

The Effectiveness of Writing Warm-Ups Strategy on Students Writing Skill: Report Text

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Abstract: Writers need to have a warming up before beginning to write. It is the fundamental thing to be done by students as writers for stimulating their critical thinking. It is also useful for them to be easier in developing their ideas at writing activities. The objective of this research investigation was to find out an effectiveness of writing warm-ups strategy on students' writing skill: report text. Research method used was pre-experimental with only one group pre-test and post-test design. The seventh grade students of SMP Negeri H. Wukirsari that were 139 students, were taken as population in this research. Moreover, by using cluster random sampling technique, the sample was taken only 28 students. Written test (report text) was given to students' sample in collecting the data. In analyzing data, the researcher used individual score of each student, Students' Mastery Minimum Criteria (>75), and Matched t-test. Based on the data analysis done, the students' mean score of pre-test was 54.67 and students' mean score of post-test was 75.10. In addition, the result of t-test was 3.88 and t-table was 1.701 since the degree of freedom significant level of it one tailed test. Hence, Matched t-test was higher than t-table. In simple, it meant that the alternative hypothesis of this research was accepted, and the null hypothesis was rejected. In conclusion, it was truly effective to apply writing warm-ups strategy on students' writing skill of report text.

Keywords: *Effectiveness, Writing Warm-Ups strategy, Writing skill, Report text*

1. INTRODUCTION

According to Mandal (2019: 1) a language is represented in the left hemisphere as logical human brain that was based on recent studies have shown that in around 96,75% of people. In other hand, for about 18% of left-handed people the responsible for language were in the right hemisphere as creative human brain. Moreover, in both the left and right hemisphere as many as 67,80% of people have some language abilities. Mastering the international languages become completely important to face the competency of revolution industry 4.0 today. They cover

the whole people life exception, one of it as communication. As the statement from Brooks and Kempe (2012: 2) stated that language is universal human being skill in building communication.

English is one of the international *lingua franca* used as second language (ESL) or foreign language (EFL). In Indonesia, almost students learned, mastered, used as well English as a Foreign Language. Learning English is something hard activity. It needs extra efforts to be learned, especially for them who live in sub urban area. It had been a negative mindset, and became negative stereotype of them.

Therefore, some of them were not interested and always be passive or shy to use English actively. According to Moore (2006:5) teaching is an action of someone who is trying to reach his or her fullest potential in all aspects of self-development. It also can be defined that teaching is a profession conducted by using the combination of art, science, and skill. It is an art, because it relies on the teachers' creative assumption of the best possible learning environment and activities for their students. Then, it is a science since it is a system, an order set of ideas, and methods used by the teacher in doing his main job, such as design planning lesson, implement the planning in classroom, and evaluate the outcome of activities.

Based on phenomenon explained above, the researcher believes that teaching English is not easy thing done in Indonesia whereas English as Foreign Language, including to teach English writing. Writing is a skill that concerns for some important components like mechanics of writing, vocabulary mastery, and teaching strategies or methods to support the students' writing practice. The purpose of teaching writing is to facilitate students' English ability in such written context. Tompkins (1994:13) assumed that teaching students is similar to make decision about the purpose and form as the important aspects of writing instruction. Students need to know the range of option available to write their decision about these aspects of writing.

It had an impact on each other for example, if the purpose is to entertain a form such a story, a poem, or a script. Writing is a part of learning process in English that has to be mastered by the ESL/EFL students. It is the important skill

of English that has to be learned beside other language skills listening, reading, and speaking (Derewianka, 1990: 14). Writing has function to make entertainment and make fun. There are a variety of ways to use writing in people every day live, for example you can write down about the recipe of pancake. Practice of skill of writing facilitates the students to gain their independent, comprehensibility, fluency, and creativity. They not only can read what they have written, but also understand it. Thus, Sebranek (2005:24) states that the writing process provides an opportunity for someone to share and state their thoughts as clearly as possible.

For teachers, teaching is not an easy job. They have to see their students' progress and help students to solve their problems faced. Many teachers were also strongly committed to invite students for participating in writing situations effectively such as by preparing texts. The texts were purposeful and patterned to serve teacher's purpose in teaching writing. Each type of texts has different social function, general structure, and language feature. There are several kinds of text that are learned by students in Junior High School level, namely descriptive, recount, narrative, report, and procedure text.

