THE EFFECT OF RESPONDING, CORRECTING AND GUIDING (RCG) STRATEGY ON TENTH GRADE STUDENTS' WRITING SKILL IN SENIOR HIGH SCHOOL

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Abstract

The aim of the study is to find out whether the Responding, Correcting and Guiding (RCG) Strategy has positive effect on Students' Writing Skill or not. This study used the quantitative approach with two groups design. The population of this research is 589 students' at tenth grade of SMK PGRI 2 Taman in the Academic Year 2023/2024. The researcher uses non-randomize sampling technique in both groups which are experimental and control group. Then the sample of this study is 69 students, 36 in the control class and 33 in the experimental class. The results of the study showed that the Sig. score of normality test was 0.462 and 0.531 in the pre-test and post-test for experimental class. While in the control class was 0.331 and 0.474 for pre-test and post-test Sig. scores. It means that the data is normally distributed for both experimental and control class. The minimum score of pre-test in the experimental class was 34 and for the maximum score is 88; and for post-test the minimum score is 70 and the maximum score is 92. While in the control class, the minimum score of the pre-test was 45 and the maximum score is 70; and for post-test was 60 and the maximum score is 88. The paired sample t-test data showed that the Sig. 2 tailed was 0.00 which lower than 0.05 with df $N - 1 = 32$. In conclusion, Responding, Correcting and Guiding (RCG) Strategy gave the positive effect on Tenth Grade Students' Writing Skill in Senior High School.

Keywords: Responding, Correcting and Guiding (RCG) Strategy, Writing Skill

1   INTRODUCTION

Education is about how knowledge and skills are transferred to students. It also focuses on teacher skills in the learning process. Although teaching is not that easy, teaching is a fundamental skill and can be very rewarding as students' abilities improve (Harmer, How to Teach Writing, 2004). Lessons provide guidance to help students understand what they have learned. Teachers' teaching approaches influence students' intentions, motivation, and confidence. Coe, Aloisi, Higgins, Major; stated good teaching means improving student skills. In other words, good instruction that results in students developing and leveraging their skills will impact their performance. In addition, good teachers have several strategies to help students understand their lessons more deeply identified it as a teaching strategy (Purwanti, 2017)

Harmer (2004) states writing is a basic of language skill which is have the important as other skills; reading, listening and speaking. For students on any stages, writing becomes more important to be mastered in conveying ideas during writing activities itself. Writing concerns with authors' expressing points made after thinking, assembling and rewriting a text into a written form. Composed content as the item of composing is the result of a writers' capacity (Anita, 2021). Other than that, the purposes of composing incorporate illuminates, convince, express and engage the perusers. Composing requires long steps with legitimate capacity to wrap up a great composed extend. Hence, numerous specialists depicted the composing forms into four parts; arranging, drafting, altering and last version.Writing has a few classes of the content and has distinctive capacities. Based on the syllabus, for the primary review of senior tall school, the understudies will learn approximately Strategy Content. This content is one of the materials which ought to be aced by the understudies at school.Procedure content incorporates; the objective of the activity, materials required to realize the objective and steps to achieve the objective. (Yuniarti, 2020) said there are a few nonspecific structures of method content; tools/equipment, ingredients/materials and steps. Besides, the nonspecific structures of the method content incorporate; parts such as objective, fixings or fabric and strategies or steps.

The researcher's observation showed that during the Praktik Lapangan Persekolahan (PLP) at SMK PGRI 2 Taman, the students had difficulty writing their project. They lack the motivation to find the idea and start to write. They only understand a few of the materials and are most confused by the materials. This condition happened due to less explanation from their teacher. The teacher focused most on the speaking and listening skills of the students. Besides that, the students feel bored during the class and not interested in English lessons. The teacher only gives them the assignments and leaves the class quickly after that most of the time. The class was often missed due to the teacher not attending the class. In addition, the students are not confident as well in writing because they do not have enough understanding in this material. The students only do the assignments on their book. They usually use the internet to do their assignment, as well as in writing projects. Due to those conditions, the students never do the writing project by their own ability. It is because their project is not arranged well and there are many mistakes on it and the students are not paying attention to it. These are the main reasons students could not increase their motivation in writing as well. According to (Nunan, 2005) is the mental activity of generating ideas, considering how to communicate them, and structuring them into words and paragraphs that the reader can understand. Moreover, the beginning of writing something, whether paragraph text or sentences, comes from our ideas and expressions, which are planned in an organized manner and poured out into the form or paragraph or sentences.

