



Is it Application of Extended Writing Truly Push Writing Student Ability?

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Keyword	Abstract
<i>Writing ability, extended writing, project assessment.</i>	<i>The extended writing allowed the incorporation of the process into the assessment of writing skills and encouraged increased students autonomy. The research was conducted through a classroom action research (CAR) that comprising 18 students. The results of the student's writing text in the cycle 1 and cycle 2 had increased in different scores. The means scores in data source where 61.67 become 63.61 in cycle 1, and after revision, in the cycle 2, the mean score in cycle 2 was 74.72 by application of extended writing project assessment. The successful minimal criterion (KKM) was 70. It can be seen that the application of Extended Writing Project Assessment was increased significantly. The most obvious consequence of this is that the ideas presented by the students are better, and the time needed to complete an essay is much more efficient.</i>

1. INTRODUCTION

English as a language used as a tool to share ideas on setting up information from others in the world. It has become an international language that is widely used in writing and speaking around the world. Therefore, the Indonesian government has put English as an important subject to learn English from elementary school to college.

Writing is widely used and various ways. However, the appropriateness and fairness in writing shows that writing is only used if it includes certain communication and knowledge communication relationships.

Nowadays, writing is an important part of our daily lives. It is, however, a difficult skill to learn and master. By getting a head start with some simple activities, you can help your students begin to develop their

writing skills at an early age. By doing, you will be contributing to your future success as a student.

Writing is an emphasis for students, either write by hand or on a computer, many tasks exams require students to write an essay or resume as a way to assess what they have learned. As a student, they are expected to demonstrate the skills to write better and to accomplish tasks more attractive through their writing. In addition, many colleges and universities require students to write an essay as part of their proposal application.

How importance of writing skills, many people make the writing as a therapy, and a useful way to express feelings that cannot be expressed easily by talking. This task requires us to write clearly and organize information effectively.

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It is essential to note that writing can be a difficult subject to teach and assess as it is to learn. Many students have difficulty writing with clarity, coherence, and organization, and they can avoid them from writing if they feel discouraged.

The involvement of teachers and parents can give new nuance for students to develop strong writing skills and become a better writer when the study is completed. Support student to struggle with writing can have a positive impact on his writing, and may make the writing process easier and more fun for him.

In all educational levels (Elementary School, Junior High School, Senior High School, and university), writing skills still need greater attention in the teaching and learning process. Some current results of research show that the process of teaching writing in some schools does not give sufficient chances for the students to explore and develop their abilities. Many students, still, have not been able to create a good and meaningful writing. Consequently, the result of teaching writing at schools is not yet satisfactory. The students' writing ability is still poor.

This condition was also found at the students of STKIP Muhammadiyah Enrekang in academic year 2015/2016. Based on the observation in the class, it was found that students' writing skills in STKIP Muhammadiyah Enrekang were still deficient. They made many mistakes in writing, such as in spelling, using punctuation and arranging sentences.

There were some factors which makes students' writing skills deficient. The basic factor is related to the students' habit. In reality, the students only practice their writing in their college but did not practice it in their daily life. They were not accustomed to English words, so students lack vocabulary and make errors in grammar and spelling in their writing. This habit makes the students have a difficulty to express their ideas in the written form.

Students should practice their writing regularly to make a good writing. This factor also affects the writing mastery and makes students' writing ability low. The students have much difficulty when they are asked to write. Sometimes when they want to write, the students get difficulties to express their idea, and they cannot organize it. Besides, based on the data source indicated that the students' mean score is still low (61.67).

Some of the language researches reported that the identification of using several techniques to increase the students' writing proficiency. Fatmawaty (2009) stated that there are a significant difference of the students' achievement in writing especially in component of content and organization before and after the application of Think-Talk-Write method. It is proved by the result of t-test in component of content is 15.48, and t-test in component of organization is 14.45. The data indicates that the value of t-test both of component is greater than t-table. The application of Think-Talk-Write method is effective to increase the students' writing proficiency.

In addition, Irawaty (2009) states that the finding of the research at the students' mean score of pre-test in narrative writing are 60,35 and the students' mean score post-test are 71, 07 with t-test 9,11 and t-table 2,45 where $(9,011 > 2,45)$. It is increased because the t-test is higher than t-table.

