JET-Li

Journal of English Language Teaching and Linguistics Studies

THE USE OF FORM-FOCUSED INSTRUCTION (FFI) ON STUDENTS' ABILITY TO WRITE A BIOGRAPHICAL RECOUNT TEXT

Aan Andriyani[1], Lungguh Halira Vonti[2], Entis Sutisna[3]

[1]The student of English Language Education Study Program FKIP Pakuan University
[2]The lecturer of English Language Education Study Program FKIP Pakuan University
[3]The lecturer of English Language Education Study Program FKIP Pakuan University

Article Info

Abstract

Writing is one of the language skills that should be mastered by students. However, the skill is not easy to be grasped since students are not only demanded to generate ideas, but they also should understand how the written language constructed by using appropriate words, tenses, and the construction of the text itself. Thus, the teacher should facilitate students to develop their writing ability. Form-Focused Instruction (FFI) was chosen as an approach that can be applied on teaching writing. This research was conducted to investigate the effect of Form-Focused Instruction (FFI) on students' ability to write a biographical recount text. The population of this research was tenth grade students of SMA Negeri 8 Kabupaten Tangerang. 36 students of class X MIA 2 were the sample used in this research by using random sampling technique. Pre-experimental method with one group pre-test post-test design was applied in conducting this research. The instrument of this research was writing test which was given to measure students' writing ability. The data were gained from the pre-test and post-test. The data were analyzed by using t-test formula. From the calculation, it was found that the t-test value is 14.84 when was higher than the t-table value (2.03). Therefore, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Thus, it can be concluded that the use of Form-Focused Instruction (FFI) affected students' ability to write a biographical recount text.

INTRODUCTION

Writing is an important skill that is needed to be taught in the teaching-learning process. It is a productive skill where students should produce a text as one of their tasks. Thus, both teacher and students should pay more attention on writing since it involves them to make a special effort (Harmer, 2015: 360). However, students still face difficulties in writing, such as constructing words into sentences, using an appropriate tense and vocabulary, constructing a simple sentence, compound sentence, and text which contains many information. Richard and Renandya (2007: 303) argued that writing becomes a difficult skill to be mastered since students are not only demanded to generate or organize ideas, but they also have to make their writing into the readable text. In addition, in writing, students should consider the punctuation, spelling, word choice, etc. Moreover, students should understand how the written text constructed in order to write it successfully (Harmer, 2015: 363).

Writing relates to the product of various genre of the texts. Genre refers to a kind of writing that students write based on its purpose (Harmer, 2007: 113). One kind of texts that students should produce is a biographical recount text. Based on Coffin (2006: 7), a biographical recount text is a text that retell the experiences of person's life. It is used to tell about the past event of person's life (Muhallim, 2015: 7). Moreover, Derewianka as cited in Muhallim (2015) described that biographical recount text is a kind of text that expose about person's life by using the specific name, places, time, events, and it involves a comment of the person's achievement. There are three stages in constructing a biographical recount text. it consists of orientation, record of events, and evaluation of person (Wrigglesworth and McKeever (2010: 115).

In facilitating students to write a biographical recount text, the teacher should find a proper way in order to make them easily understand about the text. Form-focused Instruction is chosen as an approach in teaching a biographical recount text. According to Ellis (2001: 1), Form-Focused instruction (FFI) belongs to "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form." It clears that the Form-Focused Instruction (FFI) focuses on how to persuade students on learning language form either intentionally or incidentally. Celik (2015) defined Form-Focused Instruction (FFI) can enhance

vocabulary and grammar, it makes comprehension easier, and it strengthens the language accuracy. Therefore, the aim of this research is to investigate whether form-focused instruction affects students' ability to write a biographical recount text or not.

RESEARCH METHODOLOGY

In conducting this research, pre-experimental method with one-group pre-test post-test design was used to find out the effect of form-focused instruction on students' ability to write a biographical recount text. First, students were given a pre-test to write a biographical recount text. Next, they were treated by using form-focused instruction (FFI). Since FFI is an approach that have fifteen techniques (El-Dakhs, 2015), the writer covered those techniques in four meetings. The last, students were given a post-test to write a biographical recount text.

The population of this research was taken from tenth grade students of SMA Negeri 8 Kabupaten Tangerang. 36 students of class X MIA 2 were chosen as the sample of this research by using random sampling technique. To collect the data, writing test was given to measure students' ability to write a biographical recount text either before or after giving the treatments. The writing components focused on the grammar, content, organization, vocabulary, and mechanics. The result of pre-test and post-test was assessed by two teachers. Next, the normality test was calculated by using Lilliefors in order to find out the data from the samples had normally distributed or not.

