

**WRITING WORKSHOP MODEL
IN STUDENTS' RESEARCH PROPOSAL IN THE DEPARTMENT OF SUNDAHESE LANGUAGE
EDUCATION OF FPBS UPI**

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Abstract

This research is motivated by the ability to write thesis proposal of the Department of Sundanese Language Education Department of FPBS which is still insufficient, because there is lack of learning model of appropriate writing thesis proposal. Therefore, it is necessary to have a learning model of writing an effective and efficient thesis proposal. The purpose of this study is to describe students' ability to write research thesis proposals before and after utilizing writing model workshop. The method used in this research is quasi experiment involving 55 students as data source. Based on the result of research, it showed that pretest score average is 66,00 and post test score average equal to 83,18, with 27,755 t count. Thus, it can be assumed that there is a significant difference between the ability of students in writing thesis proposal before and after utilizing writing workshop model. Thus, it can be concluded that writing workshop model can improve students ability to write thesis proposal in the Department of Sundanese Language Education of FPBS in 2017-2018 academic year.

Keywords: *writing workshop, thesis proposal.*

INTRODUCTION

Writing is an activity that requires a good level of concentration and reasoning power. Writing activities at university level is not only writing papers and journals, but they also have to do thesis proposals. In this case, the students are required to have the ability to process the various sources of reference needed in writing thesis proposals. This ability is a kind of students' self-development that demanded in continuing their study to a higher level and to immerse into the society (Sutari, 1997).

The ability to write good proposals is needed by students because they have many valuable opportunities, for instance engaging in various research opportunities funded by universities, government and private institutions (Akhadiah, 1997). Therefore, the students have to be trained in order to be able to communicate their ideas, appreciation, feelings, will, and experience into the research form. Unfortunately, it is not easy to train students in organizing a research especially in designing research proposals. They faced obstacle in stating problems, opinions, and research assumptions. In addition, the obstacle is also occurred in using effective and efficient learning models that can be used to solve student difficulties in writing thesis proposals. Those obstacles should be clarified and exploited as teaching material for both lecturers and students.

Students have to construct their own knowledge. Experts agree when knowledge is well organized, it reflects a deep and widen understanding of thinking horizon. The purpose of writing a thesis proposal is to give students the opportunity to acquire knowledge and experience of standard and systematic thesis proposals writing. Knowledge and experience of writing thesis proposal will strengthen students' ability to understand what will be investigated especially related to Sundanese language i.e, by sharpening feeling, reasoning, critical thinking, cultivating social sensitivity, culture, and environment to be communicated to others.

In fact, although there are a lot of students have learned thesis proposal writing subject, but still they do not comprehend it. At worst, there are students who are not interested in learning to write thesis proposal, because they feel unconfident and lack of capability. These phenomenon must be clarified and elucidated. So that, at least there are three components that must be considered by the lecturers in order to achieve the purpose of learning thesis proposal writing. Those are; students' component, lecturers' component, and materials' component. Those three components are involved as the basis of writing workshops to assist students in improving the ability to write thesis proposals (Atwell, 2014).

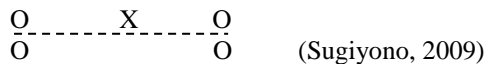
Students are the main object in teaching and learning activities. They have a number of competencies to be developed by lecturers. Lecturer as a facilitator in teaching and learning activities should have appropriate techniques in order to develop students' potentials. The third component is the material of thesis proposal writing. Materials on thesis proposals writing will be an important material in research subject if the that materials have been read and understood by students.

A lecturer should be able to create an interesting teaching and learning atmosphere that motivate and inspire students to be active, responsive and critical. Through Writing Model Workshop will be able to fulfill students and lecturers needs. Writing Workshop is designed to assist the students in improving the ability to

write thesis proposals. This model was developed by the National Writing Project in the United States. This teaching model is also widely developed in Indonesia, one of the Faculty of Cultural Sciences UGM that held a training of journal writing by using the Writing Workshop (Fib.ugm.ac.id, 2017) The implementation of this model increases the productivity of journal writing. The same phenomenon showed (Mulyani, 2009) that English Writing Workshop model can improve students English writing skills. By using the Writing Workshop model, it is expected that students are able to gain better understand and more skillful in writing their thesis proposal. At the end, it can facilitate and assist students in thesis writing.