Walker and Carmen (2015) explain that the one of the unsuccessful in teaching writing because the unhappy with the contradiction of teaching writing skill through process genre approach and testing them by means of timed essay, and extended writing project assessment comes as an alternative evaluation mechanism.

The extended writing project allows the students some freedom of choice-in selecting and structuring and sequencing what they consider to be relevant features of content. The students are also given opportunity for demonstration of discrete

and related higher order cognitive skills (applying knowledge, analyzing, synthesizing, evaluating, and thinking critically). This mechanism would improve the students' writing proficiency until 70; it is the successful minimal criteria (KKM) of that semester. It means, the target of every focused element in writing was 35 (organization: 35 and content: 35).

The impact of writing based on the standard working time limit generated was examined some time ago by Robin Walker (2008) in Caudery (1990), indicating that although: The tendency in language teaching leads to an emphasis on an extended drafting process, but there is no simultaneous tendency in assessing writing ability.

Interestingly, he also concluded that no one supports the hypothesis that students will write better indefinitely even for ourselves. However, the question is not about whether time restrictions affect performance or not, but the imbalance between a teaching-oriented approach to the process and a product-based approach to assessment. The latter rejects the possibility of drafting and the opportunity to seek outside help, a key element in the process approach. Without outside help, for example, this article does not allow completion.

Assessment of papers or essays sometimes takes a long time to review. This is certainly not in accordance with the approach of teaching and learning process. In contrast, the EWP is a system in which the Evaluation process complements the product, where learning and assessment are appropriate, and where the independence of learners is maintained openly. We see this as a positive thing for our students and for ourselves. In addition, the EWP assumes important changes in teacher and student roles. Likewise, learning and collaboration take over teaching and subordination.

EWP as an evaluation mechanism allows tutors or teachers to assess the

process as well as student writing. The EWP assessment came to gain coherence to assess students' writing skills with an approach in teaching, but in this thesis the author tries to improve the EWP Assessment as an alternative to English teaching.

Research Report of SQA (2009) states that the Extended Writing Project is extremely useful to the write as a means of clarifying and communicating our thinking, and to those who read it as means of assessing and responding to the relevance and validity of what the writers have written. So, there are several aims that we can reach through implementing of Extended Writing Project.

Walker & Ríu (2008) explain that the Extended Writing Project has three main aims: 1) to resolve the incoherence between a process approach to the teaching, and assessment through conventional method. 2) To create a mechanism which will allow us to assess the process as well as the product of the learners' writing? 3) To facilitate our students' independence by improving their awareness both of their writing techniques, and of their standard of their language.

In the EWP, the students are required to write an extended text in four consecutive sections, each of which is read and assessed by their tutor or teacher. Therefore, through the EWP, students get the chance to draft, revise, and correct a text worth 20 percent of their school. Walker and Ríu explained (2008) that the essential EWP consist of six phase/stages:

Stage 1, Student proposes an interesting topic. Yun Zhang (2008) states that tutors or teachers should ask students to submit their own topics or let them choose topics from the list of teachers or teachers. Students Very often, confused when asked to submit their own topic. Topics can save time and reduce anxiety.

Stage 2, students prepares an initial outline for their article. Regardless of the effect of encouraging them to plan content, this phase is important, because: 1) Provides

more information about receiving selected topics; 2) Allows us to assess students' ability to manage content; 3) Allow us to provide guidance in research or coherence of texts; and 4) Allows us to forecast other potential problems,

In this section (Prewriting), students are asked to group or include what they know for each topic as a subject before deciding on one topic as the subject of their essay report. After that the students begin to organize their ideas.

Stage 3, upon completion, the first draft of the first part of the article is submitted for correction based on criteria that are already familiar with English: content, meaning and organization, on the one hand, and the correct language, on the other. When revising this first draft, we leave a clear indication of the location and nature of the language error. Upon returning the draft, we instruct the students to record their errors, the type of error (using familiar code), and the correct version, on a simple error sheet.

In stage 4, students are invited to reorder the first part of their article, correct language errors and use feedback from their tutors to improve coherence, cohesion, relevance ideas, and so on. Once this is complete they can continue to compile the second part of their article, which we fix in the same way as the first. For both of these sections, we encourage students to create more than one design if they find it useful.

