

THE IMPLEMENTATION OF CONSTRUCTIVISM IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract: This study was a classroom action research (CAR) to improve students' writing ability on analytical exposition text in senior high school students. In this study, constructivism was implemented as a strategy to help student in writing analytical exposition. Constructivism consists of orientation, elicitation, restructuring idea, application of idea and review. The techniques of data collecting in this research were observation and written test. Data was analyzed by using scoring profile. The students' writing ability in analytical exposition text improved in two cycles from 75.55 in cycle 1 then improved to 82.40 in cycle two. The improvements of this study were particularly in students' writing on generic structure, and mechanics.

Keywords: writing, analytical exposition text, constructivism.

Abstrak: Penelitian ini adalah penelitian tindakan kelas (CAR) yang bertujuan untuk meningkatkan kemampuan siswa dalam menulis sebuah teks analytical exposition pada siswa sekolah menengah atas. Dalam penelitian ini, constructivism diimplementasikan sebagai sebuah strategi untuk membantu siswa dalam menulis teks analytical exposition. Teknik pengumpulan data yang digunakan meliputi observasi dan tes tertulis. Hasil data penelitian dianalisis menggunakan rubrik penilaian. Kemampuan siswa dalam menulis teks analytical exposition mengalami peningkatan dalam pada dua siklus dari 75.55 pada siklus pertama kemudian meningkat menjadi 82.40 pada siklus kedua. Peningkatan yang dialami siswa pada penelitian ini umumnya terjadi pada penulisan struktur generik dan mekanisme penulisan teks analytical exposition.

Kata Kunci: menulis, teks analytical exposition, constructivism

Writing is inseparable activity in language learning. Through writing teacher can identify students' ability in using the language; because it is not only deals with list of vocabularies and knowledge of grammar, but also the ability to organize thoughts into series of sentences. Writing helps the students to organize ideas and to clarify

concepts as well as to absorb and process information and it makes the students as active learners rather than passive receiver of information.

Writing is an activity to express ideas by means of written language. The idea for writing can be our feelings, opinions, and experiences. Nation (2009, p.93) indicates that learners should bring experience and knowledge to their writing. By practicing writing, the students learn through its process and get the important and essential parts of writing. Writing is learned through a process. It means that students are not merely learning the theory of writing, but they also need to practice it into written language. Writing refers to both the process and its finished product. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, and mechanics (spelling, capital letters, and punctuation marks). The students were required to write efficiently by producing good sentences and even good paragraph or text. According to the English teacher many students in this class dislike writing activity. They assumed that writing was difficult. They must combine the mastery of vocabulary, grammar, and mechanics to produce good writing. All those things may bring problems to the students while they are working on writing activity.

Analytical exposition text is a type of written text that is intended to persuade the readers that something is the case. And to make the persuasion stronger, the researcher gives some arguments as the fundamental reasons why something is the case. The generic structure of analytical exposition usually has three components; they are thesis statement, arguments and reiteration or conclusion.

The researcher implemented constructivism to improve students' ability in writing analytical exposition text. Langer and Applebee cited in Gray (2007, p.98) said that constructivism is an approach to learning in which learners are provided the opportunity to construct their own sense of what is being learned by building internal connection or relationship among the ideas and facts being taught. When students encountered something new, students had to reconcile it with the previous ideas and experience, or changing what they believe or discarding the new information as irrelevant. Constructivism lets the students to create and develop their ideas. They can construct their own understanding based on their experience for the material given by the teacher.

In implementing constructivism, the researcher used Constructivist Instruction Model (CIM). According to Driver and Oldham cited from Mathews (2003, p.143) in teaching and learning process the Constructivist Instruction Model (CIM) was applied in five stages of learning those are orientation, elicitation, restructuring of ideas, application of idea and review.

Many students have problem in writing text, especially in writing analytical exposition text. In writing analytical exposition text students

need to organize their opinions and elaborate them with evidence to make a good analytical exposition text.

