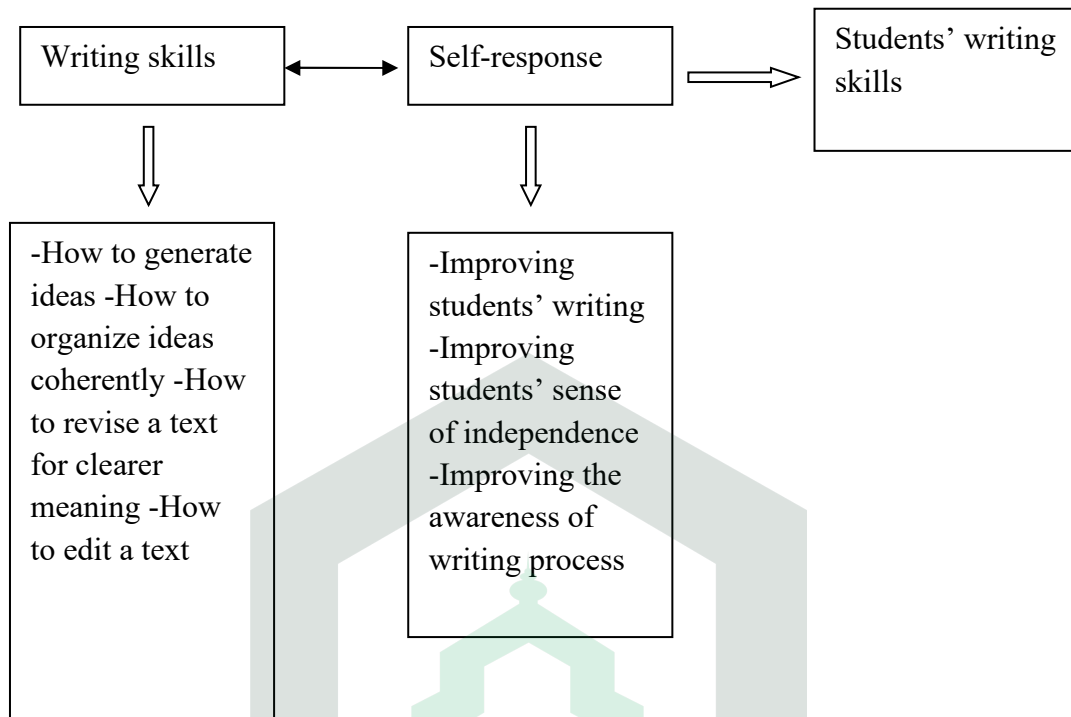
Figure 9.The conceptual framework

From the figure above, the writing strategy applied in this study is expected togive a contribution in improving the students writing skills. It is because, based on thetheory presented previously; self-response will give some benefits to the students'writing skill.

F. Hypothesis

Based on the above stated theory, the hypothesis of this research is formulatedas follows.

There is a significance difference between writing skills of the students who aretaught with the use of self-response and those who are taught without it.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research will apply a quasi-experimental research design. Quasi experimental is involve two groups of students with pre-test and post-test design. According to Ary et al, quasi experimental is experiment research design that has lack randomization of group.[5] Quasi experimental needed two similar groups as the sample of the research. As Latief states that quasi experimental research is the research which takes sample from two different classes in the same grades which has similarity.[6] The classes are experimental group and control group.[7]

2. Design

This research design used the following formula:

PRE-TEST	TREATMENT	POST-TEST
O_1	X	O_2

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

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[5]Donald Ary, Jacobs, LC, and Razavieh, *an Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

[6]M. Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UNM Press, 2010) 120.

[7]Ibid 121-171.

