

ABSTRACT

Agustianie, M. A. (2015). *The Use of Group of Activities for In-depth Learning (GAIL) to Improve SMA Students' Writing Skill*. Yogyakarta: English Education Study Program, Sanata Dharma University.

Writing requires a harder effort from the students compared to the other skills: listening, reading, and speaking. Especially in Indonesia, students' writing skill is still insufficient. They tend to produce a lot of errors and had a lot of difficulties. Some researchers found that the error that frequently appeared in writing was grammatical error, while the most challenging part was developing the ideas in their writing.

Therefore, the researcher designed a set of activities named Group of Activities for In-depth Learning (GAIL) to help students produce better writing. GAIL works well with Eclectic Approach, the combination of Process-based writing and Genre-based writing, since it was made to reinforce every writing process.

The aim of this study was to prove whether GAIL improves SMA students writing skill. The population of this study was the students of *SMA Kolese De Britto*. For the study, only eleventh grade students of science class were observed as the sample. The main problem formulation of this study was: does GAIL improve SMA students' writing skill?

To answer the research questions, the researcher applied the quasi-experimental method. There were two groups in this study: experimental and control groups. Pre-test was conducted before both groups got the treatment. Post-test was conducted after the experimental group got the treatment. The mean score of the experimental group ($M=5.1$) was slightly higher than the control group ($M=2.6$). Then result of t-test to compare the performance of both groups showed that the group that used GAIL did not differ significantly ($M=5.1, SD=12.4$) from the control group that used ordinary teaching-learning activities ($M=2.6, SD=14.9$), $t(103) = 0.95, p > 0.05$.

Based on the results of the t-test, it can be concluded that the researcher had enough evidence to reject the null hypothesis: GAIL improves SMA students' writing skill. In addition, the experimental group performed better in the writing organization than the control group. However, the researcher did not have enough evidence to claim that GAIL significantly better than other teaching methods.

Key terms: GAIL, Eclectic Approach, Writing Skill

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Menulis membutuhkan usaha yang lebih keras dari siswa dibandingkan kemampuan yang lain: mendengarkan, membaca, dan menulis. Khususnya di Indonesia, kemampuan menulis siswa masih belum mencukupi. Mereka cenderung melakukan banyak kesalahan dan menemui banyak kesulitan. Beberapa peneliti menemukan bahwa kesalahan yang umumnya dilakukan adalah kesalahan tata bahasa, sedangkan mengembangkan ide tulisan adalah hal yang dirasa paling menyulitkan.

Oleh karena itu, peneliti membuat sebuah kumpulan kegiatan bernama Group of Activities for In-depth Learning (GAIL) untuk membantu siswa dalam membuat tulisan yang baik. GAIL sangat sesuai bila digunakan bersamaan dengan Eclectic Approach, perpaduan antara Process-based writing dan Genre-based writing, karena GAIL didesain secara khusus untuk memperdalam setiap tahapan dalam menulis.

Tujuan dari penelitian ini adalah membuktikan apakah GAIL meningkatkan kemampuan menulis siswa SMA. Populasi dari penelitian ini adalah para siswa SMA Kolese De Britto. Dalam penelitian ini, hanya siswa kelas sebelas IPA yang diambil sebagai sampel. Rumusan masalah dari penelitian ini adalah: apakah GAIL meningkatkan kemampuan menulis siswa SMA?

Untuk menjawab pertanyaan tersebut, peneliti menggunakan metode eksperimen semu. Pre-test dilaksanakan sebelum kedua grup mendapatkan perlakuan khusus. Post-test dilaksanakan setelah kelompok percobaan mendapatkan perlakuan khusus. Hasil rerata nilai grup percobaan ($M=5.1$) sedikit lebih tinggi dari grup kontrol ($M=2.6$). Kemudian, hasil uji t untuk membandingkan nilai kedua grup menunjukkan bahwa grup yang menggunakan GAIL tidak berbeda secara signifikan ($M=5.1, SD=12.4$) dari grup kontrol yang menggunakan kegiatan pengajaran biasa ($M=2.6, SD=14.9$), $t(103)=0.95, p>0.05$.

Berdasarkan hasil t -test, dapat disimpulkan bahwa peneliti memiliki cukup bukti untuk menolak null hypothesis: GAIL meningkatkan kemampuan menulis siswa SMA. Selain itu, grup percobaan menunjukkan performa yang lebih baik daripada grup kontrol dalam organization. Namun, tes signifikansi menunjukkan bahwa tidak ada bukti yang kuat untuk mengklaim bahwa GAIL lebih baik dari kegiatan pengajaran yang lain.

Kata kunci: GAIL, Eclectic Approach, Writing Skill