In this research, the researcher helped the students to overcome the problem. The researcher implemented constructivism as theory of knowledge and learning. Twomey Fosnot (1989) quoted in Gray (2007,p.8) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. Lowenthal and Muth (2008, p.4) said that constructivist theories of learning have sparked reforms in teaching practices, suggesting that learning environment focus directly on students, the important of context, authentic problem and tasks, discovery learning, student prior knowledge, group project and discussion, students choice, and authentic assessment. In this case the teacher used group discussion as the teaching technique since the situation of teaching and learning by implementing constructivism emphasizes learning through social interaction and collaboration in authentic context.

In teaching and learning process the teacher used Contextual Teaching Learning as the method since the foundation of Contextual teaching learning is constructivism. Nurhadi (2001, p.31) said that the basic premis is that an individual learner must actively “build’ knowledge and skill.

Constructivist teaching practice requires teacher to focus on the learner and provide an effective environment to enhance the process of learning. Driver and Oldham (1986) cited from Matthews (2000, p.143) said that one model for delivering constructivist instruction. This model has five stages, they are orientation, elicitation, restructuring of ideas, application of idea and review.

In orientation, students are given the opportunity to develop a sense of purpose and motivation for learning the topic. In other words, it can also be seen as the initial “hook” of a lesson or unit. In this stages teacher introduce the topic to the students. Teacher motivates the students to take a part actively in learning process.

Elicitation is the element where students access and provide their prior knowledge and current ideas on the topic being studied in the lesson. Students make their current idea on the topic of the lesson clearly. The elicitation can be done through: large or small group discussion, designing posters, etc. Teacher ask the students to do the group discussion consist of four or five students in a group. Teacher gives the students some issues to be discussed. After doing the discussion in their group, they have to share the result of their group discussion in front of the classroom and do the classroom’s discussion. From a constructivist

perspective, students' prior knowledge of a topic can dictate the direction of a unit or lesson and also help teacher with instructional planning.

In restructuring of ideas consisted of a number of stages which include: (a) Clarification and exchange of ideas, this is where the students' existing ideas about a topic are challenged, either by peers or by the instructor through discussion, experiments or demonstration. In this part, teacher and students discuss about analytical exposition text; teacher explains the generic structure of analytical exposition text, the language features of analytical exposition text and how to write a good analytical exposition text, (b) construction of new ideas, this occurs after clarification exchange; students see that there are numerous ways to interpret phenomena or evidence, (c) Evaluation of new idea presented. Here, students figure out how to test these new ideas; they may feel "unsatisfied with their existing conception". In this part teacher ask the students to do some worksheet (quiz) to test the understanding of analytical exposition language features. This test is done to evaluate their understanding after got the explanation from the teacher. Matching game is one of the fun activities can be done in this part.

In application of Ideas stage students are given the opportunity to use their developed ideas in a variety of situation. Students connect their prior knowledge to their newly acquired knowledge. In this part teacher ask the students to write analytical exposition text based on the topic. Teacher guides students to write a good analytical exposition text.

Review is the element in which students are invited to reflect back on how their ideas have changed by drawing comparison between their thinking at the beginning of the lesson and their thinking at the end. It is done before students wrote their analytical exposition text. Teacher reviewed the material, checked the students' difficulties and make sure that the students were ready to write.

The last element is often neglected due to some factors, most often, time constraints, so the researcher tries to do the review stages before the application of Ideas. Matthews (2000, p.143) explains that the final review stage is very important, as "students should at the same time be learning something about the process of effective learning". Matthews (2000, p.144) further explains by stating: "Constructivist methods emphasize the engagement of the student in the learning process and the importance of prior knowledge or conceptualizations for new learning".

METHOD

This study used classroom action research (CAR) as a method of research. It combines research and action as a purposive activity that is done in form of action cycle to improve or solve a problem. This research is done in the classroom that faced by the teacher and the students in the classroom. This research consists of four steps; they are planning, acting, observing and reflecting.