In stage 5, for the last two parts of this article, we deliberately offer a less explicit feedback on errors we have commented on earlier. In this way, we hope to encourage students to increase responsibility, and ultimately independence, in the concept of revision to linguistic truth.

In stage 6, after completing all four sections, each student must submit the final version of the entire article. Drafts and comments and suggestions made in the tutorial are also submitted. We urge this because they will give us invaluable insight into the process behind the writing of these

texts. Although this condition is very demanding, we get a collection of articles that are very satisfying.

Considering the problems identified above, it is necessary to find a solution to apply in teaching-learning process. Extended Writing Project (EWP) Assessment is an alternative evaluation mechanism. This requires the students to write an extended text in consecutive sections that are drafted and revised with external help. At the marking stage, the final version is compared with drafts to gain an insight into the development of both content and organization from the planning stage to the final version. In the final version the teacher can get information about the influence of EWP Assessment to the students' writing achievement.

2. RESEARCH METHOD

The research was conducted through a Classroom Action Research (CAR), CAR was done to diagnosing and solving problems. The research was determined to the results of student learning during the instructional process using the Application of Extended Writing for the second semester at STKIP Muhammadiyah Enrekang for English Department. It is located in Enrekang Regency. The research subject was the second Semester in 2015-2016 academic years. The number of students were 18, consist of 6 male and 12 female.

The researcher used written text to measure the students' achievement in writing organization and the students' writing content. The writing text had been used in the last item of every cycle.

In the planning stage begins with a reflection and analysis of student learning outcomes, identify problems, analyze problems and find alternative solution. After obtaining the result, the following steps were done: 1) in the first meeting of cycle one, the researcher gave the diagnostic test to know the students' writing. 2) The researcher made the lesson plan for the

implementation of action. 3) Making the sheet of students' assessment, to measure the students' ability in writing both in organization and content.

In the implementation stage, the procedure of the implementation is the same in each meeting but in different materials, for detail information, the researcher explained the action in the form of teaching, steps as follows: 1. the students chose an interesting topic; 2. the students free wrote their topic; 3. the teacher guided the students to make an outline about their topic; 4. the teacher guided the students to improve their outline; 5. the teacher corrected the students' writing by filling the error sheet; 6. the students rewrite their writing based on the error sheet; 7. the end meeting was gave writing text to get result.

Next stage is observation. In this stage the researcher asked the students' to collect their final writing, to measure the students' achievement after implementing the Extended Writing Project Assessment.

In the reflection stage, analyze all of the data which had been collected from
a. Content

observation, to assess the teaching program's achievement after giving an action at the first cycle. The result of the reflection was used as the basic to formulate the next better lesson plan. Reflection based on the data obtained during the instructional process occurred. The next stage is the plan for the next cycle which repair from I cycle.

Data were collect with the following procedures: 1) Data source: the data source in this research was the students' achievement in writing before getting the writing material through Extended Writing Project (EWP) Assessment. 2) The lecturer gave writing text to the students. It was done after implementing the EWP Assessment in the class or in the observation stage of classroom action research which had been done in every cycle; There were two components that to be concern of the researcher in this research to measure the writing proficiency. To measure the writing score, (Jeremy Harmer, 2012) has developed the following rating scale:

Table 1: Score and Criteria for Content

Score	Criteria
50	<ul style="list-style-type: none"> • Meaning is conveyed effectively • Show a clear understanding of writing, topic and main idea • Contains some ideas more than 5 paragraphs and they are coherence with each other.
40	<ul style="list-style-type: none"> • Meaning is conveyed but breaks down at items. • Shows a good understanding of writing, topic, and main idea development. • Contain some ideas 4 or 3 paragraphs and they are coherence with each other.
30	<ul style="list-style-type: none"> • Meaning is frequently clear. • Show some understanding of writing, topic and main idea, less development. • Contain some ideas 4 or 2 paragraph but they not coherence each other.
20	<ul style="list-style-type: none"> • Meaning is unclear. • Shows little evidence of discourse understanding. • Contain some ideas 3 or 2 paragraphs and they not coherence each other.
10	<ul style="list-style-type: none"> • No complete sentences are written • No evidence of concept of writing

b. Organization

Table 2; Score and Criteria for Organization

Score	Criteria
50	<ul style="list-style-type: none"> • Organization is appropriate to write assignment and contains clear introduction, developments of idea, and conclusion. • Transition from one idea to another is smooth and provides rider with clear understanding that topic is changing
40	<ul style="list-style-type: none"> • Events are organized logically, but some part of the sample may not be fully developed. • Some transition of ideas evidence
30	<ul style="list-style-type: none"> • Organization may be extremely simple or there may be evidence of disorganization • There are few transitional markers or repetitive transitional markers.
20	<ul style="list-style-type: none"> • Sample is compared if only a few disjointed sentences. • No transitional markers
10	<ul style="list-style-type: none"> • No complete sentences are written • No evidence of concepts of writing.

