



The Effectiveness of Teaching Writing Invitation Through Carousel Feedback at Vocational High School Students

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Abstract

The purpose of this study is to know whether there is significant difference on writing achievement of the first year Vocational School students taught using Carousel Feedback and those taught using Grammar Translation Method. This research used X-TKR 2 class as the experiment class and X-TKR 1 class as the control class. To measure the effectiveness of the specific learning objective as the instruments, the researchers used essay tests consisted of 10 items. Considering that the researchers are applying Non-Randomized Pretest-Posttest control group design, the result of the study was analyzed using ANCOVA formula and computed using SPSS version 22.0. It shows that there is significant difference on English Writing achievement between students taught using Carousel Feedback and those who taught using Grammar Translation Method on teaching writing invitation letter.

Keywords: carousel feedback, effectiveness, invitation, writing

Introduction

People use language in their everyday life activities to communicate with one other. The form of language is divided into two large categories those are oral and written language. Oral language is used to express our ideas, feelings, and thoughts in speech spontaneously by using our organ speech, while written language is used to express our ideas, feelings, and thoughts into writing form to make a composition

English is one of language which is used in international communication. Many people use it in technology, science, culture, politic and also in trade. Therefore, English is the target language which is learnt by many people around in the world. Mastering this language will bring many advantages because it is not only getting a higher education but also getting job.

For students, especially Vocational High School students, English is still to be a "scary" and uninteresting" subject. They still assume that they don't need to master English because of those reasons. Therefore, government has developed curriculum that is expected to help teacher in achieving learning goals and to make English as interesting and not scary subject for

students. Even though English has been taught since elementary stage recently, the result is still far from satisfactory due to those two reasons.

There are some opinions why English is hard for student to master. First, medium can be the first problem of it. Lack of medium in transferring English showed an effect on English learning goal. Second, students' assumption that English is scary and uninteresting subject adds the problem itself. Third, since English is foreign language in our country, students tend to ignore it due their boredom in memorizing new vocabulary. Fourth, a condition that student should master four skills (reading, writing, listening and speaking) in English subject brings another problem to be solved. In fact, not all students can master the whole skills, they probably good at one skill but poor at others. This condition is possible to take place.

Writing, as mentioned above, is a skill that students should master in English. Not like reading, speaking and listening, in writing, people use graphic symbol that have to be set in a good and correct order, whether it is word or sentence. There are roles that writer should obey to write correctly. To make a clear relationship

between the words and to make sentences easily understandable by the readers, the writer should master spelling, punctuation, capitalizing, grammatical accuracy and acceptability.

For Indonesian students, it is probably difficult to do it because of English position as a foreign language. They should compose writing correctly in its content, vocabulary, language use and organization. A good writing is not only express an idea into a written form but also have to be lexically and grammatically corrects. A writing that can be easily understood by the readers.

Some types of genre in writing are invitation, narrative, descriptive, expository, discussion, recount, review, procedure, anecdote, etc. each structure has its own purpose and generic structure. Each type of genre in writing has been taught in vocational high school.

Teaching writing in Indonesia is focused on the ability of the students' communication in written. Basically, teaching writing in vocational high school has a competence standard to be achieved that students are able to communicate in written form. It needs students' knowledge in English vocabulary in order to make them easier to construct a good writing and get sufficient writing practice. Students of Vocational High School given some materials of genre in writing. The students are taught about the characteristic and the purpose of the social function of the genres. They are expected to understand the aspects of the able to write it well. One of genres in writing is invitation text. An invitation text is a demand, a solicitation, or an appeal to another person to attend a certain event with you.

Invitation text is very familiar to students. Usually, they are used to invite someone to go to a place or to do something. It is to inform the readers about invitation that familiar to the students.

Our government has created a basic education curriculum to help students learn more effectively and to help them reach their intended goals. There are many different teaching approaches available to ensure the teaching and learning process is successful. Annisa and Rifa'i (Rahmasari & Rifa'i, 2022) proved that RAFT can give good impact on students' capacity to create descriptive text. Furthermore, Dessy et al. (Ardini et al., 2022) give proof by using RCG Strategy it can improve the students writing

skill on Report text. From the previous study done by Septiyan and Firmansyah (Septiyan & Firmansyah, 2020), it can be concluded that Carousel Feedback could upgrade the students' writing skill at secondary school. It is an effective method since the result show there was improvement in average score from pre-test to posttest 2. Furthermore, Roza et al. (Roza et al., 2021) conducted a study to find the significant of using Mind Mapping and Carousel Feedback in teaching writing skill. The result shows that the t_{observed} (7.421) is higher than t_{table} (2.086) at the significance level less than 0.05. In this case, the writer assumes that cooperative learning model of Carousel Feedback may give a chance for us to find a suitable method to achieve teaching goals because by using method makes it possible to involve the whole class in cooperative way to decrease the gap that probably occurs during teaching learning process.

Materials and Method

Writing

According to Patel and Jain (Patel & Jain, 2008), writing is a skill that must be taught and practiced. Writing is an important part of learning a language because it helps with vocabulary, spelling, and sentence structure. At a later stage, it becomes a crucial part of pupils' expressiveness.

