

## STUDENTS' PERCEPTION TOWARD BASIC WRITING OUTCOMES AT THIRD SEMESTER

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### ABSTRACT

*The objective of the research was to find out the students' perception after learning Basic Writing material especially in learning Intensive and Paragraph Writing. The method of the research was descriptive qualitative and used semi-structured interview as an instrument of this research. The subject of the research was the third semester of English Department at Universitas Muhammadiyah Makassar. The researcher only selected 15 students out of 204 students of the third semester in English department as participants. The researcher used five questions and gave to the students in order to collect the data and retrieved information related to the interviewer's questions. The overall result of the research showed that most of students has positive views towards Basic Writing Material. The students could improve their students' creativity in writing after learning intensive and paragraph writing especially in mind mapping, capitalization and simple sentence. However, almost students still had difficulty in understanding paragraph writing material especially in punctuation.*

**Keywords:** *Students' Perception, Intensive Writing, Paragraph Writing*

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa setelah mempelajari materi Basic Writing Khususnya dalam pembelajaran Intensive dan Paragraph Writing. Metode penelitian ini adalah deskriptif kualitatif dan menggunakan wawancara semi terstruktur sebagai instrumen penelitian. Subjek penelitian adalah siswa semester tiga Jurusan Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar. Peneliti hanya memilih 15 siswa dari 204 siswa semester tiga di jurusan bahasa Inggris sebagai peserta. Peneliti menggunakan lima pertanyaan dan memberikannya kepada siswa untuk mengumpulkan data dan mengambil informasi yang terkait dengan pertanyaan dari peneliti. Hasil keseluruhan penelitian menunjukkan bahwa sebagian besar siswa memiliki pandangan positif terhadap materi Basic Writing. Para siswa dapat meningkatkan kreativitas mereka dalam menulis setelah belajar intensive dan paragraph writing terutama dalam mind mapping, capitalization dan kalimat sederhana (Simple Sentence). Namun, kebanyakan siswa juga masih mengalami kesulitan dalam memahami materi Paragraph Writing terutama dalam belajar tanda baca (Punctuation). Oleh karena itu, penelitian menyimpulkan dengan rekomendasi untuk penelitian masa depan.*

**Kata kunci:** *Persepsi, Penulisan Dasar (Basic Writing), Kreativitas*

### Introduction

Civilizations that are growing at this time, both in the field of Science and Technology (Science and Technology), economics, social, cultural and political challenge that pose a great for the nation's successor. To face these challenges, it needs to be balanced with progress in the field of education. Education that is very much needed is quality education. Quality education can be said if all the components that play an important role, are able to produce a successor of the nation with knowledge and noble character. Education starts from elementary school to college level. In college, especially many subjects are accepted by students. One of them is an English subject. In its context, learning English teaches students to learn knowledge, attitudes and skills in supporting the success of learning all subjects in college. Learning English is very important given to students because it is through learning English that students can communicate well and correctly, both verbally and in writing and foster an appreciation of the work of Indonesian human literature.

Based on the characteristics in English that have been described previously, there are demands of the curriculum including that students can express ideas and feelings and use the analytical and imaginative abilities that exist within themselves. This must be reflected in the ongoing learning activities. Efforts made to improve students' writing skills can be done by providing meaningful learning.

Teachers are expected to be able to apply basic teaching skills one of which is the use of learning approaches. Therefore, the role of an educator greatly determines the success of a learning. The success of students in learning English especially in writing can be seen from the results obtained by students after the learning process takes place.

According to Abdurrahman (2013), learning outcomes are abilities acquired by children after participating in learning activities. includes components of language skills and literary abilities which cover the following aspects: (1) Listening, (2) Speaking, (3) Reading, (4) Writing. In learning English, especially in the field of writing, students develop their imagination through reading. Because writing and reading are very close.

Based on the results of our learning on Muhammadiyah University campus specifically for English writing courses we sometimes see some lecturers using the lecture method as a stimulus before entering the material, so that students are able to imagine their thoughts so they can improve their ideas and creativity in writing.