B. Population and Sample

   1. Population

       The population of the study is the third semester of English departent at IAIN Palopo in the academic year of 2020/2021 consisting of two classes. The researcher took twoclasses as the sample of the study, one as a control class and the other as anexperimental class. To decide which classes that were used as the sample; theresearcher wrote the name of the fur classes on four pieces of paper and then askedsomeone to pick two pieces of paper randomly. Then, the researcher threw a coin todecide which one is the control class and which one is the experimental class. Each class consists of 10 students

   2. Sample

       The researcher wass applied random sampling technique. In this case, the researcher takes two classes namely class BIG. And BIG.B at the at IAIN Palopo in the academic year of 2020/2021 as the sample. The totally students of consist in 2 class are 20 students. Both of classes wass divided into two class, they are Experimental Class and Control Class that consist of 10 students for each class.

C. The Instrument of the Research

       The instrument of this research is writing test, the researcher wass used test to measure the students' writing ability to before and after giving treatments. In this case, writing ability test is objective test.

D. The Procedure of the Research

1. **Pre-test**

The researcher was asked to the students to write recount text with the theme ''the most memorable experience'' in the first meeting. It is used to know the previous mastery of students writing before giving treatment. The researcher gave 60 minute to write.

2. **Treatment**

After conducting the pre-test, then proceed with giving actions consisting of Experimental class and Class Control, while the procedures are as follows:

a. Experimental class

1. Greeting:

The teacher greeted the students and asked how they were.

2. Warm up:

The teacher asked some questions related to the theme and the teachingmaterials of the day. Moreover, she also gave some introduction of the teaching material.

3. Main activity:

1) The teacher gave the students the input text of the material that was going to be taught.

2) The teacher and the students discussed the text. In addition, theteacher elicited some questions related to the text.

3) The teacher explained the function of the text and the genericstructure of the text. She also explained about how to generategood paragraphs.

4) The students did some exercises and composed a text.

5) The teacher helped the students to respond their own text and gavethem some checklists. The students responded their own texts.

6) The teacher helped the students to revise their texts based on theirresponse

4. Closing:

The teacher concluded the lesson and checked the students' comprehension.She said good bye to the students.

b. Control class

1. Greeting:

The teacher greeted the students and asked how they were.

2.Warm up:

The teacher gave some introduction of the teaching materials. He asked somequestions related to the theme and the teaching materials of the day.

3. Main activity:

1) The teacher gave the students the input text of the material thatwas going to be taught.

2) The teacher and the students discussed the text. In addition, theteacher elicited some questions related to the text.

3) The teacher explained the function of the text and the genericstructure of the text. He also explained about how to generate goodparagraphs.

4) The students did some exercises and composed a text.

5) The teacher asked the students to check the spelling and the use ofthe tenses of their texts.

6) The teacher helped the students to correct the misspelling andinappropriate tenses in their texts.

4. Closing :

The teacher checked the students' comprehension and concluded the lesson. Hesaid good bye to the students.

3. Post-Test

After completing, then continue the next step, namely giving a post-test by giving a test that is similar to the pre-test but with a different picture to find out the improvement after getting action through students writing ability.

E. The Technique of Data Analysis

After collecting data by conducting the pre test, treatment, and post test which involve some instrument, then the researcher focused on the data analysis. To analyze the data, the research used the program SPSS version 24. The data collected by the research would be tabulate into mean score, standard deviation, and standard error deviation.

In analyzing the data which had been collected, the researcher had determined the scoring classification by including of content, organization, language use, vocabulary, and mechanics. This scoring uses ELS composition