Writing, as a method of communication, allows students to express their feelings and ideas on paper, arrange their knowledge and views into convincing arguments, and transmit meaning through well-constructed prose. Written communication, in its most sophisticated form, can be as vivid as a piece of art.

Writing progresses from simple phrases to intricate stories and essays as students master the steps of writing and build new abilities on old. Spelling, vocabulary, grammar, and organization all work together to help pupils develop increasingly sophisticated writing skills year after year.

Process writing consists of four steps. generating ideas, organizing ideas, creating a rough draft, and perfecting their rough draft by editing and revising it.

The first process, known as prewriting, involves pupils selecting a topic and gathering ideas to explain the issue. Students can generate ideas by using the listing technique. Listing is a prewriting approach in which students write the topic at the top of a piece of paper and then make a brief list of words or phrases that spring to mind.

It is now time for them to begin writing their first draft.

The second stage is to organize. Students organize their ideas into a concise outline in this step. Students created a statement that named the issue and stated the primary point. The students listed the two primary ideas, as well as any other words or phrases from the list that provided further information about them, beneath the first sentence.

In the third step, students write a rough draft as rapidly as they can without thinking about grammar, spelling, or punctuation. Simply put their views on paper. The students are following an outline.

The final phase is polishing, rewriting, and editing. Students revise what they've written. Polishing is most effective when students do it in two steps. First, focus on the major issues of content and organization (revision). Then, work on minor issues such as grammar, punctuation, and mechanics (editing). Students can assist one another in editing as much as feasible on their own. The teacher should not correct a student's draft by providing all of the proper word forms and punctuation.

The purpose of writing for the students is to prepare the final academic assignment, to inform, to explore and to analyze about something.

Invitation

In general, it can be said that the letter is a tool to convey an intention in writing. Act means the call. Inviting means calling or invited to come. Invitation is a noun that means the person who called or was welcome to be present at the time, day, date, place that have been define in the invitation. A letter of invitation is a tribute to those who were invited.

Carousel Feedback

Carousel remarks is an established facts or notion-gathering pastime which generates a reasonably concise list of students' mind and responses on a particular subject matter. Students work in small companies to bring thoughts or to make pointers as regards the issue handy. In addition, they have the possibility to evaluate collaboratively the thoughts of other groups and to use them as a likely foundation for forming their personal responses to questions.

After collecting thoughts or developing tasks, the teachers usually need students to pre-

sent what they have created with different groups or with the class. A wide variety of formal and informal presentation system let efficient sharing. Simultaneous sharing is the key point. The teachers ask the representative from each group to share to another group in turn rather than ask them to represent it in front of the class. If sharing takes three minutes, all the teams will have shared after three minutes as opposed to only one. It would take 24 minutes, plus the time for transitions, or half the class period if we had eight teams and had them present to the entire class one after the other. In the same amount of time, the teachers could have each team make a presentation to a partner team, get feedback, make revisions, and then make a second partner team see the revised presentation. (Kagan & Kagan, 2009).

This method will make the students work with others, discuss about the topic which they get in each station, and make decision about the topic. It may be necessary for students to move around a room's desks in groups. Students may also choose to stay seated and hand their flip chart sheet to the group sitting next to them when the allotted time has passed. The students will get many topics that will be analyzed in learning process. The students will be able to show their opinion or their understanding by their own word. Teacher will give the conclusion in the end of learning process.

The Advantage of Applying Carousel Feedback Method

As another method, carousel feedback has some advantages. Such as:

1. Carousel feedback is a learner centre classroom model. It will make active and participatory learners.
2. The knowledge of students can be known as long as process centre learning. It will show the students who are active or passive.
3. This method is effective to finish some topics in short time.
4. Learning through communication, means that students can discuss, debate and explain their idea until all member in the group understood.
5. Encourage students to take responsibility for their own learning
6. And also by cooperative learning, students can find their own understanding by exploring, discussing, explaining, and questioning every new ideas in their group.

Grammar Translation Method

Grammar Translation Method is kind of a classic teaching method which is still used until now. (Richards & Renandya, 2002) have pointed out that Grammar Translation Method is defined as *"a method of studying a language that begins with a detailed analysis of its grammar rules and then applies this knowledge to the task of translating sentences and texts into and out of the target language."*

Grammar Translation Method is "kind of classical method which it is focused on the grammatical rules, memorization of vocabulary, and various deelenions and conjunctions, translations of text, doing written exercises"(Brown, 2000). According to Prator and Celce-Murcia, the Grammar Translation Method has a number of key qualities, as stated in Brown (Brown, 2000). Those are:

1. Mother tongue is used primarily in instruction, with little use of the target language.
2. A lot of vocabulary is taught as lists of individual words.
3. Complex, in-depth explanations of the nuances of grammar are provided.
4. While training frequently emphasizes word form and inflection, grammar gives the rules for putting words together.
5. Early reading of challenging classical books is done.
6. Texts are viewed as grammatical analysis exercises with little regard for their content.
7. Exercises in translating fragmented sentences from the target language into the mother tongue are frequently only drills, and
8. Pronunciation receives little to no attention.