This research focused on writing a report text which is as one of the materials in English lesson for the seventh grade students at SMP Negeri H. Wukirsari. Report text is a piece of writing which aims to explain by describing something happened in general ways. It implies that report text refers to a text that explains the general information as reporting (Barker, 2000: 23). Description in report text is focused on several scopes such as history,

geography, science, natural resources, and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. It can be concluded, in term of language, the report text is a text that has objective to provide information about an event or situation, after the investigation and various considerations that allow students to use the generic structures and language features correctly. Unfortunately, many students write the report text without put caring about the generic structures and language features specifically. Therefore, writing warm-ups strategy became an alternative strategy applied in teaching writing which was applicable to improve students' writing and build their motivation to write report text well.

Based on the result of the interview with English teacher, the researcher got some information as data that described some problems faced students in writing activities. They were: (1) the students motivation were categorized into very low to write in English, (2) the students had difficulties to write in English, because they were lack of vocabulary in English, so that they could not express their ideas in appropriate English word, (3) they had negative perspective about writing. They assumed that writing was difficult and bored activity to be done. It could be happened because of their bad experiences, when they learned and practiced writing in English classroom.

All things that related to classroom teaching process had influenced the students' problems faced above such as, teacher as facilitator in classroom, teaching method or strategy applied, students themselves, and other component like

environment (classroom atmosphere), motivation and also students' mindset. Based on the data found, the researcher considered that it was a must to conduct this research in order to through this research could help the teacher in teaching writing and also solve the students' problems in English writing.

There were three important parts to be known by teachers in teaching writing generally. (1) The purpose of writing, a research told that students became more interested in writing and their quality of writing showed positive improvement when there were clear learning goals for writing assignments. It is a must to tell your students about the setting goals before conveying the main materials. (2) Mentor or facilitator, as a teacher, you should explain and give the examples comprehensively to avoid the students' confusion and misunderstanding. (3) Direct instruction, a teacher has main role to provide a direct instruction in various aspects of good writing and to provide optimal situations for encouraging writing, fostering good mentor, and being open and accepting (Lance, 2005).

Through this research, the researcher would like to apply Warm-ups Strategy to teach writing: report text. Ebert (2018: 1) claimed that when it comes to writing instruction, one of your main goals is to help your students become better writers. However, this is not always an easy task to be done. Many of your students have negative feelings toward English writing activities. They may have struggles to integrate with ideas when they start to write in English. It is a fact that students face overwhelmed and intimidated to finish their tasks in writing. There must be something

that you can do to help your students. It is very easy to do, you only need to change their habitual routines continually by taking 5-10 minutes a day: a writing warm-up. The researcher found that by doing a writing warm-up at the beginning of a writing activities not only helps students get in the good writing mood, but also helps students to feel more confident as writers, and enjoy the writing as fun experiences.

Moreover, in simple warm-ups activity is one of important academic activity completed by students in the beginning of class before getting lesson as the main activity. Actually, warm ups is useful for providing a space at the beginning of the class for students to limber-up and consistently practice being a writer. Ebert (2018: 1) said that a teacher learned after several years of teaching that just because his/her students walk into a classroom and sit down in their desks. It does not mean that they are ready to take free of the time. Just like an actor or an athlete, writers need to warm up their writing muscles to be ready for the work consistently ahead. Writers also need to send signals for brains as a moment on what happened before. When a writer starts to have warming up before writing, automatically he/ she will be more engaged, more excited, and more awaked, about the rest of class. The most important thing, they becomes very talented writers. In fact, Ebert would argue that there are few better ways to get more skilled at writing than to dedicate five to ten minutes every day. It just put the pen to paper.

2. METHOD

Pre-experimental method with one group pretest-posttest design is the method used for this research. Isaac and Michael (1982:22) wrote that this method included: the objective of a pre-experimental method is to approximate the conditions true experiment a setting, which does not allow the control, and or manipulation of all relevant variables. A research must clearly understand that the agreement in the internal and external validity of this design and proceed with this limitation. The pre-experimental method used only one group of students. The following was one group pretest-posttest design of this research conducted:

Group	Pre-Test	Treatment	Post-Test
Experiment	T1	X	T2

Table 1. One Group of Pre-Test and Post-Test Design

In which:

T1 : Pre-Test

T2 : Post-Test

X : Treatment

For population in this research, it was taken from students at the seventh grade at SMP Negeri H. Wukirsari. They were 139 students (Class VII A – VII E). As a statement from Arikunto (2010:173) population is a set/ correlation of all elements possessing one or more attributes of interest. To consider the efficient of this research, researcher used cluster random sampling technique in taking the sample from population. Sample is a small proportion of a population selected for observation and analysis (Kahn and Best,

1993:13). Moreover, Sugiyono (2011:62) added sample group of individuals which is part and characteristic of population. According to McMilan (1992:78) the advantages of cluster random sampling are that it low cost, requires list of element and efficient with large population. By using this technique, the result of sample was 28 students from class VII.C.