Criteria	Score	Level
Content	30-27	**Excellent to very good** Communicative, focused, main ideas, have topics that are relevant to the material
	26-22	**Good to average** Focus, unsubstantial, is limited to story development, relevant topics but lacking in detail and too general.
	21-17	**Fair to poor** story development is very limited, ideas are confusing and disconnected, topics are not relevant to the story
	16-13	**Very poor** Not organized, very confusing, very limited information, irrelevant and not enough to be evaluated
Organization	20-18	**Very good** Expression ideas are very fluent, well-organized stories, good introduction, good placement of details, and strong conclusion.
	17-14	**Good to average** Good expression ideas, organized stories, incomplete story sequences, placement of details
	13-10	**Fair to poor** Less logical ideas, transition is very weak, lack of direction, with detailed ideas
	9-7	**Very poor** Not organized, confusing, incomplete, not enough to evaluate
Vocabulary	20-18	**Excellent to very good** Effective words, choice and the usage, specific and accurate
	17-14	**Good to average** The language communication, errors in the choice of words / idioms but have no effect, some words may lack of precision
	13-10	**Fair to poor** The language is not communicating, many repetitions, often wrong in the choice of words / idioms and their use,

	9-7	**Very poor** Lacking in English vocabulary, words usage are wrong, colorless, many wrong spelling and not enough to evaluate
Language use	25-22	**Excellent to very good** Complex construction, some function errors, prepositions, tenses.
	21-18	**Good to average** Simple complex construction, errors in functions, prepositions, pronouns, tenses.
	17-11	**Fair to poor** Problem with construction, dominated by grammar errors, does not communication.
	10-5	**Very poor** Does not communication, cannot be understand and evaluate

Table 1.1 Scoring uses ELS Composition

The researcher classified the students' pretest and posttest by using classification score rubric below:

Table 1.2 classification rubric score

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate
E	>60	Unacceptable

The data were analyzed by using SPSS ver. 24. It would be tabulated into independent sample test, mean score, standard deviation, and standard error deviation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The aim of the study is to find out the effect of self-response on the students' writing skills. This chapter presents the findings of the study that are divided into three sections. The first section is the descriptive analysis. The second is the inferential analysis. The last section is the discussion.

1. The analysis students` speaking score in pretest and posttest.

a. Pre-test

In this section, the researcher showed the complete score of students in writing ability in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 24. For more clearly, at first the researcher would show the complete students' score writing ability in pre-test. It was tabulated by following table:

1. **The students score of experimental class**

   a. **The students' pre-test and post-test result**

   Table 1.1 the students' pre-test result in experimental class

Classification	Score	Frequency	Percentage
Excellent	90-100	4	20%
Good	80-89	0	0%
Adequate	70-79	6	30%
Inadequate	60-69	5	25%

	Below 60	4	20%
Unacceptable			

Table 2.1 shows that there are 20 students observed in experimental class before giving treatment. There are four students (20%) who get excellent score, there are no students who get got score, six students (30%) who get adequate score, five students (25%) who get inadequate score, and there are four students (20%) who get unacceptable score

Table 1.2 the students' post-test result in experimental class

Classification	Score	frequency	Percentage
Excellent	90-100	4	20%
Good	80-89	1	5%
Adequate	70-79	7	35%
Inadequate	60-69	3	15%
Unacceptable	Below 60	5	25%

The table shows that there are 20 students observed in experimental class after giving treatment. There are four students (20%) who get excellent score, one student (5%) who gets good score, seven students (35%) who get adequate score, three students (15%) who get inadequate score, and there are five students (25%) who get unacceptable score.

b. The students' pre-test and post-test result in writing

Table 2.3 the students' pre-test result in term of content in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	2	10%
Good to Average	15-26	8	40%
Fair to Poor	12-14	8	40%
Very Poor	9-11	2	10%

The table shows that experimental class students' writing skill in pre-test especially in content criteria most of students fair to poor score. There are two students (10%) who get eexcellent to very good score, there are eight students (40%) who good to average score, eight students (40%) who get fair to poor score, and there are two students (10%) who get very poor score

Table 2.4 the students' post-test result in term of content in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	4	20%
Good to Average	15-26	9	45%
Fair to Poor	12-14	7	35%
Very Poor	9-11	0	0%

The table shows that experimental class students' writing skill in post-test especially in content criteria most of students fair to poor score. There are four students (20%) who get excellent to very good score, There are nine students (45%) who good to average score, seven students (35%) who get fair to poor score, and there are no students who get very poor score.