Having finished analysing the normality test, the writer continued to the next steps. The first was calculating Mean of Gain which was used to find out the average of the results of all samples. Second, calculating Deviation of Gain which was used to find out the gap between gain d and the average result from the sample. Third, the t-test was counted to find out the t-test value. The last process was testing the hypothesis which was used to compare between the result of t-test value with t-table value based on the degree of freedom from the samples.

RESEARCH FINDING

This research was conducted to 36 students of class X MIA 2 in SMA Negeri 8 Kabupaten Tangerang starting from July 22nd until August 8th, 2019. These are the data calculation of this research:

1. Calculating Normality Test

The writer used Lilliefors in calculating normality test. The result is shown as follow:

Total	1190
Mean	33
S-Dev	13.19
Lvalue	0.036
Ltable	0.148

Before calculating the Lilliefors normality test, the N-gain was gained at first. The data of pre-test and post-test from every sample were needed in order to find out the result of N-gain. From the table, it can be seen that the total of N-gain is 1190 and the average result of N-gain is 33. Moreover, the L-value from the calculation is 0.036 and the L-table from the total sample of 36 is 0.148. It can be concluded that the data distribution was normal since the L-value was lower than L-table (0.036<0.148).

2. Calculating the Mean of Gain (M_d)

M_d is gained by dividing the total number of gain ($\sum d$) with the total number of samples (n). The value of ($\sum d$) of this research is 780 and the total number of samples is 36. Therefore, the result of (M_d) is 21.67.

3. Calculating Deviation of Gain (Xd)

After calculating the mean of gain (M_d), the writer calculated the deviation of gain to get the gap score from gain (d) and mean of gain (M_d). Every samples should be calculated one by one. This is the example of calculating the Deviation of Gain of the first student:

$X_d = 8 - 21.67$

$= -13.67$

From the calculation, it can be seen that the first student got the deviation of gain (d) is 8. Moreover, the mean of gain score (M_d) is 21.67. Therefore, the result of (X_d) for the first student is -13.67.

4. Calculating the T-test

The writer calculated the t-test in order to find out the t-test value and to recognize the effect of Form-Focused Instruction (FFI) on students' ability to write a biographical recount text. The result of t-test of this research is 14.84. Next, the

writer compared the t-test value with the degree of freedom *(df)* to determine the significance level and the hypothesis whether rejected or accepted.

5. Testing Hypothesis

The t-test value has been gained, next, the writer counted the degree of freedom *(df)* by reducing one number of the total sample of this research. Since the total sample of this research is 36, the result of *df* is 35. From the t-table, the *df* of 35 at significant level of 0.05 is 2.03. Moreover, the t-test value is 14.84. The result showed that t-value was higher than the t-table value (14.84>2.03). It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

DISCUSSION

The data of this research were gained from the result of pre-test and post-test. The pre-test result showed that many students had grammatical errors like there was no subject in a sentence, inappropriate prepositional phrase and verb tense. Some writing results also showed the unorganized paragraph. Next, the post-test result was gained after the treatments given. The result of post-test presented the increasing score for almost all writing components used in the scoring rubrics, also the errors founded on the pre-test result like grammatical errors and unorganized paragraph have been reduced.

Based on the data calculation, it was found that the data of this research were normally distributed by using Lilliefors normality test which the result of L-value (0.036) was lower than L-table value (0.148). Moreover, the mean of gain is 21.67 which indicated the average result of the data. The t-test value is 14.84. Meanwhile, the t-table value at significant level of 0.05 is 2.03 with the degree of freedom *(df)* of 35. It can be concluded that the null hypothesis was rejected and alternative hypothesis is accepted since t-test value was higher than the t-table value (14.84>2.03). Therefore, the result showed that the use of Form-Focused Instruction affected students' ability to write a biographical recount text. FFI brought an effect for all writing components, but the most affected ones were on grammar, vocabulary and organization.

This finding in line with the previous research conducted by Parviz and Gorjian (2013) which stated that Form-Focused Instruction can develop students' grammar knowledge. Moreover, Celik (2015) described that FFI can enrich vocabulary and make comprehension easier in learning process. Also, it is an approach that can

strengthen the language accuracy since the nature of Form-Focused Instruction asks students to notice the linguistic form. Those statements were proved on this research since the result showed the t-test value is higher than t-table value. Therefore, it can be concluded that FFI can be applied in the teaching-learning process of writing a biographical recount text.