Classroom Action Research focuses on the immediate application, not on the development on theory. This research is carried out within the context of the teacher's environment that is with the students at the school in which the teacher works. In classroom action research, the researcher and the teacher work as a team in conducting the preliminary study, planning action, implementing action, analyzing the data, and making the reflection for the next action if needed. The action research typically involves four phases in a cycle of a research.

The subject of this research was the eleventh grade students of SMA Negeri 2 Pontianak. They were class XI IPA I (Science Program). This class consists of 27 students where 7 were male and 20 are female. This research conducted on the first semester. The researcher acted as collaborator and observed the situation during the teaching learning process occurs. Since that this school is the pilot of international based standard school where teachers for Science (Mathematics, Physic, Chemistry, and Biology) and English teach by using English from 75% times allocated.

In collecting data in this research, the researcher used three tools of data collecting as follows:

First, observation is a technique to collect the data by observing the activity of the research process. According to Burns (2010), the major types of observation research are participant observation is the observer intentionally interacts with the subject of observation. Observation sheet is one of the tools to gather data using a coding system or checklist that record some aspects during teaching learning activity. Observation sheet was used to observe the students and teacher acted in conducting constructivist approach in the classroom activities in the form of checklist table. These observation sheets will record what happened during the implementation in terms of the subject performance. The purposes of recording the observation were to have the clear description of the existing condition in the classroom and as the sources of reflection for the next action. The observation sheet has some indicators. The indicators that become observation targeted are given checklist.

Second, field note refers to transcribed note or the written account derived from data collected during observation. Field notes generally consist of two parts: descriptive in which the observer attempt to capture a word-picture of the setting, actions and conversation; and reflective in which the observer records thoughts, ideas, questions and concerns based on the data observation as a source to make reflection. The researcher's purpose in using field note in this study was to record the important events that appeared throughout the teaching learning process when the treatment was applied, include students' interactions and activities during composing analytical exposition text and constructivist approach sessions and situation in the classroom during those times to support the data from the observation checklist.

Third, task or test is frequently used to measure an individual's current knowledge or skill that is important to a particular understanding. In this study, test was used to measure the students' improvement. Students were asked to write analytical exposition in each cycle which were graded and the result of each cycle were compared in order to know students' achievement after the implementation of constructivism in teaching analytical exposition writing during their writing practice.

Data analysis plays an important role in every cycle of classroom action research because it can be a reflection and revision for planning the next cycle (Burns, 2010). The data were analyzed in two ways: descriptive statistic and descriptive analysis. Field note and observation sheet were analyzed through descriptive analysis while students' writing task in writing analytical exposition writing was analyzed by descriptive statistic.

RESULT AND DISSCUSION

Result

The research findings were gathered for several sources of data. Analyzing the data of the study, the researcher found several findings to answer the problems of the research. The findings included the effectiveness of implementing constructivism in teaching analytical exposition text. Two cycles of classroom action research were conducted to improve students' ability in writing analytical exposition text. To get the data about the students' improvement, the researcher recorded the activities and situation during the implementation of constructivism in writing analytical exposition text.

In teaching analytical exposition text, the researcher implemented one of the constructivist models by Driver and Oldham (1986), this model has five stages, namely, orientation, elicitation, restructuring of ideas, application of ideas and review. In teaching and learning process the researcher implemented these five stages. The following are the detail description of classroom activities and the implementation of the five stages.

In the orientation, the students are given the opportunity to develop a sense of purpose and motivation for learning the topic. In this element teacher informed the students about the objective of today's material. Teacher motivated the students by informed the students that they would have a great activities for improving their writing skill. In cycle 1, teacher gave the theme of today's lesson was "school life". In this element, teacher guided the students' mindset to be ready to ready for the lesson. In cycle 2, teacher did the same things. He introduced the objective of today material. But in cycle 2, teacher reviewed the material in cycle 1 by asking some questions about analytical exposition text. He

asked some students to answer the question with loud voice so others friends could listen to his/ her answered.