Table 2.5 the students' pre-test result in term of organization in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	10	50%
Fair to Poor	12-14	4	20%
Very Poor	9-11	6	30%

The table shows that experimental class students' writing skill in pre-test especially in term of organization criteria most of students fair to poor score. There are no students who get very poor score, ten students (50%) who get excellent to good to average score, There are four students (20%) who good to average score, six students (30%) who get very poor score.

Table 2.5 the students' pos-test result in term of organization in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	10	50%
Fair to Poor	12-14	2	10%
Very Poor	9-11	8	40%

The table shows that experimental class students' writing skill in post-test especially in term of organization criteria most of students score. There are no students who get excellent to very good score, ten students (50%) who get good to average score, There are two students (10%) who get fair to poor score, eight students (40%) who get very poor score.

Table 2.7 the students' pre-test result in term of vocabulary in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	12	60%
Fair to Poor	12-14	2	10%
Very Poor	9-11	6	30%

The table shows that experimental class students' writing skill in pre-test especially in term of vocabulary criteria most of students score. There are no students who get excellent to very good score, twelve students (60%) who get good to average score, There are two students (10%) who get fair to poor score, six students (30%) who get very poor score.

Table 2.8 the students' post-test result in term of vocabulary in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	13	65%
Fair to Poor	12-14	1	5%
Very Poor	9-11	6	30%

The table shows that experimental class students' writing skill in post-test especially in term of vocabulary criteria most of students score. There are no students who get excellent to very good score, thirteen students (65%) who get good to average score, one students (5%) who get fair to poor score, six students (30%) who get very poor score.

Table 2.9 the students' pre-test result in term of language use in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	9	45%
Fair to Poor	12-14	2	10%
Very Poor	9-11	8	40%

The table shows that experimental class students' writing skill in pre-test especially in term of language criteria most of students score. There are no students who get excellent to very good score, nine students (45%) who get good to average score, there are two students (10%) who get fair to poor score, eigth students (40%) who get very poor score.

Table 2.9 the students post-test result in term of language use in experimental class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	12	60%
Fair to Poor	12-14	2	10%
Very Poor	9-11	6	30%

The table shows that experimental class students' writing skill in pre-test especially in term of language criteria most of students score. There are no students who get excellent to very good score, twelve students (60%) who get good to average score, there are two students (10%) who get fair to poor score, six students (30%) who get very poor score.

2. The students score in control class

a. The students' pre-test and post-test result

Table 2.15 the students' pre-test result in control class

Classification	Score	frequency	Percentage
Excellent	90-100	4	20%
Good	80-89	0	0%
Adequate	70-79	7	35%
Inadequate	60-69	4	20%
Unacceptable	Below 60	5	25%

Table 2.15 shows that there are 20 students observed in control class. There are four students (20%) who get excellent score, there are no students who get got score, seven students (35%) who get adequate score, four students (20%) who get inadequate score, and there are five students (25%) who get unacceptable score.

Table 2.16 the students' post-test result in control class

Classification	Score	frequency	Percentage
Excellent	90-100	4	20%
Good	80-89	1	5%
Adequate	70-79	6	30%
Inadequate	60-69	4	20%
Unacceptable	Below 60	5	25%

Table 2.16 shows that there are 20 students observed in control class. There are four students (20%) who get excellent score, there are one students who get good score, six students (30%) who get adequate score, four students (20%) who get inadequate score, and there are five students (25%) who get unacceptable score

b. **The students' pre-test and post-test result in writing**

Table 2.17 the students' pre-test result in term of content in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	3	15%
Good to Average	15-26	8	40%
Fair to Poor	12-14	9	45%
Very Poor	9-11	0	0%

The table shows that control class students' writing skill in pre-test especially in content criteria most of students fair to poor score. There is three student (15%) who got excellent to very good score, teight students (40%) who get good to average score, nine students (45%) who get fair to poor score, there is no students who get very poor score.