A written test was applied to collect the data. There was only one test, and was administered twice to the students. They were pre-test and post-test. The pre-test was given before doing the teaching experiments (four times), and post-test was given at the end of teaching experiments. It was important to administer the tests to know the students' progress in writing: report text by applying writing warm-ups strategy in beginning of writing activity. Data was collected by giving written test in a form of essay that consisted of 150-200 words. The time was allocated for the students to do the test was 60 minutes.

In analyzing the data obtained, some techniques done were: 1) Students' individual score, 2) the students' categories score, 3) matched t-test, 4) Statistical Hypothesis.

1. Individual Scores of Students

The students' writing was examined by giving the score in the term of five elements: content, organization, vocabulary, language use and mechanic. Content focuses to the idea of paragraph; organization concerns with idea and their logical and coherent language and development; vocabulary covers the correct or appropriate choice of words and idioms; structure refers to the grammar and words order, and mechanics points on the area of

punctuation and spelling. In using individual scores, the researcher used the criteria created by Heaton (1988:146) in scoring the student's writing (very poor, poor to fair, average to good, or very good excellent). Moreover, the researcher gave more explanations about the elements of grading writing category. The elements are content, organization, vocabulary, structure/language used, and mechanic (Heaton, 1988:147).

2. Students' Categories Score

Comparison to minimum mastery criteria was a measure of the variability (spread) in a group's scores. It was compared to minimum mastery criteria. The minimum mastery criterion for the material that is taught was based on the minimum mastery criteria of the seventh grade students at SMP Negeri H. Wukirsari that was 75 points. If the students' scores were lower than 75, they were categorized into *failed* qualification. In contrast, when the scores got were equals or higher than 75, the students were categorized into *passed* qualification.

Table 2. Conversion of Percentage Range

Score range	Qualification
75-100	Passed
0-74	Failed

(Source: SMP Negeri H. Wukirsari)

3. Matched -Test

To know the significant difference between the students' achievement as their improvement in writing both pretest and posttest the Matched t-test was applied (Hatch and Farhadhy, 1982:96). The formula is as follows:

Where:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{SD}$$

t : The t-obtained

\overline{X}_1 : The Students' Average in the Posttest

\overline{X}_2 : The Students' Average in the Pretest

SD : Standard Error of Differences

4. Statistical Hypothesis

The statistical hypothesis is used to prove hypothesis that has been formulated and obtained as conclusion. Then, the data from the students was analyzed by using these formulas:

Ha: The average result of the students learning after followed visual imagery approach is more than 75 ($\mu > 75$).

Ho: The average result of the students learning after followed visual imagery approach is less than 75 ($\mu < 75$).

The formula: $t = \frac{\overline{X} - \mu\alpha}{\frac{s}{\sqrt{n}}}$

Where:

t = t calculated

\overline{X} = average xi

s = standard deviation sample

$\mu\alpha$ = minimum mastery criteria (75)
(Sugiyono, 2010:96)

3. FINDINGS AND DISCUSSION

In this research, the researcher did some steps to conduct a teaching writing by using writing warm-ups strategy to the seventh grade students of SMP Negeri H. Wukirsari. First, the students' score had been calculated by 2 raters, the English teacher was rater 1, and the researcher was rater II. The data collected from the written test in both the pre-test and post-test were

analyzed based on the fifth elements from Heaton (1988:147). They are Structure (S), Vocabulary (V), Organization (O), Content (C), and Mechanics (M). The scores were obtained by adding the result of rater 1 and rater II, and the scores were divided into two. After being analyzed, the researcher identified the highest score, the lowest score, and the average score of each student for describing the result as finding in pre-test and post-test.