In the elicitation students made their current idea on the topic of the lesson clearly. In cycle 1. Teacher did brainstorming to achieve this element. Teacher started teaching and learning process by brainstorming in order to elicitate the prior knowledge and to attract students' attention. Teacher showed students some pictures and asked the students some question related to the pictures. In cycle 1, teacher showed the pictures about some signs in the school which let the students to speak in English. In cycle 2, teacher did the same thing. He showed some pictures and asked some questions related to the pictures. The other activities in elicitation were the students did the group discussion. These activities would help the students to develop the arguments. They can help the students later in writing their composition.

In cycle 1, the students were asked to choose one of the topics to be discussed in their group. They should try to find four arguments to support the topic. After doing the discussion in small group, each group should presented the result of their group discussion and let others group to ask the questions related to the result of other group discussion. In cycle 2, teacher asked the students to read the text in group. The title of the text was "Laptop as the Students' friend". After read it, students tried to predict the generic structure of the text. Both teacher and students discussed the generic structure of the text by listening to the group answers as a starter. In addition, the students should find the language features of analytical exposition text. Those were the use of simple present tense, connectives words, emotive language, and the expression of giving opinion and making conclusion.

While implementing this element, the researcher recorded some important things in field note. The researcher found that in brainstorming in the first cycle the students responded the teacher questions. Many of the students answered the questions well. They looked enthusiast in joining the brainstorming. Besides that, the researcher could see that there were many students who enjoyed and participated actively in group discussion. They tried to deliver his/ her opinion to their group. In the first cycle, there were some students who were not actively involved in group discussion. But in second cycle, most of the students took part actively in their group discussion. Most of the member of the group try to argue and said something. When one of the member said something the other member just try to listen carefully to their friend explanation. But finally they could have the summary of their group discussion. Group discussion helped them to recall their prior knowledge and they could get some new knowledge from others.

Restructuring of Ideas is the heart of constructivist lesson sequence. It consists of a number of stages, including; clarification and exchanges of ideas, construction of new ideas, evaluation of new ideas. In this part

teacher explained and introduced the students about what was analytical exposition text including the generic structures and language features of the text. In first cycle, teacher explained the analytical exposition text by showing the text entitled “The importance of English”. In second cycle teacher used the text entitled “Laptop as Students’ Friend”. Most of the students looked enthusiast in listening the teacher’s explanation but some others did not. While the teacher explaining the material, there were some students asking some questions related to the material; being explained. Otherwise, some student seem do not pay attention and they were chatting with their friend. Teacher’s explanation let the students to clarify and exchange their ideas about analytical exposition text. By asking some questions to the teacher it helped them to clarify the current knowledge in their minds. In this time, the students automatically started to construct their new ideas and evaluated what was the correct and the wrong part. Students constructed their arguments by themselves. In cycle 2, teacher made a matching game to see how far their understanding improved. As the last activities in restructuring of ideas, teacher asked students to do discussion group. Each group should support each topic with some arguments. Then, they presented the result of their group discussion in front of the class and did the discussion with all the students in the classroom.

In Application of Ideas stage teacher gave an opportunity for his students to develop their ideas in a variety of situation. It was done as the individual assessment. All of the students were asked to write analytical exposition text with their own words based on the topic given. The topics were the previous topics which were used in group discussion. They could choose which his / her favorite topic was. At that time, they could develop the group arguments or chose others.

Review is the final stage in which students are invited to reflect back on their ideas have changed by drawing comparisons between their thinking at the beginning of the lesson sequence, and their thinking at the end. In this part teacher confirmed whether the students understood the lesson and could get the point of this lesson. Teacher gave the chances to students to ask about the difficulties in this material which still made them did not understand. Teacher together with students summarized the lesson. Teacher asked the students to conclude today material. From the students’ conclusion, it could be seen their understanding about the lesson especially their understanding in writing analytical exposition text. The improvement of constructivism in writing analytical exposition text had improved the students’ writing skill. Referring to result of preliminary test, individual assessment in cycle 1 and cycle 2, the students’ mean score was improved 9.63%. however, not all aspects of writing were constantly improved, the complete mean score was presented in the table below

