THE INFLUENCE OF THE INTERNET ON THE STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract

This research deals with the writing skill. The problem of the study is there the significant influence of the internet on the students’ ability in writing analytical exposition text. The objective of the study is: To know is there the significant influence of the internet on the students’ ability in writing analytical exposition text. Related to the research problems, the writer used writing test as an instrument. The finding of this study has proven that internet can improve the students writing ability. It can be seen from the improvement of the students’ score. The students’ average score in the (pre-test) was 58 for experimental group and 56 for control group. After the implementation of internet as media, it became 78 for experimental group. In other word, 87 already achieved scores greater than 56 as the criterion of success determined. As result internet can influence students’ achievement in writing skill. The main finding of this study shown that the student who used internet- based tasks had a good level of writing than who did not use internet in their learning process. The effect of the study indicated, interned- based writing tasks had a significant effect on students’ achievement in writing.

Keywords: writing skill, writing text, analytical exposition text, interned- based writing, the influence of internet

1. Introduction

1.1. Background of The Study

As a teacher, the researcher found some problems faced by the students in writing a analytical exposition text. First, the students did not have idea and did not know how to express their ideas into a written form. Second, they had limited vocabulary and grammar mastery, and seemed uninterested in doing writing task. Then, their writing achievement was still under the Minimum Passing Criteria (KKM).

Related to the reasons above, the researcher tries internet as a medium to help the students to improve their writing ability. Along with the impact of information and communication technology (ICT) on society, the Internet is widely used in many sectors. The Internet is constantly growing in popularity and availability. Many people use the Internet daily, sometimes without even being aware of the fact that they use the Internet on a daily basis. As noted by Warschauer, Shetzer and Meloni (2000),
the Internet has been reshaping many aspects of society such as on-line education, advertising, marketing and sales. A number of language teachers have become interested in using the Internet since recent developments in ICT support diversity in learning methods and multimedia materials that can be useful for language learners.

In the previous study Dr. Khanchali Mohamed and Dr Zidat Ayeche from Batna University researched about “the Impact of the internet on the development of students’ writing”. In their research they conclude that in the teaching writing skill, using the information technology has a great impact not only on language education but preparing students for today's information society. Bruce and Levin (1997) looked at ways in which the tools, techniques, and applications of technology can support learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world." And also in the research found that the result of the web- based instruction writing performance is better than traditional classroom instruction.

As (Sullivan & Pratt, 1996) Stated that “In general, the results of the comparative studies have indicated that Web-based language instruction produced better writing quality and more writing quantity than traditional classroom instruction”.

From the previous study I would like to study about the influence of internet on students’ achievement on writing analytical exposition text at the eleventh grade students’ of Darul Hikmah.

1.2 The Problem of Study

Based on the background above, the problem of the study is formulated as follow: Is there the significant influence of the internet on the students’ ability in writing analytical exposition text?

1.3 The Objectives of Study

Based on the problems mentioned above, the objective of the study is; To know is there the significant influence of the internet on the students’ ability in writing analytical exposition text.

1.4 The Scope of Study

The study of influence of the internet on the students’ ability in writing analytical exposition text is conducted at the eleventh grade students’ of Darul Hikmah.

1.5 The Significance of the study

These studies are useful: Firstly, to improve insight and knowledge in writing analytical exposition text, secondly, to increase the knowledge in the utilization of the Internet as a learning resource, thirdly, as resource for further research study.

1.6 Hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993).

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the alternative hypothesis as follows:

There is the influence of internet in students’ achievement in writing analytical exposition.

II. TEORETICAL FRAMEWORK

2.1 The Students’ Achievement in Writing

Writing achievement is the mastery of prerequisite knowledge and skill that are fundamental for proficient writing at each grade. Students have demonstrated competency over challenging subject matter, including subject skills appropriate to the subject matter.

Achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement test are (or should be) limited to particular material addressed in curriculum within a particular time frame and offered after a course has focused on the objectives in question. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of achievement test is to determine whether course objectives have been meet and appropriate knowledge and skills acquired by the end of a period of instruction.

Achievement tests are often summative because they are administered at the end of a unit or term of study. They also play an important formative role. An effective achievement test will offer wash back about of quality of leaner’s performance in subsets of the unit of course.

Achievements test range from five or ten quizzes to three hour final examination, with an almost infinite variety of item types and formats. The course focus is on academic reading and writing; the structure of the course and objectives may be implied from the section of the test.
2.2 Assessment of Writing Skill

Assessment is a systematic way, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions is crucial to continuous improvement. Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside; providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, and certifying proficiency and evaluating programs –to name some of the more obvious.

Eight areas of relevance: excluding 'process' consideration in the written product:

1. Syntax (sentence structure)
2. Grammar
3. Mechanics (handwriting, spelling, and so on)
4. Organization (paragraphing, cohesion)
5. Word choice
6. Purpose
7. Audience
8. Content

According to Heaton (1988), there are five criteria of scoring composition in United States. First, content which is scored 30, organization (20), vocabulary (20), language (25), and mechanics (5). The content criteria is rated as the following: 30-37 (excellent to very good; knowledgeable-substantive-etc), 26-22 (good to average some knowledge of subject-adequate range-etc), 21-27 (far to poor, limited knowledge of subject-little substantive-etc) and 16-13 (very poor; does not show knowledge of subject –non substantive-etc).

2.3 Writing

Writing is a way of thinking and learning (Troyka, 1987). It gives opportunities to explore the ideas and acquire information. Writing is also said as a way of discovering. The act of writing allows the writer to make unexpected connection among ideas and language. Moreover, writing creates reading. It creates a permanent and visible record of ideas for others to read. In addition, writing ability is needed by educated people. Someone’s skill in writing is often considered to reflect his or her level of education.

Writing can be defined as a communicative act, a way of sharing observations, information, thoughts or ideas with ourselves and others. Writing is a hard task and must be learned. They have to look for the material from many sources such as internet.

Internet can be used to acquire information from a large number of language resources for a variety of purposes (Daugherty & Funke, 1998).

In order to be able to write well, the foreign language learner needs to be provided with early and continued experiences. It is therefore important to provide the learners with writing tasks that can develop their skills to record information in many different ways. Internet can be assisted for the students to get more information. The results of the Web-based instruction on students writing performances are varied as claimed by (Braine, 1997; Ghaleb, 1993; Liou, 1997; Sullivan & Pratt, 1996). “In general, the results of the comparative studies have indicated that Web-based language instruction produced better writing quality and more writing quantity than traditional classroom instruction”.

2.4 Internet

Today the internet has an important role and great potential in educational life especially in learning English. The Internet is a powerful tool for finding information from educational organizations, governmental organizations, business companies and individuals across the world (Shetzer & Warschauer, 2000). The Internet is also an important medium that provides the potential for purposeful and powerful use of online communication in language and writing classes (Warschauer, 2000).

Students are more motivated to learn in the Internet because Information covers various fields. So that students can develop themselves to the fullest by using the internet resources. As a result, the Internet can increase EFL learners’ motivation to learn the English language (Rico & Vinagre, 2000).

2.5 Analytical exposition text

Exposition is a text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

Purpose of Analytical Exposition

➢ To attempt to persuade the reader to believe something by presenting one side of the argument.
➢ To reveal the readers that something is the important case.

Generic Structure of Analytical Exposition

Thesis: Introducing the topic and indicating the writer's position.
Arguments: Explaining the arguments to support
the writer’s position.

**Language Features of Analytical Exposition**

Focus on generic human and non-human participants, (e.g.: car, pollution, leaded petrol car).