For this reason, teachers need to choose the right strategy in learning to write. The right strategy is basically a learning strategy that is in accordance with indicators, student conditions, subject matter, and teacher's ability. If the learning strategy used is right, learning will become a good lesson.

## **Materials and Method**

### **Materials**

Mannix (2015) in his research concluded that While basic writing has made a public turn by incorporating service learning and community literacy pedagogies, basic writers are not often discussed in the vast and growing research on public writing in composition studies. Scholarship on public writing in composition has produced important discussions of the outcomes of public writing pedagogy, but the “incomes” of public writing—the experiences, cultural and linguistic differences, and knowledge of and dispositions towards public life—that students bring to public writing classrooms have gone largely unexplored.

Shakoor (2016) in his research that explores a basic writer’s evolution as he moves from the lowest level of developmental English at a community college to graduate with a Bachelor’s degree. Combining personal narrative, essay excerpts, and textual analysis, this piece aims to expand the border of scholarship in composition studies to include basic writers as co-authors. In painting an intimate and detailed portrait of one student and his writing, we hope to broaden the scope of what counts as research on college remediation, add texture and complexity to the debate over what it means for basic writers to journey towards academic success, and contest the notion that developmental education is a detriment to students. We conclude with reflections on the lessons learned from paying close attention to the college experiences of one basic writer.

Pratiwi (2013) in research that the use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. Students may find difficulties in writing in a good and right form in English. In writing, many students have a difficulty in expressing idea. Thus, the writing skill is one of the language skills taught to students. Writing must be learning by the students because it is related to the students’ future the students produce writing through some stages process of

writing as a classroom activity incorporating the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft congruent with the writer's intention.

Based on the previous findings above, the researcher concludes that the research shows the same results that one's creativity can be improved and developed from any aspect. In this study the researcher will explore student perception toward can influence of student's creativity in aspects of English especially in writing skills and students' creativity in writing.

### **Method**

Arikunto (2002: 96) suggested that research variables are what the focus of research. Meanwhile, Sugiyono (2013: 38) argues that the research variable is basically everything in the form of what is determined by the researcher to be studied so that information about it is obtained.

The variables in this study use the dependent variable, because in the sense of the dependent variable as described in this type of variable is able to influence or be the results in the study. especially affect the results of students' opinions on the basis of writing. The subjects of this research are the students majoring in English in the third semester at Muhammadiyah University of Makassar. The students are those who have gone through the basic learning process of writing in English lessons. The researcher will select 15 students as participants.

### **DISCUSSION**

Based on the result of this research, the researcher concludes that students' creativity can be improved and developed from any aspect. In this study, the researcher explored students' perception toward their previous material about writing especially in intensive writing and paragraph writing. In detail, most of students could improve their creative writing skill after learned mind mapping material and capitalization. In paragraph writing, especially in punctuation more than a half student had difficulties in learning it. In opposite, almost students had no difficulty after learning simple sentence and just minority had difficulty in remembering the formula of simple sentence. As a whole conclusion, after learning

intensive writing and paragraph writing especially mind mapping and capitalization, the students can improve their students' creativity in writing.

In summing up from the research findings above, the students who learnt English, especially in learning basic writing (intensive writing and paragraph) in the third semester of English Department University of Muhammadiyah Makassar have a positive effect on learning English activities and able to influence the ability of students in all aspects in writing, of one of them increases confidence in making articles or narratives of scientific papers related to English language.

### Findings

1.	Students' Perception toward Mind Mapping Material	Among 15 students more than half students had positive views
2.	Students' Perception toward Capitalization Material	12 students said positive answers 3 students do not have a good basis in Basic Writing
3.	Students' Perception toward Punctuation Material	Got negative responds due to previous lecturer's way in teaching
4.	Students' Perception toward Simple Sentence Material	Almost students were difficult to remember the rule or formula
5.	Students' Perception toward Learned Paragraph Writing	All the students had Positive answer

The results of students' ability to develop their writing after they learn basic writing got positive respond that dominate the whole student among the 15 samples, because the overall results of this research after learning basic writing, as a whole has been able to assist students in developing their creativity through mind mapping material, capitalization rules material, punctuation material, also simple sentences material.

### Conclusion

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