CONCLUSION

The research entitled "The Use of Form-Focused Instruction (FFI) on Students' Ability to Write a Biographical Recount Text" has been conducted to tenth grade students of SMA Negeri 8 Kabupaten Tangerang. The sample was taken from 36 students of X MIA 2. The research has successfully done. It was related to the process of conducting the research which showed some progresses on students' writing in the pre-test to the post-test. Before giving the treatments (Form-Focused Instruction), students showed a confusion on constructing the information of a figure into a biographical recount text. Meanwhile, during the treatments, students started to recognize how the text constructed

and they started to work with the elements of a biographical recount text. Therefore, when the post-test was given, it was found that students had decreased their error on constructing a biographical recount text.

This research showed that Form-Focused Instruction (FFI) is an appropriate approach to be applied in teaching-learning process of writing a biographical recount text. It facilitated students to create a biographical recount text by using appropriate grammar and vocabulary. Students also can construct the information provided in the research instrument into well-organized paragraphs. It can be concluded that Form-Focused Instruction (FFI) brought significant positive effects to the students' ability in writing a biographical recount text for all writing components especially on grammar, vocabulary, and organization.

SUGGESTION

Based on the research finding, the writer would like to give some suggestions. The suggestion is delivered to English teacher and further researcher. First, for the English teachers, it is suggested that they can apply Form-Focused Instruction (FFI) in the teaching-learning process since the result of this research showed that Form-Focused Instruction affected students' ability to write a biographical recount text. Next, for the

further researchers, they can try to investigate Form-Focused Instruction (FFI) on other language skills like speaking and listening. They can try to use some FFI techniques on appropriate language skills. Moreover, it is suggested that the further researcher can conduct a research about FFI on others kind of texts.

BIBLIOGRAPHY

Celik, Bunyamin. 2015. *Comparing the Effectiveness of Form-Focused and Meaning-Focused Instructions in EFL Learning.* Iraq: Journal of Education in Black Sea Region. ISSN 2346-8246, Vol. 1, Issue 1, 2015.

Coffin, Caroline. 2006. *Learning the language of school history: the role of linguistics in mapping the writing demands of the secondary school curriculum.* Journal of Curriculum Studies, 38(4) pp. 413–429.

El-Dakhs, D. A. S. 2015. *The Integration of Form-focused Instruction within Communicative Language Teaching: Instructional Options.* Journal of Language Teaching and Research, Vol. 6, No. 5, pp. 1125-1131, September 2015 DOI: http://dx.doi.org/10.17507/jltr.0605.27.

Ellis, R. 2001. *Investigating form-focused instruction.* New Zealand: University of Auckland, pp. 1-46.

Harmer, Jeremy. 2007. *How to Teach English.* Harlow: Pearson Education Limited.

_____. 2015. *The Practice of English Language Teaching (Fifth Edition).* Harlow: Pearson Education Limited.

Muhallim. 2015. *The Implementation of Transition-Action-Details Strategy to Improve the Students' Writing Ability in Recount Text.* English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Vol. 4 No. 2 November 2015.

Parviz, M., & B. Gorjian. 2013. *The Effect of Form-Focused Instruction (FFI) on Teaching English Grammar to Iranian Learners at the Intermediate Level.* International

Journal of Language Learning and Applied Linguistics World (IJLLALW). Volume 4 (4), December 2013; 450-462.

Richards, J. C., & W. A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Wrigglesworth, J., & M. Mckeever. 2010. *Writing History: A Genre-Based, Interdisciplinary Approach Linking Disciplines, Language and Academic Skills*. Arts and Humanities Higher Education 2010 9: 107 DOI: 10.1177/1474022209349987.

BIOGRAPHY

Aan Andriyani was born in Tangerang, January 11th, 1998. She lives in *Kp. Koja RT 09/003, Desa Cikuya, Kec. Solear, Kab. Tangerang*. She is the first daughter of Arwani and Adah. She started her study in SDN Cikuya 3 (2003-2009). Next, she continued her study in SMP Negeri 2 Solear (2009-2012). Then, she became a student of SMA Negeri 8 Kab. Tangerang (2012-2015). After that, she started her first degree (S1) in Pakuan University, Faculty of Teacher Training and Educational Sciences and chose English Language Education Study Program as her major. On October 25th, 2019, she graduated as a Bachelor of Education.