Use abstract noun, (e.g.: policy, government)

Use of relational processes, (e.g.: It is important)

Modal verbs, (e.g.: we must preserve)

Connective or Use of internal conjunction to state argument, (e.g.: first, secondly, then, finally)

Evaluative language, (e.g.: important, valuable, trustworthy, etc.)

Giving reasons through causal conjunction e.g. so, thus, therefore, hence)

Use of present tense

Passive sentence

In writing analytical text, the students need to look for the large information from various sources such as internet to strength the arguments to convince the readers or listener.

### III. DESIGN RESEARCH

#### 3.1. Method of study

The study was an experimental research to find out the result of a certain technique. According to Hadi (1988: 56) that is an experimental design is one of the precise methods to examine the cause and effect because of the fact, instruction toward a group and experimental sample. The instructional activity was designed only to teach writing skill students by using internet toward the experimental group, the group of sample would have test to measure the effect that students get after treatment. The result of the test would be analyzed and compare using statistical computation. This study tries to describe the effect of internet toward writing skill; the research data was pre-test and post-test.

#### Table 3.1 pre-test and post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Independent variable</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Y₁</td>
<td>X</td>
<td>Y₂</td>
</tr>
<tr>
<td>C</td>
<td>Y₁</td>
<td>-</td>
<td>Y₂</td>
</tr>
</tbody>
</table>

Notes :

E = experimental group

C = control group

Y₁ = pre-test

X = treatment on the experiment group

Y₂ = post-test

This research design will present several characteristics; (1) it has two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups will be measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups will be done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

#### 3.2 Population and Sample

##### 3.2.1 Population

Population is representing entire/all subject research. Nawawi ( 2003) in Iskandar (2009 :118) population is grand total of subject research which can be consisted of by the human being, object, animal, flora, symptom, assess the test or event as data source owning certain characteristic in a research. While according to Sudjana (2005) population is totality of all value which possible, result of counting/calculating or measurement, quantitative and also qualitative hit the certain characteristic from all clear and complete corps member is which wish learned by the nature

In this study, the population of the study includes all eleventh grade students of the Darul Hikmah Medan in the academic year 2013/2014. There are as the population and for observation the samples are only 48 students from two classes. The classes divided into two groups namely experimented class and control class.

##### 3.2.2 Sample

Sample is shares or proxy from accurate population (Arikunto, 2006). While in big dictionary of Indonesian, sampel is used by example of from the lion’s share. While according to Sugiyono (2003) sampel is ”some of amount and characteristic owned by population, As for becoming sample of at this research is all student of eleven grade class.

Suharsimi (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more that it. In this research the writer take 48 students as the sample. 24 students are students who join who experimental group and 24 students as a control group.

#### 3.3 Instrument

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared.

Related to the research problems, the
writer used writing test as an instrument. Moreover, Heaton (1975) states that the test used must be appropriate in terms of our object, the dependable in the evidence provided, and applicable to our particular situation. In this case, the researcher gave the students writing test. The writer asks the student to write the analytical text about the importance of discipline in school.

This study aimed at knowing the students' achievement in writing skill, where the students was asked to write analytical exposition by using internet. Bruce and Levin (1997), looked at ways in which the tools, techniques, and applications of technology can support learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world."

3.4 Technique of Data Collection
The method of collecting data for this research is used testing. In this case, the researcher gave the students writing test. The writer asks the student to write the analytical text about the importance of discipline in school. The writing task includes content, organization, vocabulary, language and mechanic.

The test of those five aspects of writing was compiled by the writer herself collecting information about the subjects, which are learned at Darul Hikmah Medan.

3.5 Technique of Data Analysis
The technique of data analysis, will be used here is statistical analysis that is descriptive analysis.

3.6 Hypothesis Testing
Before hypothesis testing, the researcher got the students’ scores of the experimental and control group. The score check for the pre-test and post-test. The first step was the researcher calculated the mean score of experimental group. For the purposes, the level of significance 0.05 (5%) The writer took students’ score of experimental and control groups, which is the score for pre-test and post-test. Thus, the writer calculated the mean score of both two groups.