(Harmer, Jeremy, 2012)

In analyzing the data in the classroom action research was done by quantitative. The quantitative data used descriptive analysis. The descriptive analyses that used were mean score, table distribution of frequency and its percentage, and percentage development.

3. FINDINGS AND DISCUSSION

The application of Extended Writing Project Assessment in the form of teaching strategy of English Writing skill could assess the students' achievement of content. It is proved by the writing text as indicated by the significant difference between the score of the data source and the result of cycle I. The mean score in data source or the result of D-test was 30.8, while the students' writing text of cycle I was 31.67, the students' progress different in content was 2.70%.

The data analysis in the cycle I, the result of the students' achievement of *content* that none of the students get score 10, score 15, score 20, score 25, and there was 7 students (19.44%) get score 30, and most of them, 11 students (30.56%) had a

score 35, and none students get score 40, 45 and 50. It indicates that there were still 11 students' get score under the average.

The students' mean score in *organization* indicated that the data source was 30.83, and the result of the cycle 1 was 31.94. Therefore, it can be concluded that the students' progress different was 3.60%. The data showed that none of the learner get score 10, 15, 20, and 1 student (2.78%) get score 25, 9 students (25%) get score 30, and 8 students (22.22%) get score 35. It was indicated that there were still 10 (27.78%) students' get score under the average.

The students' mean score in writing (content and organization) was 63.61 in cycle I, it means that the students' improvement from the data source/D-test to the first cycle was 6.31%. While, the minimum completeness criteria (KKM) was 70. It is a problem and finding a solution should be sought in order to improve the quality of learning.

This failure occurs because of learning media has not been optimal, effective and efficient. The used of media is very important in the learning phase. At this

stage, the students should be given a specific reinforcement material. On the other hand, the students' activities in the class tend to undisciplined because they are not familiar with Extended Writing Project Assessment and time allocation less noticed by lecturer.

The difficulties in the first cycle found that the students still difficult to get idea and organize their writing to be a good paragraph. To correct the weakness was found in the first cycle, the researcher revised the lesson plan in the second cycle. The revision of the writing was done before the activity would be done, where the researcher would change the activity in prewriting by applicate Extended Writing Project Assessment.

The weakness and the fault in the first cycle suggested several things as follows: 1. Try to be relaxed in teaching; 2. Give the students motivation before entering the main learning material; 3. Explain the learning material clearly; 4. Raise the voice, re-correct the class management, and time management; 5. Give the students chance to ask the question; 6. Explain the students' mistakes in writing clearly; and 7. Guide the students in writing well.

In the second cycle, the observer started to do some repair of the weaknesses in the first cycle. Weaknesses were found in the first cycle are learning media that are less relevant, the students are not familiar with the extended writing project assessment, restrictions on the time allocation in each phase less noticed by the learner and the students still difficult to get idea and organize their writing to be a good paragraph. It is a basic to improvement in the second cycle. Then, the teacher repaired it by using power point. The students seem excited and enthusiast while the instructional process occurred.

The data analysis and assessment process in the second cycle, the application of extended writing project assessment was

said successful because the result of writing *content* in the cycle 2 show that there was no student get score 10, score 15, score 20, score 25, and there were 2 students (5.56%) get score 30, 7 students (19.44%) get score 35, and 7 students (19.44%) get score 40, while there were 2 (5.56%) students get score 45. The *content* mean score of the students was 37.50. The data indicates that there was improvement from the first cycle to the second cycle. Even though, there was still 2 students get value under the average.