In addition, the data not only interpreted through the students' score collected in the pre-test and post-test, but also observed the process of learning and capability of students in doing their tasks (writing) in this research. It was useful to know the progress of students' writing skill. Students' writing were analyzed to identify how they passed the process of verbal and quantitative information, interpreted data, solved problems, and thought critically. More information about the finding was described in detailed below:

1. The Students' Writing Score in the Pre-test

The result of pre-test calculation revealed that the highest score was 79 which were reached by one student, and lowest score was 35 reached by two students. The students' score was compared to MMC score in the following descriptions: (1) the students' score was considered as *passed* qualification, when their score were equal or exceeded 75. In contrast, the students' score was considered as *failed* qualification, when their scores were lower than 75. Based on the data found in the pre-test, there were 2 students who were in *passed* qualification. However, there were still 26 students who were in *failed* qualification. In order to make the

students' score well described, the researcher presented them into percentages as in the chart 1 below to show the students' percentage in the pre-test.

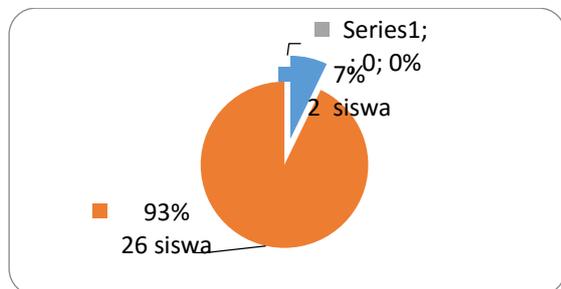


Chart 1. The students' score in the Pre-test

It explained that the percentages of the students' writing score in the chart 1, there were 26 students (93%) who were categorized into *failed* qualification as well there were only 2 students (7%) who were categorized into *passed* qualification. In conclusion, the students' average score of writing in the pre-test were still very low (*failed* qualification).

2. The Students' Writing Score in the Post-Test

The test items in the post-test were totally similar to the items given in pre-test. Before the students got the test, they were introduced about writing report text by using writing warm-ups strategy in four times as treatments. Based on the researcher observation, when the students got the post-test, they were enthusiastic and had high motivation. Thus, they were enjoyable in accomplishing the post-test. The researcher evaluated the students' writing skill based on the criteria from Heaton (1988:146). They are: 1) content: the clear content of composition and showing knowledge of subject, 2) organization: fluent expression, integration of paragraph by paragraph, and sentence by sentence, 3) vocabulary: choice and usage appropriate idiom or word, 4)

structure/language used: construction rules of the sentence or appropriate grammatical, 5) mechanic: mastery of spelling, punctuation, capitalization, and paragraphing.

In the post-test, the higher score was 81. It was reached by only one student. The lowest score was 60 that was reached by also only one student. While the average score was 75.10. In the post-test there were 23 students who were categorized into *passed* qualification. However, there were still 5 students who were categorized into *failed* qualification.

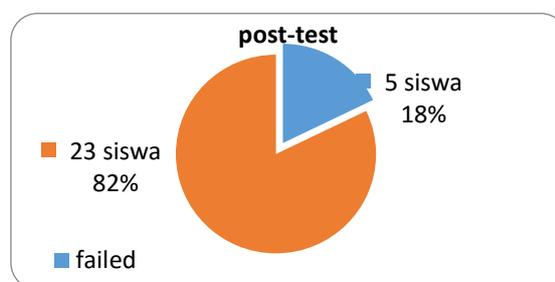
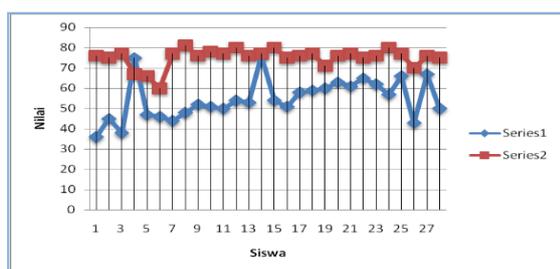


Chart 2. The students' score in the Post-test

Based on the percentage of the students' writing score in the chart 2, it explained that there were 23 students (82%) who were categorized into *passed* qualification. In contrast, there were only 5 students (18%) who were categorized into *failed* qualification. As the conclusion, the students' average score of writing in the post-test were very good (*passed* qualification).

The progress of pre-test and post-test result was revealed from the comparison of the students' score. The comparison of the students' score could be seen in the following graph:



Graph 1. The Comparison of the Students' Score in the Pre-test and Post-test

Based on the research result explained above as findings, the researcher interpreted that an applying of the writing warm-ups strategy in teaching report text to the seventh grade students at SMP Negeri H.Wukirsari was completely effective. It could be seen from the students' average score before and after the treatments given in the pre-test. The students' average score in pre-test was 54.67. It had positive improvement to be 75.10 in the post-test. In the pre-test, the students still provide inadequate development of topic. Besides, the ideas on their compositions were not clearly stated, and there were insufficient supporting details for the main ideas. In terms of content, they still used inappropriate words and limited range of vocabulary to develop their writing in order that the meaning was hardly understood.