Table 1
The Improvements of Students' Achievement

Aspects	Generic structure			Langauge features	Mechanics	Total	Improvement
	Thesis statement	Arguments	Reiteration				
Pre test	73.14	72.22	63.88	64.81	64.81	66.106	-
Cycle 1	83.33	76.85	78.7	66.67	72.22	75.554	9.448
Cycle 2	87.96	85.18	86.11	76.85	75.92	82.404	6.85

In first cycle, based on the table above the result of individual score of students showed the fact that from 27 students, there were 8 students or 29.6 % students whose scores were 60-69 which is categorized poor to average, 7 students or 25.9% students whose scores were 70-79 which is categorized as average to good. And 12 students or 44.4% students whose scores were 80-100 was qualified as good to excellent. Based on the students' worksheet result, the researcher found that the students still made errors concerning the generic structure and language features of analytical exposition writing. There were 5 students have no reiteration in their writing, and there were 2 students without thesis statement in their writing. And few of the students did not have clear arguments.

In the second cycle, the result of individual students' score show that from 27 students about 9 students or 33.3 % students whose score were 70-79 were qualified as average to good, 18 students or 66.67 % students whose scores were 80-100 were qualified good to excellent. Then, the students' score summarize was divided by the number of the students to obtain the mean score. The result of the mean score was 82.4 and this was qualified as average to excellent. The result of students' mean score was categorized A. The result of students' mean score could reach the standard score of KKM (Kriteria Ketuntasan Minimum) of English subject of eleventh grade students in this school. In conclusion, the result of the acting stage in the second cycle on the whole had fulfilled every aspect of the indicators of success. Most of students could write analytical exposition writing with correct generic structure, language features, organization, and mechanics. Based on the table we can conclude that the students had a good achievement at the end of the research. Their score increased from cycle 1 to cycle 2. Furthermore the number of students' who passed the test increased up to 100% in cycle 2.

Discussion

This classroom action research implemented constructivism in writing analytical exposition text. It was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting stage. At the completion of this research student' writing tests, field notes and observation sheets were used in monitoring the students' improvement during the implementation of constructivism. The students' writing tests

were used to collect the data about possible changes of students' use of implementation each cycle. The observation sheets and field notes were the additional tool for collecting the data referring to the students and teacher activities.

In this research, teacher implemented constructivism in writing analytical exposition text. Teacher kept monitoring, evaluating and reflecting all the activities had been done in the entire process of cycle one to improve the result of cycle two. In implementing constructivism teacher used constructivist model of teaching formulated by Driver and Oldham (1986). That is Constructivist Instruction Model (CIM) consists of orientation, elicitation, restructuring of ideas, application of ideas and review. Teacher implemented those stages in each cycle in this research.

Orientation was the first stage. This stage gave students the opportunity to develop a sense of purpose and motivate students for learning the topic. Teacher motivated students to be ready to have fun activities during the lesson. By orientation teacher could prepared students to follow all the activities enthusiastically. Teacher used "School Life" as the theme of the lesson. Teacher told students the objectives of today's material. It made the students had a real description about the goal of the lesson and made the students curious about the activities.

In elicitation students made their current idea on the topic of the lesson clearly. Students accessed and provided their prior knowledge and current ideas on the topic being studied in the lesson. In this stage, teacher provided attractive teaching media; the colorful pictures and some interesting questions in brainstorming before did the group discussion. There were some interesting topics to be discussed in group discussion. Students had enjoyable activities by discussing with other students in a group. In the group they could deliver and shared their opinion. It helped them to enrich their knowledge. They created good learning community in the classroom. Teacher gave students challenges to present the result of the small group discussion in front of the classroom. It accessed the courageous of students to speak up in front of many people. Unfortunately, while did the group discussion there were some students who did not follow the discussion actively, especially in the first cycle. They only took a part as a good listener while the others tried to answer the questions and deliver their opinion.

