

The Comparison Between Students Writing Achievement In Private and State of Junior High School

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Submission date: 07-Feb-2022 04:31PM (UTC+0700)

Submission ID: 1756754325

File name: The Comparison Between Students Writing Achievement In Private and State of Junior High School.pdf (378.19K)

Word count: 4530

Character count: 24033

The Comparison Between Students' Writing Achievement In Private and State of Junior High School

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Received: 25-08-2020

Accepted: 26-09-2020

Published: 05-10-2020

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ABSTRACT

The objectives of this Research Project are to find out the differences between students' writing achievement in state and private of junior high school and to identify the motivating factors that influence the difference between students' English learning. The research method used is MMR (Mixed Method Approach). There are 66 students as the sample, 33 students from state and private school. The researcher analysis data by using t-test and questionnaire. The sig. 2-tailed is 0,012 while the significant level is at 5% level significance, which is 0,05. It indicates that there is a difference between students' writing achievement in state and private school because the significance 2-tailed is less than the significant level ($0,012 < 0,05$). After the researcher analyzed the t-test, the researcher analyzed the questionnaire. The questionnaire is divided into two, internal factors and external factors. About 59% state school respondents gives positive responses toward internal factors while there is 51% private school respondents gives positive responses toward external factors.

KEYWORDS

Type of Schools, Students' Writing Achievement, Students' Motivation.

INTRODUCTION

English has ⁹ four basic skills, listening, speaking, reading, and writing. The four basic skills of English learned by students in schools or being learned in their environment. A lot of students are excited to learn English in the class, but as a matter of fact, (Byrd, 2016) asserted that many students mostly find it difficult when they learn writing. (Manik & Sinurat, 2015) opined writing is the way someone expressing their ideas, feelings, memories, and others by writing it to the papers or digital papers. Learning writing in EFL (¹⁷ English as a Foreign Language) for Indonesian students is a new thing, and it is completely different when they learn writing in Bahasa Indonesia. It needs the right methods to teach writing in EFL for Indonesian students in a formal education.

In Indonesia, there are two kinds of education, and it is formal and non-formal education. Based on Education Acts No. 17/2010, formal education is a structured and tiered education that can be divided into three stages; primary education, secondary education, and high education. In comparison, non-formal education is an additional or complement to formal education with various structured learning. Formal education can be divided into two, according to the one who managed the schools. There are state schools, which are managed by the government, and private schools, which are managed by the stakeholders.

Regardless of the type of schools, the schools need to make an outcome from the students by their achievement. As cited in (Riswanto & Aryani, 2017), student achievement can be described as the measurement of students' ability in terms of knowledge, skills, and performance based on the lesson plan, which refers to the school curriculum. According to the data attached to (Babalola, 2018), the students' achievement in state schools were lower than the students' achievement in private schools in terms of English subject. As mentioned before, students opined that writing is the hardest skill to learn. The scores on writing in EFL might be different from one another for some reason. It might be because some of them love to learn and challenge themselves to get to know more about writing in EFL. The other students might believe that learning writing in EFL is nothing compared to other subjects such as math and science. The other possible reason is the teachers' method when they explain in the writing class. The researcher found out some students are feeling bored when the teachers taught them in writing class. According to (John, 2014) mostly, state schools are providing the best quality of the teacher to make the students understand more about the subject.

Hence, this study is described by using descriptive survey research as a method to get to know about what makes students' writing achievement is different from one another and found out the significant difference in the students who attend from different kind of schools.

LITERATURE REVIEW

Private School

Based on the one who managed the school, there are two kinds of schools in Indonesia: private school and state school. (Hendajany, 2016) stated that private institutions are supposed to be able to provide a better service and a better quality of education than the state institutions. It also mentioned that private schools belong to individuals, associations, or organizations (John, 2014). Parents choose a private school that has characteristics that match what they think suits best for their children. (Wamalwa & Burns, 2018) asserted that the existence of private schools has an impact on literacy and numeracy skill among children from lower primary grades. As what (Singh & Sarkar, 2015) said, private schools do not get any aid from the government. Parents whose children enrolled in private schools need to pay their children's tuition fees depends on how good the school quality is. Private schools which have cheaper tuition fees are mostly located in the rural area. Meanwhile, schools that have more expensive tuition fees are mostly located in the urban area.