In writing *organization*, the application of extended writing project assessment was said successful because the data show that there was no student got score 10, score 15, score 20, score 25, and there were 3 students (8.33%) get score 30, 7 students (19.44%) get score 35, 7 students (19.44%) get score 40, and there was 1 student (2.78%) get score 45. The mean score of the students was 37.22 in *organization*. The data indicates that there is improvement from the first cycle to the second cycle. Even though, there were still 3 students (8.33%) under the average score. The findings of the students' mean score in writing (content and organization) was 74.72 in the cycle II, and the successful minimal criteria (KKM) was 70. The application of Extended Writing was increased the students writing.

The result of the reflection in the second cycle was shown that there was the significant improvement from the first cycle to the second cycle, where the students' mean score could be increase from 61.67 in the data source to be 63.61 in the first cycle, and 74.72 in the second cycle. The researcher concluded that the indicator in writing (content and organization) could be achieved and did not need to do next cycle.

The analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. Increasing the students' ability to write a paragraph by implementing extended Writing has the effect of effective

assessment. Where, the students' mean score of data source of writing was 61.67, it means that it is still far from the target. In this activity, the lecturer still uses conventional method; he did not use teaching media. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside.

In the cycle I, the average result was 63.61; the lecturer began applicated extended Writing Project to teach writing. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused with the teacher direction. Researchers found the students still difficult to write, they are still confused what they want to write in the paper. Thus, the results of their idea that they wrote in their paper is still lacking. For example in paragraph closing theme "Holiday" contains only one sentence:

*I am very happy Holiday in Massenrempulu
Botanical Garden, the situation is so fresh,
beautiful and lonely.*

Findings illustrated that learners showed more willingness to write and had learned to clearly understand the purpose of writing. The students' difficulty in writing have been analyzed, and decided to do a second cycle by revising the lesson plan laid out in the revised planning second cycle. The results of the revised plan to address student difficulties in getting ideas in pre-writing activity to change the method of writing, the researcher changed the method free writing to be clustering. In addition, changing the method in the pre-writing also change the teaching materials into a narrative text to descriptive text. This was done to avoid a repetition of the teaching-learning process.

In the cycle II, the average of students' score result was 74.72. It is mean that there were improvements from pre-cycle, cycle I,

and cycle II. The students could be more understand about the space of paragraph, for example: the descriptive paragraph of their "Climate Change", the students explained about their Climate Change regularly (Introduction-body-conclusion). Besides that, the researcher had to give better guidance for the student in content and organizing their idea more clearly.

Finally, the students' mean score could get the target score that had been said in the introduction part could be achieved. It clearly concluded that the students' writing mean score based on the elements of organization and content was 74.72. It showed that there was significant improvement in students' achievement.

The results of this study are more than satisfactory if we consider the first of our goals. Through the EWP, inconsistencies between writing and assessment skills can be minimized as efficiently as possible. The most obvious consequence of this is that it gives more time to reflect on this topic, and the ideas presented by the students are better, and the time needed to complete an essay is much more efficient.

4. CONCLUSION

The application of Extended Writing could increase the students' writing proficiency. This led the conclusion that application is needed in English language teaching and learning in increasing their proficiency to organize their idea. EWP Assessment which give them more chance and time to do pre-writing and make draft and re-draft their writing. The application of Extended Writing Project (EWP) Assessment also gives the students freedom to choose their topic, they can decide the content that they want to write and under the guidance of the lecturer. The students' writing proficiency in writing content of data source was 30.83, the cycle I was 31.67, and cycle II was 37.50. The students' writing proficiency in writing organization of data source was 30.83, the cycle I was 31.94, and cycle II was 37.22. The student's

mean score of writing proficiency of data source was 61.67, the cycle I 63.61, and the cycle II 74.72.

The application of Extended Writing Project (EWP) Assessment in teaching and learning English was interesting for the students; it could be seen in the result of observation and the result of the writing text. The researcher used Extended Writing Project (EWP) Assessment as learning aid because it can motivated students to learned English writing more fun and easily. However, there were some problems in using Extended Writing Project (EWP)

Assessment to improve students' writing skill, for example some of students were still confused because some of them is never wrote paragraph of narrative and descriptive text in Extended Writing Project (EWP) Assessment form. The English lecturer had to give some explanation about Extended Writing Project (EWP) Assessment.

The limitation of this study is its small sample size. This should be extended to other contexts. It should be compared with other writing strategies to seek a set of best practices for effectively improving students' English second language comprehension.

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