RESEARCH METHOD

The method used in this research is quasi experiment with pretest and posttest research design. The technique used in this research is non-test technique and observation. The instruments used in this study are observation commands and guidelines. Research design is as follows:



Information:

O: The ability of writing a thesis proposal test

X: Writing workshop model treatment

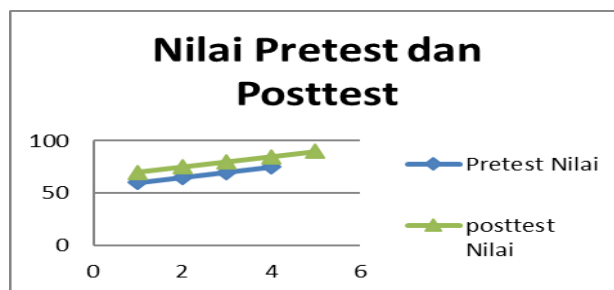
This research was conducted at the Department of Sundanese Language Education of FPBS UPI, the data source in this research is the 7th semester students. The students who were sampled in this research were 55 students. The calculation of pretest and posttest scores were calculated by using the SPSS program.

RESULTS AND DISCUSSION

The Writing Workshop Model gives students the opportunity to write thesis proposals with various goals in different shapes or styles. The Writing Workshop Model requires a series of activities in writing thesis proposals. The series of activities were conducted through several phases starting from 1) selection of research topics to be written; 2) students are asked to go outside the classroom to study and to observe object to be investigated; 3) students are directed to the issues related to academic thesis writing; and 4) class activities return back to the first phase, make students as the center of the process of thesis proposal writing with prewriting stages; drafting; revising; editing; sharing; and publishing.

Collaborative activities in thesis proposal writing will be more challenging when students do peer critique, peer editing, and peer proofreading (Akhadiyah, 1998). It means that students give criticism to each other's research work and then proceed to edit each other's writing and start reading their study.

Thesis proposal writing requires serious effort and practice in composing, developing, and analyzing (Lensing, 1994) of what they investigate. Writing workshop is very important key to achieve success in writing research proposals because students learn to coordinate with others in proposing research ideas (Rothstein, 1996). From that activities students can immediately write a proposal, then the lecturer give it scored, and proceed to the treatment of the Writing Workshop model then the students rewrite their proposal and they got the posttest scores. Below is a graph of the pretest and posttest results of DPBD students in using the Writing Workshop model.



There is an increase between the pretest and posttest values. The pretest above is based on 3 things, namely; 1) in terms of content that include the conformity of the research title with the content of the proposal; the issues raised; urgency of research; and references used in the research; 2) in terms of grammar and writing organization that include sentence structure used; good and correct spelling; and clear, unambiguous and targeted way of description; 3) in terms of research outcomes that include research advantage for the development of science, education as well as for the society.

The students' thesis proposals writing pre-test scores range is 60-75. The scores obtained from content, grammar, and research outcome assesment. From 55 students, 29 students scored 60-65, and 26 students scored 70-75. There are still many students who scored 60-65 because they have deficiencies in the contents of proposal, grammar and writing organization, also the result of the research. In more detail in can be described that:

- 1) Contents: students' difficulty in finding the right title. It is not easy for students to determine the title at the beginning of the study. Students are confused with object area they mastered. When they have chosen one subject area, being influenced by their friends, some students move on other area because they are unsure to accomplish it.
Research Problems and theories used: Students do not understand reseach problem to be explored. The problem is made as the artificial research problem. Supposedly, the problem should be taken from the phenomenon that occurs in real live situation. Presumably the lecture should also teach the students the research theory. While in exploring the research theory, students are confused with many theories, so there is a difference between the theory written in the proposal and the theory used for the analysis.
In doing the research the students have to read alot and variety of new book references, especially for the comparison when the students use the old book references in order the science to develop. UPI requires that the reference is either from books or other research is the last 5 years from the year of the research processed.
- 2) Spelling and organizational composition: student errors were found in either the use of capital letters and punctuation. It seems that the inaccuracy becomes the main factor of the errors, while the problems that occur in describing the sentence is the sentence structure sice of the sentence used is a structure in Indonesia language. It will affect all meaning and worsely, some are not understood at all because some students do the word by word translation.
- 3) The results of the research and the importance of understanding the research advantages: the necessity and the implementation of the research is very important. Understanding the research problem will be directly linier to the research advantage and its urgency. Good research is a research that is able to over come all problems in the field so that the guidance is also needed in the selection of themes, titles, and problems in research since it will culminate in usability in the field, otherwise, research results will be less applicable.

The posttest results of DPBD students after using the Writing Workshop model increased with the score range 70-90. There are 13 students who scored 90, 16 students scored 85, 20 students scored of 80, 5 students scored 75 and 1 student scored 70. At average most students scored 80-90. Some students who scored 70-75 are considered good, though they lack of references in the exposure.

The increase in students' posttest scores is due to several things, as mentioned by (Atwell, 2014) the Writing Workshop model are (a) the teaching of thesis proposals writing involve the personal and social process, (b) the students have the freedom to choose the topic or what they want to write , (c) learning process of writing thesis proposal focused on the creation of meaning, and (d) learning result is not only according to existing context, but also is supplemented by observation and reflection procedure, also editing process that has been done several times make student better prepared, capable of doing writing, student are well trained to find variety sources of references to be studied and use it as their thesis proposals references.