The third stage is restructuring of ideas which is the heart of constructivist lesson sequence. It consists of three steps. They are clarification and exchange of ideas, construction new ideas and evaluation of the new ideas. In clarification and exchange of ideas, teacher had an important part to help students in clarifying the knowledge. In this step, teacher explained generic structure and the language feature of analytical exposition text. Teacher gave the example of analytical exposition text. While did the explanation teacher asked student to helped him in finding the generic structure and the language

features of analytical exposition text. Both teacher and students worked together. Students participated actively in this activity. Next, teacher gave the students opportunity to ask some questions. Some of students asked some questions related to the teacher's explanation. In this case, they tried to construct the new ideas. They compared their current knowledge based on teacher's explanation with their prior knowledge. So they could choose which was the correct and the wrong part. As the evaluation of the new ideas, teacher gave students worksheets related to the language features and the generic structure of the text. From the worksheet both teacher and researcher found that students understood the teacher's explanation. But in the other side there were some students got the low score. In cycle 2, teacher and researcher modified this stage by did the group activity as the evaluation. They did the "matching game". In this game all of the students in the classroom took part actively. They enjoyed the activity and looked so happy.

Individual assessment was the activity in application of ideas. This is the fourth stage; teacher gave the opportunity for students to develop their ideas in variety of situation. All of the students were asked to write analytical exposition text with their own words based on the topic given. The topics were the previous topics which were used in group discussion. Teacher allowed them to choose their own topic. In the first cycle, teacher lacked of time which made some of students could not do the assessment well.

Review is the last stage in Constructivist Instruction Model (CIM). It was the final stage, students were invited to reflect back on how their ideas changed by drawing comparison between their thinking at the beginning of the lesson and their thinking at the end. In this research, teacher and researcher agreed to put review stage before the application of the ideas. Because of some factors like time constrains that could neglected this stage, whereas this is a stage must be done to see the changes of students thinking in understanding analytical exposition text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and the discussions of this research, the researcher found out that the implementation of constructivism in writing analytical exposition text improved students' writing skill. By orientation students can be motivated to involve in writing activities and started to get in the lesson. Through elicitation, students tried to gain their prior knowledge. They started to deliver their opinions in group activity, share them with others in group. By restructuring of ideas, students tried to clarify and exchange ideas, connect the prior knowledge with the new ideas and they constructed new ideas, and evaluated their new ideas. After constructing new ideas, they did the next step that was application

of ideas. Students applied their ideas in written form. Teacher gave the opportunity to use their developed ideas individually to write analytical exposition text. According to findings, the students writing skill improved. The improvement could be seen from students writing score comparison in two cycles. In cycle 1 students mean score was 75.55 which was qualified as average to good, and in the last meeting in cycle 2 students mean score was 82.4 which qualified as good to excellent. The improvement of students means score in writing the generic structure of analytical exposition text was from 83.33 in cycle 1 improved up to 87.96 in the second cycle for thesis statement. In writing arguments in analytical exposition text, the mean score was 76.85 in the first cycle, 85.18 in the second cycle. The mean score in writing reiteration as the conclusion in analytical exposition text was 78.70 in first cycle improved to 86.11 in second cycle. These confirmed the teacher that students' analytical exposition writing skills has improved.

Suggestion

The result of this study also leads some suggestions for all parties who are involved in English education especially for the teachers. These suggestions are also expected to be useful for the next researchers. For other teachers, (a) the implementation of constructivism in writing analytical exposition text should be completed with appropriate teaching methods to achieve the goal. For example student-centered. It will let the students to follow all the activities in the classroom enthusiastically; (b) teacher should prepare an attractive media such as colorful pictures, slide shows or attractive games. So students can enjoy the activities in teaching and learning, (c) while implementing constructivism, teacher should give more control and guidance to the students while they are working in group. It can help to make instructions to be more effective for students, (d) teacher should manage the time effectively so that the students have enough time in writing, (e) while implementing the constructivism, teacher should be actively guide the students since the teacher is a facilitator in the classroom. He should give a chance in helping the students to gain their prior knowledge.

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