Table 2.18 the students' post-test result in term of content in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	3	15%
Good to Average	15-26	9	45%
Fair to Poor	12-14	6	30%
Very Poor	9-11	2	10%

The table shows that control class students' writing skill in post-test especially in content criteria most of students. There are three students (15%) who get excellent to very good score, nine students (45%) get good to average score, six students (30%) who get fair to poor score, two students (10%) who get very poor score.

Table 2.19 the students' pre-test result in term of organization in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	13	65%
Fair to Poor	12-14	1	5%
Very Poor	9-11	6	30%

The table shows that most of students get good to average score. There are no students who get excellent to very good score, thirteen students (65%) get good to average score, one students (5%) who get fair to poor score, six students (30%) who get very poor score.

Table 2.20 the students' post-test result in term of organization in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	7	35%
Fair to Poor	12-14	5	25%
Very Poor	9-11	8	40%

The table shows that most of students get very ppor score. There are no students who get excellent to very good score, seven students (35%) get good to

average score, five students (25%) who get fair to poor score, eigth students (40%) who get very poor score.

Table 2.21 the students' pre-test result in term of vocabulary in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	9	45%
Fair to Poor	12-14	3	15%
Very Poor	9-11	8	40%

The table shows that most of students get good to average score. There are no students who get excellent to very good score, nine students (45%) get good to average score, three students (15%) who get fair to poor score, eigth students (40%) who get very poor score.

Table 2.22 the students' post-test result in term of vocabulary in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	16	80%
Fair to Poor	12-14	0	0%
Very Poor	9-11	4	20%

The table shows that most of students get good to average score. There are no students who get excellent to very good score, sixteen students (80%) get good to average score, there are students who get fair to poor score, four students (20%) who get very poor score.

Table 2.23 the students' pre-test result in term of language use in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	11	55%
Fair to Poor	12-14	3	15%
Very Poor	9-11	6	30%

The table shows that most of students get good to average score. There are no students who get excellent to very good score, eleven students (80%) get good to average score, there are three students (15%) get fair to poor score, six students (30%) who get very poor score.

Table 2.24 the students' post-test result in term of language use in control class

Classification	Score	Frequencys	Percentage
Excellent to Very good	27-30	6	0%
Good to Average	15-26	11	55%
Fair to Poor	12-14	1	5%
Very Poor	9-11	8	40%

The table shows that most of students get good to average score. There are no students who get excellent to very good score, eleven students (80%) get good to average score, there is one students (5%) get fair to poor score, eight students (40%) who get very poor score.

3. The students mean score and standard deviation of students' pre-test and post-test and post-test in experimental class and control class

Table 2.27 the mean score and standard deviation of students' pre-test and post-test in control class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test	20	40	90	1320	66,00	3,866	17,290
Post Test	20	30	90	1280	74,00	4,000	17,889
Valid N (listwise)	20						

From table 2.27, it can this shows indicates that the mean score of student's class control in Pre - Test is mean statistic 66.00 and standart error 3.866 and the standard deviation is 17.290. Also besides, this shows indicates that the mean score of in Post - Test is mean statistic 74.00 and standart error 4.000 and the standard deviation is 17.889.

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	
	Mean				Lower	Upper			
Peir 1	PreTest PostTest	2,00000	20,67289	4,62260	-7,67521	11,67521	,433	19	,670

Table show that the mean score of difference between control class and experimental class did not have significant difference.

Table 2.28 the mean score and standard deviation of students' pre-test and post-test in experimental class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test	20	40	90	1310	65,50	3,871	17,313
Post Test	20	30	90	1290	74,50	4,005	17,911
Valid N (listwise)	20						

From table 2.28, it can this shows indicates that the mean score of student's class experiment in Pre - Test is mean statistic 65.50 and standart error 3.871 and the standard deviation is 17.313. Also besides, this shows indicates that the mean score of in Post - Test is mean statistic 74.50 and standart error 4.005 and the standard deviation is 17.911.