There are three aspects that considered, namely content, grammar and writing organizations, and the result of the research. The students' ability increas in grammar and writing organization which is caused by sustained editing process. In doing Writing Workshop, the students were divided into several groups i.e. language, learning pedagogy, literature, and culture. Each group has collected various references as a result of observations in 2nd phase. The students discuss their research together. In this case, students who lack of reading and reference sources can be helped by the discussion process, but the posttest result shows there is one student who scored 70, because there is no progress between before and after using Writing Workshop models. This student encountered difficulty in determining research problem. At first all the students have a sense of "looking problem" mindset when they conducted an observation. It means that the problem will not be found when the students are still "searching". The result is a lot of students in the pretest phase are less able to formulate a problem and even tend to look for artificial problem. The research problem ideally is the problems that are found on the field that have not been resolved. In this context, the students begin to understand the existing problems in accordance with facts on the field. Therefore, the title of the proposals, contents, and the problems proposed are related to each other.

The second highest score after grammar and writing organization, is the content. The contents of the thesis proposal must be in accordance with the title constructed. In the Writing Workshop model, the lecturer always guides the students during the writing process. By providing a comprehensive guidance, the proposal written by the students will be in accordance with the title and the problem, therefore almost all students get high score which ranges from 80 to 90. In the result of the research, though they understand the research

implementation, there are some students who still spent less attention to the result and the benefit of the research. In the other hand, the students have been able to organize the three aspects in the thesis proposal they made.

Testing the difference of Writing Capabilities in Thesis Proposals Writing

Before the testing is organized, the characteristic data test was conducted which included the normality test, the homogeneity test, and the linearity test. Based on Kolmogorov-Smirnov normality test in SPSS program that calculate pretest and posttest, it shows that the obtained value is 1.247 and Asymp. Sig. (2-tailed) is 0.089 > 0.05. Based on the statistical data above, it can be concluded that students' writing skill of thesis writing capability is normally distributed.

The result of homogeneity test revealed that the value of writing proposal ability is 0,858 > 0,05. Based on the above data, it can be concluded that the data is taken from a homogeneous sample. The linearity test results revealed that the significance value of linearity test of writing thesis proposal ability is 0,214 > 0,05. Based on the above calculation, it can be concluded that there is a significant linear relationship between the students' ability of pretest and posttest.

Based on the results of the data characteristic test, the data in this study are normally distributed, taken from a homogeneous sample, and has a linear relationship. So that, the difference test of pretest and posttest writing ability can use parametric statistic. In SPSS parametric hypothesis test, paired sample t-test was employed. This test is organized to find whether there is an average difference between two paired samples or not.

The average of pretest score is 66.00 and the average of posttest is 83.18. Deviation Standard indicates the variation of data on each variable. The deviation standard of pretest is 4.944 and the posttest is 5,034, while N indicates the number of data is 55. Based on its connectedness, it can be seen in the table below.

	N	Correlation	Sig.
Pair 1 <i>Pretest & Posttest</i>	55	.577	.000

Paired Samples Correlation refers that the result of correlation between the two variables is 0.577 with significant value 0.000. It implies that the correlation between pretest and posttest capabilities is significantly related. Based on test the difference is shown in the table below.

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Deviation Std.	Error Mean Std.	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 <i>Posttest - Pretest</i>	17.182	4.591	.619	15.941	18.423	27.755	54	.000

The above table shows that the output of the test the difference average for paired sample with (α)5% significance level or 95% degree of reliability (degree of freedom) is n-1 or 55-1=54. To identify whether the average score before and after treatment are equal or not, the two tails test was carried out. From the t table, it obtained 27,755. It revealed that the value of t_{count} is 27.755 and its probability value is 0.000. Because the probability value is 0.000 < 0.05, H_0 is accepted, which means that the students' ability in thesis writing between pretest and posttest is significantly different.

Based on the calculation of the data characteristic test above, it can be proven that the Writing Workshop model can improve the students' ability of DPBD students in proposal writing. This is in line with other research done by Mulyani, which states that Writing Workshop can facilitate the ability to write scientific papers (Fib.ugm.ac.id, 2017, Mulyani, 2009).

CONCLUSION

The success of the Writing Workshop model usage can not be separated from the influence of learning stages that delivered by using systematic learning concept, so students may easily understand what is delivered by lecturers, especially from the stages that must be implemented by students i.e. prewriting; drafting; revising; editing; sharing; and publishing, to produce a satisfied proposal. Based on the test results, the average difference that revealed by using the SPSS program proves that there is a significant difference between the students' ability in pretest and posttest. The facts above proves that the use of Writing Workshop model can improve the proposal writing skill of DPBD student of FPBS UPI significantly.

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