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My = \frac{\sum N}{N}

My = the mean score of control group
N = the number of sample
= the sum of (sigma)\Sigma
(Arikunto, 1998)
The mean score that obtain through the above formula was analyzed and interpreted.

IV. DISCUSSION AND DATA ANALYSIS
4.1. The Data
The writer took students’ score of experimental and control groups, which is the score for pre-test and post-test. Thus, the writer calculated the mean score of both two groups.

4.1.1. The Result and the Data Analysis
The data analysis was based on assessing the learners’ writing at the beginning as well as the end of the course. In addition to the pre-test given before, at the end both groups were also given a post test. Both groups were invited to write a paragraph of the same topic under the same condition. The topic is the importance of discipline in the school. There are five criteria of scoring composition in United States. First, content which is scored 30, organization (20), vocabulary (20), language (25), and mechanics (5).

Based on the pre-test result of both of group namely control and experimental group, the score shown that the result were unsatisfied. The table below illustrates the pre-test result of both control and experimental group.

<table>
<thead>
<tr>
<th>Group</th>
<th>M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>58</td>
<td>24</td>
</tr>
<tr>
<td>Control</td>
<td>56</td>
<td>24</td>
</tr>
</tbody>
</table>

As the table1, Indicated, the means of two groups, control and experimental groups are almost the same. After two sessions, the same writing test as a post test was administrated for both groups. The control group didn’t receive treatment. They worked with the ordinary and classical means such as board marker for the teacher, paper and pens for the learners. However, the experimental group receives treatment. They worked with internet. The content of the course revolved around requiring students to write analytical paragraphs of different types taking into consideration the criteria such as mechanic, content, language, organization and vocabulary. The result of the post – tests of the control and experimental group were compared.
The main finding of this study shown that the student who used internet-based tasks had a good level of writing than who did not use internet in their learning process.

As the result of the study indicated, interned-based writing tasks had a significant effect on students’ achievement in writing.

4.2. Discussion

This part covers the discussion of the writing through the implementation of internet or technology information. The discussion is based on is internet can influence the students’ achievement in writing analytical exposition text. In writing analytical exposition text, the students have to convince the reader that something is importance case. Therefore, they need large information or knowledge to apply some arguments to reveal the reader. So, The Internet has become a wonderful useful tool to the students.

The finding of this study has proven that internet can improve the students writing ability. It can be seen from the improvement of the students’ score. The students’ average score in the (pre-test) was 58 for experimental group and 56 for control group. After the implementation of internet as media, it became 78 for experimental group. In other word, 87 already achieved scores greater than 56 as the criterion of success determined. As result internet can influence students’ achievement in writing skill.

In addition, (Strangman 2005) indicated that “traditionally, students have been able to publish their writings by making books or hanging their writing pieces in their classrooms or the hallway. These days the Internet has dramatically changed the way students can publish their work”.

Finally, after to the findings above, it was found that the internet influenced the students’ writing achievement. It means that the internet gives positive impact toward students’ writing achievement and helpful in the teaching learning process.

5.2. Suggestion

To follow up the findings of the study, some suggestion are recommended for English teacher, and for the future researchers.

1. For English Teachers

As it is acknowledged by most teachers, especially by English teachers that teaching writing is the most difficult aspect in language teaching, the researcher, therefore, wants to share the “INTERNET” as one of many alternatives medium that can be used in teaching writing. She confidently suggests English teachers to apply this strategy to their writing classes, especially to the classes that have problems in writing lessons.

2. For the Future Researchers

The recommendation for the future researcher is to conduct the research by implementing internet in other language skills such as speaking and listening. Another research design can also be applied on the use of internet to improve the teaching and learning process and the students’ achievement as well.

References

Journal Article


Monograph, edited book, book


Theses, Dissertation