State School

(Bahou & Zakharia, 2019) opined public schools as a whole do not enjoy the same reputation as private schools. The poorest families have mostly enrolled their children in public schools no matter how bad the school quality is, as long as they are not paying the tuition fees and their children are getting the education. Public schooling remained superior to private schools in the public imagination. Public or state schools are managed by the government. According to (Thapa, 2013), these schools are receiving regular government grants for teachers' salaries and other administrative purposes. (Fajoju et al., 2016) asserted that parental involvement whose child enrolled at public schools have a strong decision of school performance as it's measured by students' achievement. Hence, parental involvement in students' study is highly influential against their achievements. (John, 2014) explained the characteristics of public and private schools.

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Table 1. Characteristics of Public Schools and Private Schools

NO.	Public Schools	Private Schools
1.	Tend to have a bigger classroom	Tend to have a smaller classroom
2.	Mostly liable to the public	Tend to less liable to the public
3.	Using the latest curriculum	Mostly not using the latest curriculum
4.	Hiring the best graduate as the teachers	Do not always hire the best graduate as the teachers
5.	Using the latest teaching method	Do not always use the latest teaching method.

The table is from Olasehinde & Olatoye as cited Lubienski, Lubienski, and Crane (2009)

The Nature of Writing Comprehension Skill

(Harmer in Marhaeni, 2019) states that writing is needed to be taught because it can help the students to learn and to develop their skills, not only to communicate but also to express their feeling in written form. (Glastonbury in Marhaeni, 2019) also believes that the writing program is effective for students to be able to pour their imagination, thoughts, feelings into written form. It also helps them to do self-reflection and evaluation toward their ability. According to (Alharbi, 2015) academic writing is an important activity to assess students' learning, and it helps students to learn about the contents for the university level. Academic writing has been implemented to all educational levels from the early level through the college level. Writing in the EFL academy is a way of completing homework assignments, which usually happens for the early and intermediate levels. **It is one of the most important skills that help** strengthen language skills, content, culture, and literacy in EFL. Though many students opined that writing is the most difficult skill to be learned. (Byrd, 2016)

The Factors that Influence English Learning in Indonesia

Some reasonable factors can assure students' success in the EFL writing academy. Motivation is one of the primary causes of students' learning achievement and considered as the main factor that influences the success of students' foreign language learning. The meaning of motivation itself, according to (Eccles in Syahidzan et al., 2013), is a process that guides human behavior from time to time. It aims to give us inspiration in achieving our goals. As cited in (Harmer in Wimolmas, 2012), there are four factors that affect students' motivation such as;

- 1) Physical condition, it means the condition of the physical things. For example, the class that they have to study is too small, the noisy classmates or the class is too hot, it can negatively affect students' motivation to study hard.
- 2) Method of teaching, it refers to the way teacher teaches. It could negatively affect students' motivation if the teacher does not use a proper method of teaching and makes the students feel bored.
- 3) The teachers, as the teachers are the main key to students' motivation and demotivation. It could turn students' motivation into demotivation if the teacher only pays attention to some of the students.
- 4) Success, it refers to the level of a challenge made by the teachers. For example, the teacher gives a quiz or homework with the highest level of difficulty. It can make students become lazy and less motivated to answer the quiz or to do the homework.

This study compares students' writing achievement in private and state of junior high school students in the Academic 2019/2020. Therefore, referring to this study, there are two research questions were formulated:

1. What is the difference between students' writing achievement in private and state school?
2. What are the motivating factors that influence differences in students' writing achievement?

METHODOLOGY

Mixed method approach (MMR) is being used in this study as the research approach. The reason for the use of mixed methods approach (MMR) qualitatively is the data of this research will be processed as a descriptive research design and it is aimed to get more informations. Nonetheless, this research is quantitatively aimed to measure the test data by using IBM SPSS 22.

Subject of the study

The subject of this research is 120 students, 60 students of 7th grade from SMP Ihsaniyah Tegal and SMP N 10 Tegal in the academic year 2019/2020.

Instruments

The writing achievement test and questionnaires are used as instruments for collecting the data. Writing achievement test is a test that consists of three basic skills of English; the test aims to

measure students' writing ability. The questionnaires aim to find out the motivating factors behind students' understanding of learning English.

14 **Validity and Reliability of Instruments**

To prove the validity and reliability of the questionnaire, this research will be used content validity and inter-item reliability. Content validity means we are focusing on the content, whether it suits the criteria of measurement or not (Creswell in Md Ghazali, 2016), meanwhile inter-item reliability according to (Leavy, 2017) means we are focusing on the consistency of results from the items in the instrument. The validity of the questionnaire is analyzed using the product-moment SPSS 22 for Windows program. The questionnaire is considered valid if r is greater than the r -table and the significant (2-tailed) less than 0,05 with Pearson Correlation values positive. The reliability of the questionnaire is analyzed using Cronbach Alpha SPSS 22 for Windows program. It is considered reliable if the value of Cronbach Alpha is greater than 0,60.