Therefore, considering that the idea itself is perhaps the most important aspect of writing" (Ur, 2003) In other words, the purpose of writing is to express ideas in something concrete or visible, to convey a message through written reflection, and to make the reader understand the general purpose of writing itself. There are four steps of writing which are classified by Harmer (Oshima, 2003) which are planning, drafting, editing and final draft. The students expected to create their own procedure text by their own ability by regarding the generic structures (Anderson-Inman, 1998) To write a procedure text, the students have to decide the goal of the text. For example, the students write down the goal as "how to make a pancake", "how to create an email account", "how to be healthy" and so on.Yuniarti (2020) stated that procedure manual has some common structures, objectives, tools, materials/ingredients and steps. The purpose of procedure text is to create a result which reflects its goal. Thus, the researcher tries to applying the strategy to help the students by using Responding, Correcting and Guiding Strategy in the class. Responding, Correcting and Guiding (RCG) Strategy is published by (Harmer, 2004). The prominent principles regarding this strategy are focus on students' idea and perception especially in writing class.

2 METHODOLOGY

To conduct this inquire about, the analyst utilized quantitative approach through test plan to degree the students' scores after applying the Reacting, Rectifying and Directing (RCG) Methodology. The analyst applies the quasi-experimental plan with non-randomize or non-equivalent pre-test and post-test. The subjects of this investigate are two bunches; one bunch as an exploratory gets the treatment and the other bunch is control gather gets customary strategy. Concurring to (Sugiyono, 2013) purposive inspecting method requires a few thoughts. It implies, the analyst can choose the classes which have the same normal fundamental information and capacity. In this way, the analyst employments the purposive procedure examining in this inquire about since it is one of the foremost successful examining. The populace of the inquire about was 69 students which 36 understudies within the test lesson and 32 understudies within the control course.

Measurable characteristic attributes of an individual or organization that may vary depending on the person or organization being studied (John W. Creswell). The autonomous variable (X) of this inquire about is utilizing Reacting, Rectifying and Directing (RCG) Technique. In this way, the subordinate (Y) variable of this investigate is students' wiring aptitude. The analyst conducted composing test gives in pre-test and post-test bunch. The understudies required to make a strategy content by their possess aptitude as they can. The test is utilized as pre-test and post-test to degree the students' composing aptitude between the exploratory and control lesson. Analyzing quantitative data is also known as measurable analysis. It demonstrates that the result of the data server is shown numerically. Thus, the researcher utilized the t-test formula do decide the students test comes about before and after applying of Responding, Correcting and Guiding (RCG) Strategy in instructing Procedure Text. The researcher used the validity and reliability instruments in this research. Every effective and good test, according to (Arikunto, 2002), must be extremely reliable. Validity instrument used in this research was judgement expert. Expert judgment assessment involves inquiring gather of individuals to create an instrument or to communicate their conclusion on a certain component (Almenara, 2013). The researcher conveyed the fabric and conducted the test based on the rebellious during the learning process. To discover the

effect of using Responding, Correcting and Guiding (RCG) Strategy, the researcher analyzed the data result using t-test formula. (descriptive statistics, normality, homogeneity and paired sample t-test)

3 RESULTS

This investigate conducted on 6th - 24th May 2024 at SMK PGRI 2 Taman by 6 assembly. For the primary meeting, the understudies both within the control and test lesson administered pre-test with the same test (composing test). Within the moment until fourth assembly, the understudies within the experimental class gotten the learning handle by executing the Reacting Adjusting and Directing (RCG) Technique whereas within the control lesson, the students only gotten the routine strategies in learning composing. To degree the students' composing ability, the analyst managed the post-test within the last assembly. The information that have been collected is measured by a few tests in t-test utilizing SPSS Program. (Expressive Insights, Ordinariness Test, Homogeneity Test and Matched Test t-test).

3.1 Data Analysis

In this chapter, the researcher measured the data that have been collected before. The results of the data can be seen below:

3.1.1 Descriptive Statistic

Table 1. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	33	34	88	59,61	14,250
Post-Test Experimental	33	70	92	79,82	5,823
Pre-Test Control	36	45	70	61,69	6,899
Post-Test Control	36	60	88	72,31	5,850
Valid N (listwise)	33				

Based on the table over, the data is gotten that the pre-test of test course incorporates a cruel score of 59,61 with the least score is 34 and greatest score 88. Whereas within the post-test, a cruel score is 79,82 with the least score is 70 and greatest score 92. In comparison, the control lesson has the comes about of pre-test with cruel score of 61,69 with the least score 45 and most extreme score 70, thus within the post-test cruel score of 72,31 with the least score 60 and most extreme score of 88.

3.1.2 Normality Test

Table 2. Normality Test

Tests of Normality

Factor		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
English Wrting Skill	Pre-Test Experimental	0,114	33	.200[*]	0,969	33	0,462
	Post-Test Experimental	0,088	33	.200[*]	0,972	33	0,531
	Pre-Test Control	0,099	36	.200[*]	0,966	36	0,331
	Post-Test Control	0,112	36	.200[*]	0,972	36	0,474

Based on the information over, data is gotten that esteem of eac pre-test both in control and test lesson were >0.05, 0.331 for control course and 0.462 for test lesson. For the post-test was 0.474 for control course and 0.531 for test course. Which means the information is regularly dispersed, so the theory noteworthiness test between two combined tests to decide the impact of Reacting, Rectifying and Directing (RCG) Procedure on Students' Composing Ability was carried out the combined test.

