Enhancing the Students Writing Interest Through Case Building Technique

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ABSTRACT

This study focused in finding out the degree of students' interest toward the use of Case Building Technique which its use was limited in writing skill enhancement. The study was a descriptive qualitative. The population of the study was 160 students of English Education Program, Language and Literature Faculty, State University of Makassar in 2012-2013 academic years. Cluster random sampling was used in this study and, due to the large number of population. The researcher chose the classes randomly by using lot. Questionnaire was used as instrument of the research by applying Likert Scale. In collecting data, the researcher distributed the instrument after the implementation of Case Building Technique. The findings revealed 37,5 % of students were strongly interested, 57,5% of students were interested and only 5% of students were moderate. In other words, most students were interested in learning to write English composition by using Case Building Technique. This technique had been found alluring by the students and, therefore, has changed the students' attitude towards writing.

Kata Kunci: Students' Interest, Writing class, Case Building Technique

INTRODUCTION

In language learning, writing is considered as one of the productive skills which cover many aspects of language. It initially requires learners' knowledge of language use and knowledge of content. Undeniably, writing is used as a way of communicating messages for a purpose similar to other language skills. To be able to write needs practices in expressing systematic ideas, incorporating learners' prior experiences, and utilizing learners' understanding of vocabulary and grammar (Pinter, 2017).

Nevertheless, the importance of learning to write in English becomes a high demand for language learners in Indonesia. As it has been quoted from Governmental Regulation of National Education Department of Indonesia No. 23 in 2006, students are required to achieve the standard and basic competence of English. This means that high school students have an obligation to study and, most importantly, to master the use of English. One of the competences that students can do to achieve English mastery is being able to write in English (Trudgill & Hannah, 2017).

Furthermore, doing writing activity requires extra work. Ariyanti (2016) assure that

writing is a progressive activity. When learners write something down first, they have already been thinking about what and how they are going to write. After finishing their writing, they read over, correct, and make some changes. They have to set and build their prior knowledge or experience before producing written product. Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, (1981) categorize five components in writing, namely: content, organization, vocabulary, language use, and mechanics. Content has to do with the writer's point of view, including his experiences and his common knowledge. Organization is the arrangement of ideas. Vocabulary deals with the appropriate use of words based on context. Language use encompasses the use of correct English in grammar. Mechanics is the writing format. The understanding of these five components can afford learners to write good English and, most importantly, to deliver meaningfully written messages.

However, to master the understanding of these components is always a matter of process. Very often in being able to express their ideas in a written form, learners' English use and their ideas structure become prime problems (Brookfield, 2017). Additionally, this relates strongly to interest of the learners' as well. In definition, many scholars have developed concepts of interest. Good in Massiara (2012) states that an interest is subjective-objective attitude, concerns and condition involving a perception or an idea in attention and combination of feeling consciousness which may be temporary or permanent based on native curiosity, conditioned by experience. Basically, it is positive attitude toward what we really like and enjoy. Still in Massiara (2012), Robert states that experimentally an interest is a response of linking which is presented when we are aware of an object we prepare to reach or when we are aware of our disposition toward the object we like. So, we can conclude that in learning process, interest is considered whatever the students do. They will do or do not do it.

Therefore, the researcher can conclude that interest is a mental condition which refers to one's attitude toward an object; or one's feeling that will perform behavior and motivate someone to do that.

Eventually, teachers have the biggest charge to help learners with their problems in learning English, particularly in learning to write. Until now, many studies have been invented in contributing to writing skill improvement by implementing various teaching techniques. Recently, (Al-Jarf, 2014) with Clustering technique, (Hall & Robinson, 2013) with his Brainstorming technique, and (Yusuf, Yusuf, Yusuf, & Nadya, 2017) with her Weblogs technique have been found useful to contribute in the learners' writing improvement. The variety of these teaching techniques has ignited the writers to introduce and describe one teaching technique in writing, that is, Case Building Technique. The implementation of the technique is an attempt to research its possible use in improving learners' writing skill.

The nature of building cases in writing out ideas is typically based on the principle of constructivism. Principally, learners learn by using what they know to construct new understanding (Piaget, 1967). Their learning process is based on what they have harbored in their previous experiences and prior knowledge.

Specifically, Case Building technique comprises four main activities, namely: grouping, brainstorming, mentoring, and evaluating. The activities are done in order. By grouping, learners collaborate with their peers to unite their ideas about the given topic. In brainstorming, they give out ideas and list possible ideas for the writing development. In this activity, learners incorporate their prior knowledge and previous experiences and expand their understanding. By mentoring, learners unite their group ideas. They classify and highlight possible points. By

evaluating, they criticize and comment upon their group's consensus. The implementation of these activities is served to help learners to prewrite or write their English composition. The application of Case Building technique in writing is a novel attempted way to build interest in students'.