In terms of grammar, many of them still made mistakes. But, after the researcher gave the treatments by applying writing warm-ups strategy, the students could minimize their errors; especially they could improve their writing how to express their ideas in writing report text. Furthermore, the mean score in the post-test was 75.10. Based on the average ability, it could be interpreted that their writing was improved and they were easier to express their ideas in writing report text.

The effectiveness of writing warm-ups strategy in teaching writing: report text to the seventh grade students could be proved from the result of t-test calculation. Based on the result of matched t-test calculation, it was showed that the $t_{obtained}$ was higher than the t_{table} . The $t_{obtained}$ was 3.88, while the t_{table} in the significant level 5% was 1.701. It meant that the null hypothesis (H_0) was rejected and automatically the alternative hypothesis (H_a) was accepted. This indicated that it was significantly effective to apply the writing warm-ups strategy for students in teaching writing: report text.

Based on the data found through this research, the researcher states that the advantages of writing warm-ups strategy were: the students had high motivation in enhancing their English skills. This could be proved from the fact (result of data analysis) that the students appeared to be interested, enthusiastic, and were challenged in learning. As a result, the student activeness in learning increased very significantly. According to Bonwell and Eison (1991:2) stated that active learning is any class activity that involves students in doing things and thinking about the things they are doing, so that active learning activities may help the students to increase their skills. Besides, the students who were frequently experience active learning in their classes may also had more time available for participation in learning process, because they felt fun. They were able to spend less time on course preparation and researching for examinations. In addition, active learning activities might directly influence social integration with their classmates.

In addition, specifically the student's writing skill seemed to be increasing, because the students enjoyed in learning English as they found the advantages of writing warm-ups strategy in teaching and learning process. When they posted their writing skill, and they got writing warm-ups strategy from each other. They were more interested because this activity was fun. So, the researcher would like to state that teaching writing by applying writing warm-ups strategy could give improvement on students' writing skill.

In this research, there were some factors which influenced the students' score, so the students' score in post-test higher than the students' score in pre-test: According to Wood and Tinajer in Calhoun (1999:26):

1. The model emphasizes grammar, mechanics, phonics, and usage of standard rules in English, while enabling the second/foreign language of learners to begin the new learning in their first language.
2. Pictures/charts/tables provide simulation for the concrete referents in memorizing or mastering new words, phrases, and sentences.
3. The students who are using pictures, related to content material of a research, they fell a part of the classroom activities and can participate too.
4. Key content of words in are heard and pronounced correctly numerous times.
5. Second/foreign language of learners the English equivalent to the words.
6. The picture word chart serves as an immediate reference to enable students to add these words to their vocabulary sight vocabulary. The teacher can

choose to emphasize almost any sound and symbol relationship.

7. Students are assisted in learning the patterns and relationships of the English language, enabling them to apply any this learning to newly encountered words.
8. Students hear and see words spelled correctly and participate in the correct spelling and writing.

The result of Matched t-test calculation described that the t_{obtained} was much higher than the t_{table} . The t_{obtained} was 3.88, while the t_{table} in the significant level 5% was 1.701. It concluded that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. This proved the effectiveness of writing warm-ups strategy in teaching writing.

4. CONCLUSION

Based on the line of findings and discussion on previous explanations, the researcher took a conclusion that it was significantly effective to teach writing for report text by applying writing warm-ups strategy to the seventh grade students at SMP Negeri H. Wukirsari. It surely could be proven by the difference between the two means of scores both in the pre-test and in post-test result. The students' average score in the pre-test was 54.67. Meanwhile, the students' average score in the post-test is 75.10. It showed that there was significant difference between the students' achievement in writing after they were taught by applying writing warm-ups strategy. The different of score in the pre-test and post-test was found through the Matched t-test. The researcher claimed that the alternative hypothesis (H_a) of this

research was accepted, and of course the null hypothesis (Ho) was rejected. It is because the result of the calculation of the

matched t-test was higher than the t-critical value. The t-obtained was 8.12 it was in fact higher than 1.701 as its critical value.

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