Table 4.17 The Paired Sample Test of Pre-Test and Post-Test
Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
PreTest PostTest	1,00000	20,74913	4,63965	-8,71089	10,71089	,216	19	,832

The table show that the mean score of difference between control class and experimental class did not have significant difference

To know whether the control class and experimental class are significantly different, and also to know acceptability of hypothesis of this research, the researcher use test analysis and calculate it by using SPSS 24. The result could be shown in the table of group statistic and independent sample test

B. Discussion

Based on the research in Third semester in English BIG A and BIG B, it is found that there is a significant difference in the students writing skills between the students who were taught using self-response and those who were not taught using self-response. The writing skills of the students of the control class and the experimental class before the treatment were the same. It is based on the result of the mean score in the pre-test of the experimental and control class.

There are four writing assessment items used by researchers to analyze data, namely content, organization, vocabulary, use of language. Based on students' scores in the pretest, for both the experimental class and the control class had significant differences before give treatment. The scores of students from both classes on the post test have a significant difference. In the experimental class there are significant items written results between pre-test and post-test. In the control class pretest, it can be seen that most students get a good average score. Shows what is observed in the experimental class before being given treatment. In the pre-test there were four students (20%) who got very good scores, no students got grades, six students (30%) got moderate scores, five students (25%) got poor marks, and there were four students (20 %) who received an unacceptable grade. Students were observed in the experimental class after being given post-test

treatment. There are four students (20%) who get very good scores, one student (5%) who get good grades, seven students (35%) who get enough scores, three students (15%) who get inadequate scores, and there are five students. students (25%) who received an unacceptable grade. indicates that the observed students were in the control class. There were four students (20%) who got very good scores, none of the students got grades, seven students (35%) got enough grades, four students (20%) got insufficient grades, and there were five students (25%).) who get an unacceptable score. students were observed in the control class for the post-test. There are four students (20%) who get very good scores, there is one student who gets good grades, six students (30%) who get sufficient grades, four students (20%) who get inadequate scores, and there are five students (25 %) who received an unacceptable grade. This is because students find it easier to categorize story lines from the beginning, middle, and end, because they have been there before create your own story line.

Based on the results of the pre-test and post-test two findings were obtained, namely the mean score of the control class for the pre-test (66.00) and the post-test (74.00). the mean value of the experimental class for pre-test (65.50) and post-test (74.50). From these results it can be interpreted that students of both classes have almost the same intelligence

In the teaching and learning process of English, the use self-response is good to improve the students' writing skills. The students wrote a draft. The purpose of writing the draft is to convey their ideas on the paper freely. After that, they applied the use of self-response. They responded to their own writing

products in order to improve the quality of their writings. Then, the students revised and rewrote their writing products based on the response. Therefore, their writing skill was getting better. Moreover, their independence in responding to their own writings improved. Inaddition, they realize that composing a good writing needs a process.

It is different from the students who were taught using the conventional method. In this method, the students composed texts as assigned by the teacher. After they had finished writing, they submitted their texts to the teacher without responding and revising them first. Therefore, the students writing skill was not getting better because of the lack of strategies. They did notaware that composing a good text needs a process and they become product oriented minded. Moreover, they could not improve their sense of independence.

This research's findings were systemically related to the earlier research about the impact of sel-respond on the students writing ability associated with the previous research findings. On the other hand, there are also differences between this research's findings and several previous researches.

The first previous research conducted by Indra Galih (2013). The result shows that students frequently used, I concluded that mind mapping method could give better achievement for the students in producing procedure tex. It goes the same with Zainuddin (2016) finding, the result of study The findings of this study indicated that there was a significant difference in the scores for syntax between extrovert and introvert learners. In this study, introvert EFL learners did better than extrovert EFL learners in constructing sentences (syntax).