METHOD

The study used experimental and descriptive study. The study involved 80 second semester students of 2012-2013 academic year of English Education Study Program in State University of Makassar with 40 students from class A as an experimental group and the other 40 students from class B as a control group who were chosen randomly by using lot.

The questionnaire was used to find out the students' response toward the implementation of Case Building Technique for the experimental group during the writing activity in the treatment. It was distributed after the treatment to support the data that were taken from the writing test. It consisted of 20 questions, 10 items for positive statements, and 10 items for negative statements which used Likert Scale consisting of five options: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The data was collected through the questionnaire and were used to measure the level of the students' interest in Case Building Technique. The questionnaire was distributed to the students of experimental after the posttest. It aimed at knowing the students' interest in learning writing through Case Building Technique

To analyze the data, scoring, tabulation, classification, and calculation using SPSS 17 version were administered. The scoring data used Jacob's scoring rubric (Jacobs et al., 1981). Data classification used the scoring system of State University of Makassar (Tim Badan Penerbit UNM, 2008).

RESULT AND DISCUSSION

The findings showed that *Case Building Technique* could enhance the interest of the second semester students of English Education Program Class A, Language and Literature Faculty of State University of Makassar Academic Year 2012-2013. It was indicated by the students' scores of the questionnaire as shown in the following table.

Table 1.
The Percentage of Students' Interest of Experimental Group

No.	Interval Score	Category	Experimental Group	
			F	%
1.	84-100	Strongly Interested	15	37.5
2.	68-83	Interested	23	57.5
3.	52-67	Moderate	2	5
4.	36-51	Uninterested	0	0
5.	20-35	Strongly Uninterested	0	0
	Total		40	100

In relation to the findings of the students' interest on the percentage analysis on the table above, it shows that all the students' were interested in learning English to improve their writing skill through *Case Building Technique*. 15 (37.5%) students were strongly interested, 23 (57.5%) students were interested and 2 (5%) students were moderate. It was found that the highest score was 97 and the lowest score was 66, it meant that these scores were categorized as 'strongly interested' and 'moderate' categories.

Table 2.
Table of Mean Score of Students' Interest of Experimental Group

Variable	Respondents	Mean Score
Interest	40	80.93

Table 2. also shows that the mean score of students' interest was 80.93% which indicated "interested" category. It was concluded that all students were interested in learning English through *Case Building Technique* which was applied by the researcher during the treatments.

The questionnaire given to the experimental group covers general statement about students' interest in learning English writing. All the statements were related to the *Case Building Technique* in experimental group implemented by the researcher.

The findings of experimental group's score of interest through questionnaire showed that 15 students (37.5%) were 'strongly interested', 23 students (57.5%) were interested and 2 students (5%) were moderate. It was found that the highest score is 97 and the lowest score is 66, it meant that these scores were categorized as 'strongly interested' and 'moderate' categories. The mean score of their interest was 80.93 indicated 'interested' categories. In other words, most students in experimental group were 'interested' in writing after following writing class by *Case Building Technique*.

Students learn better in what they are interested. Interest is positive attitude toward something we really like and enjoy which determines activities. The findings and statements above clarifies that interest has a great role to make someone creative and energetic in doing something so that the condition which involved in someone' feeling is able to support the process of a certain activity.

Case Building Technique gives challenges to students to work in time using grouping and brainstorming technique which is inserted in the technique phases. Brainstorming technique studied by Hall & Robinson, (2013) found that the involvement of other students' perspectives in generating ideas prior to writing was very effective. Brainstorming provides chance for the students to interact and exchange ideas. This phase, then, enable the students to organize ideas in their writing products better. At the same time, grouping phase in *Case Building Technique* has functioned similarly in developing cognitive skills as brainstorming. Additionally, Clustering technique by (Al-Jarf, 2014) is part of Brainstorming technique as these two techniques has related with free association. The common feature of these two methods is that data are randomly written on piece of paper, and then it is concerned about the main idea and the plan.

Case Building Technique provides alternative solution in teaching writing. This technique helps students to explore ideas of others and, at the same time, give them freedom to write as they think over an issue. For the teachers, *Case Building Technique* has been innovative technique to enhance their interest in writing.

CONCLUSIONS

To sum up, the application of Case Building Technique has been one of the promising teaching techniques in writing. The undertaking technique comprises four activities: grouping, brainstorming, mentoring, and evaluating which are aimed to enhance the students' interest. It is highly suggested that for the teachers and students of English to apply Case Building Technique in learning writing and that for other researchers to further investigate the effect of applying Case Building Technique in English learning and teaching.

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