3.1.3 Homogeneity Test

Table 3. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
English Writing Skill	Based on Mean	0,899	1	67	0,346
	Based on Median	0,502	1	67	0,481
	Based on Median and with adjusted df	0,502	1	66,368	0,481
	Based on trimmed mean	0,886	1	67	0,350

This test is often used to compare the distribution of categorical variables across different groups or populations. This test may be performed by SPSS program with the significance score is > 0.05, it means that the data is homogeneous. The information on the data below showed that the data are homogenous because the Sig. From mean was 0.346 and from median was 0.481.

3.1.4   Paired Sample t-test

This research used most SPSS program to find whether Ha is accepted or H0 is rejected.

Ha: there is a possitive effect of Responding, Correcting and Guiding (RCG) Strategy on Students' Writing Skill;

H0: there is no a possitive effect of Responding, Correcting and Guiding (RCG) Strategy on Students' Writing Skill; Then for the basics decision making is if the Sig. <0.05 then Ha is rejected and H0 is accepted, but if Sig. >0.05 then Ha is accepted and H0 is rejected.

Table 4. Paired Sample t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreExp	59,61	33	14,250	2,481
	PostExp	79,82	33	5,823	1,014
Pair 2	PreCon	61,69	36	6,899	1,150
	PostCon	72,31	36	5,850	0,975

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PreExp - PostExp	-20,212	13,656	2,377	-25,054	-15,370	-8,503	32	0,000
Pair 2	PreCon - PostCon	-10,611	6,587	1,098	-12,840	-8,382	-9,666	35	0,000

Based on the table over, it is gotten data that the cruel esteem of the pre-test and post-test within the control lesson is -20.212, meaning that there's an increment within the normal pretest to posttest score of 20.212. Whereas within the test course, the cruel esteem of the pre-test and post-test come to -10.611, meaning that there was an increment of 10.611. Based on the table over, it can be seen that T number or t0 within the test course is 8.503 with a df of 32, whereas the control course incorporates a t0 esteem of 9.66 with a df of 35. The esteem of composing capacity some time recently being instructed with RCG Methodology is adequate, since the normal esteem of composing is 59.61, and after understudies get treatment the normal esteem of composing capacity increments to 79.82. This can be very diverse from the control lesson which really got the next pre-test normal score of 61.69 and after getting learning with routine strategies, their post-test normal score rose to 72.31, which is lower by 7.51 scores.

At that point the analyst utilized the t-test. To begin with, the analyst considered the df, df = N - 1, here the df is 32. The analyst counseled the score on the t-table. At a noteworthy level of 0.000, the t-table score is 1.693. By comparing the "t" that analysts have gotten the calculation of t0 is 8.503 and the esteem of "t" on the t-table t0 is 1.693. From the over calculations, t-count is more noteworthy than t-table (8.503 > 1.693) and the t-count (t0) is more noteworthy than the t-table (8.503 > 1.693). In conclusion, t-count (t0) is more prominent than t-table, in this way the elective hypothesis (Ha) is recognized and the invalid hytpthesis (h0) is rejected. Meaning, there's any noteworthiness differentiate composing fitness score of tenth survey understudies of SMK PGRI 2 Taman a few time as of late and after being teaching by Responding, Changing and Coordinating (RCG) Method. In development, the

regard of Sig. of 0.000, it infers 0.000 < 0.05 at that point it can be concluded that the pre-test and post-test scores midpoints of test lesson are particular. Underlining the regard of Sig. Less than 0.05, at that point H0 is rejected and Ha is recognized, which suggests there's any centrality differentiate composing inclination score of tenth audit understudies of SMK PGRI 2 Taman a few time as of late and after being educating by Responding, Altering and Coordinating (RCG) Strategy.

4   CONCLUSIONS

By implementing the Responding Correcting and Guiding Strategy to improve students' writing skill not only gives a positive effect, but also helps students in increasing their confidence to write. That means, H0 is rejected and Ha is accepted. Before the treatment, students reported often felt clueless when they were asked to write the procedure text without enough knowledge how to start writing. The obstacle that faced by students for instance, they were incapable to share their ideas in written form despite only discuss a step how to make or how to do something. However, this problem can be fixed if the teacher employs suitable teaching materials and methods. Responding Correcting and Guiding Strategy was introduced and employed in this research, which was presented as a learning medium to which students may easily relate. They received lot of suggestions and tips in writing a text especially in procedure text. In addition, they also build their encouragement and confidence by themselves.

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