RESULTS AND DISCUSSION

In this research, the instruments of both the questionnaire and the writing test were compiled into one link of Google Form. The sample needs to answer the questionnaire about motivating factors that influence students' English learning. They were guided to answer 16 questions by the scale 1-5. Scale 1 was used by the researcher here as the lowest point, which indicated as Strongly Disagree, meanwhile scale 5 is the biggest point, which indicated as Strongly Agree. After they had done answer the questions, the sample needs to answer the writing text about the descriptive text. Below is the further explanation:

1. Writing Achievement test

The writing test is conducted from the same sample as the questionnaire. There is only one question, and it is about the descriptive text. The topic that being used for writing text is family. The sample needs to describe their family with the criteria:

- a. Using English as the main language to write the descriptive text
- b. The text must be written with minimal 50 words

Refers to the criteria above, out of 120 respondents, only 69 respondents managed to complete the criteria. There were 23 out of 60 respondents from State School and 27 out of 60 respondents from Private School who did not match the criteria. The researcher needs 33 respondents from each school. Therefore, three respondents are not included in this research. The score of a writing

test from Private and State Schools is compared by using the t-test method on IBM SPSS 22. Below is the result based on students' writing achievement:

Table 2. T-test Results of Students' Writing Achievement of Private and State School

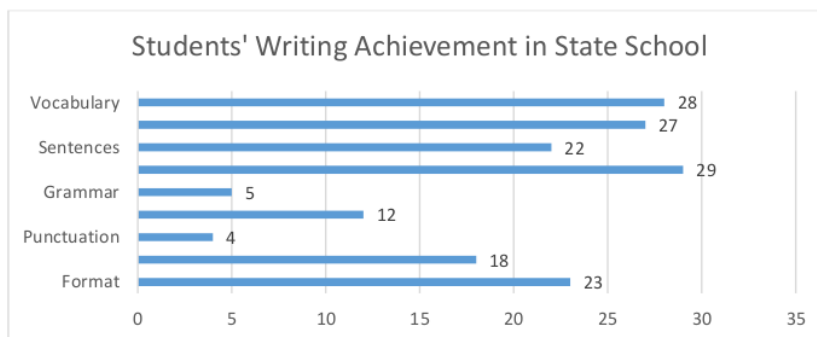
Achievement	Kind of Schools	N	Mean	t-test for Equality of Means		
				t	Sig. (2-tailed)	Mean Difference
	State	33	45.00			
	Private	33	43.61	2.599	.012	1.394

As stated in the table above, the researcher found the [sig. (2-tailed)] 0.012 and the significant level (α) 0.05. It indicates ¹³ that there is a significant difference in students' writing achievement between those who attend state and private schools because [sig. (2-tailed)] 0.012 < significant level (α) 0.05. Next, on the output table above shown the mean difference is 1.394. It shows the difference between students' mean scores in private and state school.

Based on the table, the t-value (t_0) is 2.599, and the t-table is 1.645 (the t distribution table can be seen in the Appendix). It implies that the t-value (t_0) 2.599 > t-table 1.645 (greater than 1.645). Therefore, the null hypothesis (H_0) is declined, and the annual hypothesis (H_a) is accepted. By any means, there is a significant difference of mean score students' writing achievement between state and private school students.

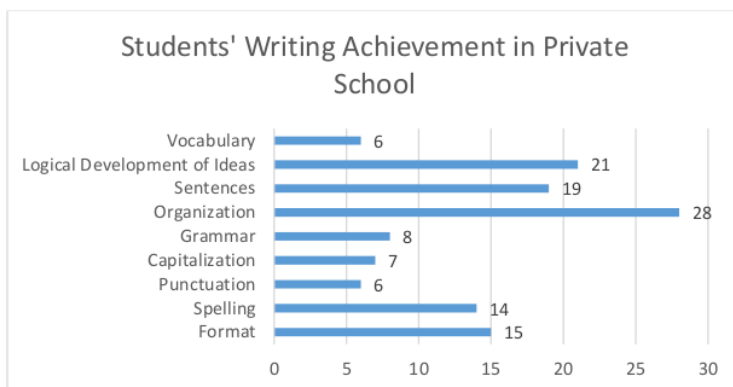
Another findings that the researcher found, there is a difference between students' writing achievement in private and public school is not only from the t-test result, but also from the diagram below:

Figure 1. Diagram Results of State School Students' Writing Achievement



The diagram shown above is the amount of state school students who got perfect scores on several criterias that being used to analyzed students' writing achievement. State school students shows a perfect score in: 1) Format, 2) Spelling, 3) Capitalization, 4) Organization, 5) Sentence, 6) Logical Development of Ideas, and 7) Vocabulary. Furthermore, the diagram shown below is the amount of private school students who got perfect scores on several criterias:

Figure 2. Diagram Results of Private School Students' Writing Achievement



From the diagram above, there are six private school students who got perfect scores in punctuation, while there are only four state school students who got perfect scores in punctuation. Eight private school students performed better in grammar rather than state schools students. Referring to the diagram above, private school students performed better at punctuation and grammar than the state school students It indicates that there is a difference between students' writing achievement in private and state school.

2. Motivating Factors Questionnaire

The data from the questionnaire was conducted from the students of SMP Ihsaniyah Tegal and SMP N 10 Tegal. There are 16 questions in total. Out of 40 questions, there were only 16 questions were valid, and the rest of the questions were not valid. After it being analyzed, it was given to the sample to answer the questionnaire. The table below is the motivating factors that being used in questionnaire.

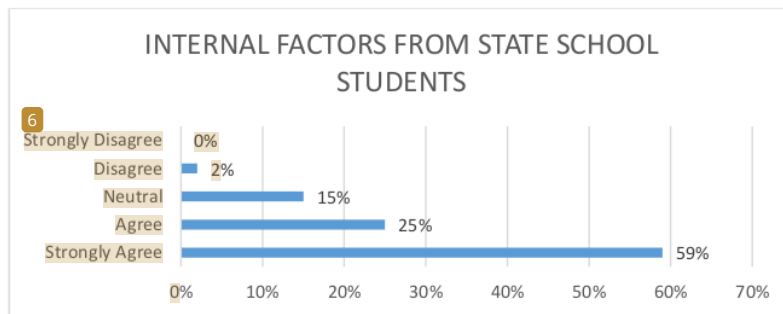
Table 3. The Motivating Factors of Students' English Learning

INTERNAL FACTORS	EXTERNAL FACTORS
1. Students enjoy the English class	1. The teacher gives an extra point whenever students answer the questions

2. Students would like to apply what I have learned in English subject	2. Students always write down what the teacher says
3. Students are fascinated when I hear a foreigner speaking	3. English is essential for personal development
4. Students think they are good at writing rather than three other basic skills	4. Others will have a better opinion of the students if they speak English
5. Students learn English to improve their English language skills	5. In an English class, the teacher's method is important
6. Learning English is very interesting/fun	6. Learning English is useful in getting a good job in the future
7. Students learn English because it is something that they always want to do	7. I learn English because I need it to further my studies overseas.
8. Students believe they have the ability to learning English	8. I learn English because I want to go abroad.

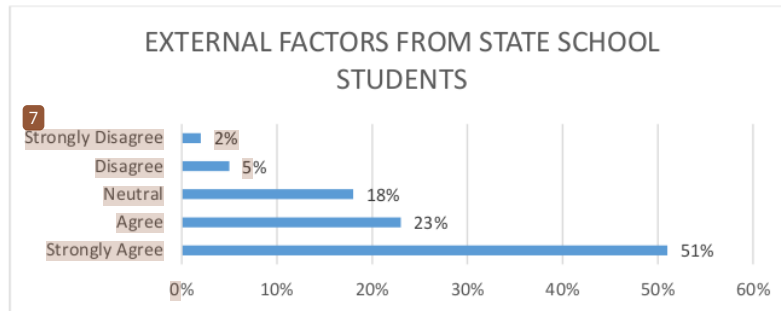
Therefore, the researcher has categorized the questionnaire into two, internal factors and external factors. After the questionnaire proved as valid and reliable, it was distributed to the sample and the diagram below summarized about the questionnaire:

Figure 3. Diagram Result of State School Students' Responses toward Internal Factors



Referring to the diagram above, about 59% of respondents stated they are strongly agreed about the statements which included on internal factors (statements considered as internal factors can be seen in Table 4.2). 28% agree, 16% neutral, 3% disagree, and 0% strongly disagreed. On the other hand, students gave their opinion on the external factors as the diagram below:

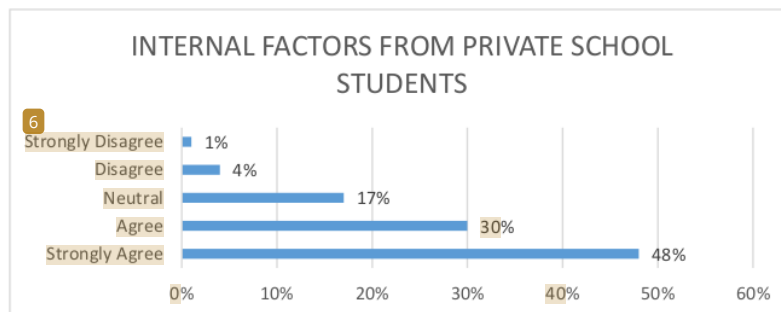
Figure 4. Diagram Result of State School Students' Responses toward External Factors



The diagram shown that 51% of respondents strongly agreed on the statements which included in external factors (statements considered as external factors can be seen in Table 4.2). Comparing to the diagram before, internal factors have received more positive responses (59%) than external factors (51%). It means that internal factors have more effects on the state school students' English learning.

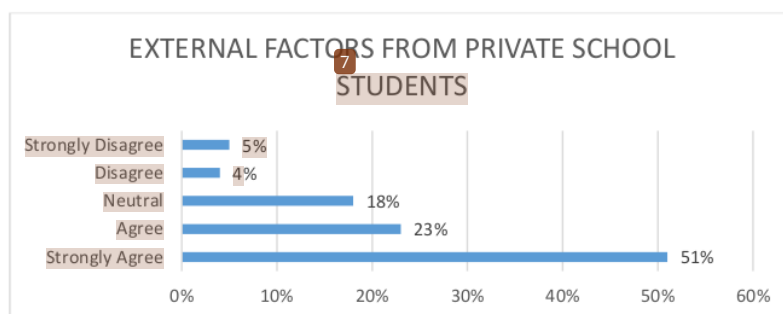
As the researcher has done analyzing the questionnaire from state school students, the researcher analyzes the questionnaire from private school students. Diagram below is the result of private school students' responses toward internal factors:

Figure 5. Diagram Result of Private School Students' Responses toward Internal Factors



According to the diagram above, about 48% of respondents stated they are strongly agreed about the statements which included on internal factors (statements considered as internal factors can be seen in Table 4.7). 30% agree, 17% neutral, 4% disagree, and 1% strongly disagreed. It gives different result from state school students. At the same time, students gave their opinion on the external factors as the diagram below:

Figure 6. Diagram Result of Private School Students' Responses toward External Factors



The diagram shown that 51% of respondents strongly agreed on the statements which included in external factors (statements considered as external factors can be seen in Table 4.7). Comparing to the diagram before, external factors have received more positive responses (51%) than internal factors (48%). It means that external factors have more effects on the private school students' English learning.

Hence, referring to the data above, it can be concluded that motivating factors influenced the difference of students' writing achievement in state and private of junior high school students. The data shows that internal motivating factors giving more effects to state school students rather than external factors. However, for private school students, external motivating factors giving more effects to them rather than internal factors.

CONCLUSION

As previously explained in the previous chapter, this research aims to find out students' writing achievement between those who attend State and Private School and to identify the factors that influence students' English learning. The data is collected by a Likert-scale questionnaire and a writing test.

Accordant with the objectives of the research, the researcher found that there is a significant difference between students' writing achievement in private and state school of junior high school. It was proven by analyzed using the t-test method. The result states [sig. (2-tailed)] 0.012 < significant level (α) 0.05, as it means there is a significant difference. From the data that has been analyzed before, it is confirmed that state school has a better result than private school. Students who attend state school have a mean score of 45.00. Nonetheless, students who attend private school have a mean score of 43.61.

However, there is a difference in motivating factors that influence differences in students' writing achievement. Students were answered with a variety of answers to the statements. From the data that has been analyzed before, it is confirmed that internal factors have more effects on the state school students (59%) than private school students (48%), while external factors have more effects on the private school students (51%) but state school students shared the same percentage (51%).

For the students, the researcher recommended the students learn English seriously, not to think about others' perception. It would be better if the students are focused in the class and trying to figure out their rate of writing skill.

Next is for the teacher, it would be great if the teacher gives them motivation every time the class begins. Not only motivation but also small things such as giving them a reward when they are active in the class. The teacher needs to pay attention to every little thing about the class. Try to find any new method that can make the students feel excited to learn English in the class. Studying is not only in the class.

The researcher hopes will motivate other researchers to try another variable in English with larger samples. They can try to find other factors that influence difference between students' English achievement.

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