The other previous researches have the similarity finding with this research about the impact of self-respond on the students writing ability, . Indra Ratna Mulianingsih (2014) found that result of study The findings of this The result of analyzing the data could be concluded in the following explanation. The next finding from Xian Chen (2009) also showed showed that self-response is quite effective as astrategy in revising the students' draft. The students could improve their writing skillbecause of the opportunity they get in analyzing their own texts. Therefore, thequality often students 'texts was better. The fifth previous study conducted by Hyland (2006) also showed that the self-response could improve the students'writing skill. When the students were revising their own texts, they can express theirdoubts and intentions of their texts.
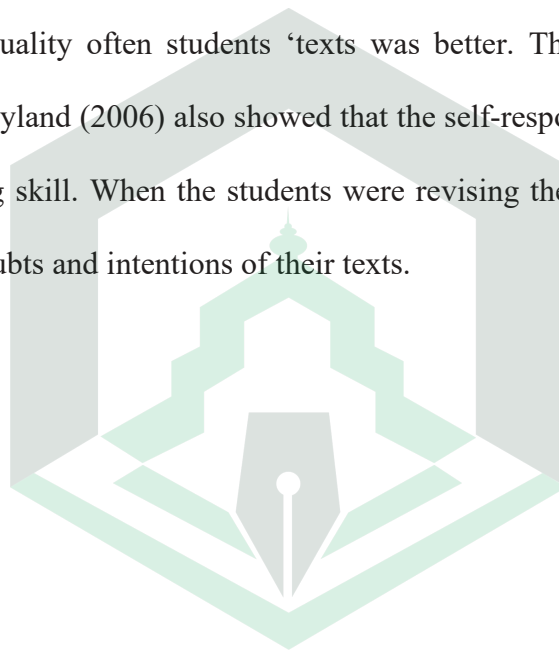
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusion taken from the research. It also presents the suggestion for teachers, students, and future researcher as well. This chapter is divided into three parts; those are conclusions, implications, and suggestion.

A. Conclusions

As mentioned in the formulation of the problems previously, this study is aimed at finding out whether there is a significant difference between students who are taught using self-response and those who are taught without self-response. With regard to the research findings and the discussion in the previous chapter, the researcher proposes some conclusions below.

1. The mean score of the pre-test and post-test of the experimental group before the treatment is given is almost the same range with that of the control group (i.e. 65.50 >74.50).

2. Furthermore, the mean score of the pre-test and post-test of the control group after the treatment is given is higher than that of the control group (i.e. 66.00 >74.060).

Implications are concluded from the research findings. The research finds that there is a significant difference on students' writing skills between students who are taught using self-response and those who are taught without self-response. In addition, this research implies that the use of self-response is

important in teaching writing.

With regard to the conclusions, this research implies that the use of self-response is capable of promoting the improvement of the students' writing skills in whichit can be seen from the students' writing scores after treated using self-response. it is expected that the teachers are highly recommended to utilize self-response on the teaching and learning writing in order to improve students' writing skills.

B. Suggestion

With regard to the above conclusions, the researcher proposes the following suggestions.

1. For teachers

The researcher suggests that all teachers touse the most appropriate technique in teaching writing. The researcher also suggests the teachers to employ self-response in teaching writing because it gives achance for the students to evaluate their work so that they can improve it. It is very beneficial for them if the teachers always encourage the students to revise their writing products and be more independent than before.

2. For students

Through self-response, it is expected that students become more independent inrevising their text. With the aid of the questions checklist, they will learn what to berevised in order to improve the quality of their writings.

3. For future researchers

   Writing is very complex. It requires three main stages of writing such as pre-writing, whilst writing, and post writing, in order to produce good quality of writing products. It is expected that the future researchers are able to develop students' writing skills from other aspects of writing.

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