Method

The researchers adopt the quantitative approach for this research, because this study uses number to score and to analyze the data. This study is a Quasi-experimental research design which used to identify the effectiveness of Carousel Feedback method in teaching writing for Vocational School. Ary (Donald et al., 2010) defined Studying the results of the systematic manipulation of one or more

variables on other variables is the focus of experimental research. Those variables are called dependent and independent variable. The observed or measured variable is called dependent variable while the manipulated variable is called independent variable. The instrument is the test of writing on invitation. This test is divided into pretest and posttest.

Both control and experiment class get those pretest and posttest tasks. The pretest is used to measure students' ability and homogeneity before the study is started. While the posttest is used to measure the effect of the teaching activities using different teaching method on those two classes. From the instrument used, the researcher can get the data she needed, then from the data which has been processed, the researcher will finally able to conclude the result of her study.

Before using the instrument, the researchers should remember that to make her conclusion of the study is trusted she should have trusted data, while to get trusted data she should have valid and reliable instrument. To know the validity and reliability of the test (instrument), the researchers can first try to test other class to take the result of the test as the first data. And the data of that trial test will be measured using SPSS for windows version 20.0.

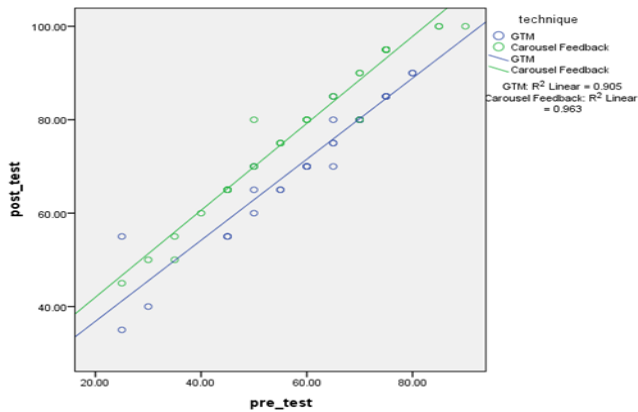
Essay tests were employed by the researchers so they could assess how well the particular learning target was being met. The researchers obtained the results from the students' accurate and dependable responses to essay test items. The data was collected using two writing test on invitation, those are pretest and posttest. The students are asked to write an invitation for each test.

Results and Discussion

Prior to doing an ANCOVA, the researchers investigated two hypotheses: the linearity of the relationship between the dependent variable (posttest) and covariate (pretest) and the homogeneity of the regression slopes.

According to the linear relationship test, the scatter plots for each group on the image indicated linear (straight-line) relationships, not curved relationships, implying that the linearity assumption is not violated.

Based on tabel 1 Group*Pretest data, the significant value for the second assumption test, which examined the homogeneity of regression slopes, was 0.277, which is greater than 0.05. The assumption is broken, and the interaction is statistically significant, according to Pallant (Pallant,

Table 1. Group Pretest**Table 2.** Tests of Between-Subjects Effects

Tests of Between-Subjects Effects					
Dependent Variable: post_test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14298.336 ^a	3	4766.112	358.965	.000
Intercept	1965.487	1	1965.487	148.033	.000
technique	16.254	1	16.254	1.224	.273
pre_test	13062.166	1	13062.166	983.792	.000
technique * pre_test	15.987	1	15.987	1.204	.277
Error	876.306	66	13.277		
Total	408175.000	70			
Corrected Total	15174.643	69			

a. R Squared = .942 (Adjusted R Squared = .940)

Table 3. Levene's Test of Equality of Error Variances^a

Levene's Test of Equality of Error Variances^a

Dependent Variable: post_test

F	df1	df2	Sig.
.740	1	68	.393

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pre_test + technique

Table 4. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14282.350 ^a	2	7141.175	536.212	.000	.941
Intercept	1953.576	1	1953.576	146.689	.000	.686
pre_test	13424.850	1	13424.850	1008.038	.000	.938
technique	1022.331	1	1022.331	76.764	.000	.534
Error	892.293	67	13.318			
Total	408175.000	70				
Corrected Total	15174.643	69				

a. R Squared = .941 (Adjusted R Squared = .939)

Table 5. Estimated Marginal Means

technique

Dependent Variable: post_test

technique	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
GTM	71.106 ^a	.617	69.875	72.337
Carousel Feedback	78.751 ^a	.617	77.520	79.983

a. Covariates appearing in the model are evaluated at the following values: pre_test = 59.5000.

2016), if the statistical significance level is less than or equal to 0.05. The data supports the premise of regression slope uniformity. An ANCOVA study can be undertaken in light of this discovery on table 2.

Levene's Test of Equality of Error Variances^a

Equality of Error Test by Levene Variances are used to determine whether or not the equality of variance assumption is violated. If the Significance value is larger than 0.05, the variances are homogeneous; however, if this value is less than 0.05, the variances are not homogeneous, or, to put it another way, the variances are different, and the assumption of equality of variances is broken (Pallant, 2016). Given that the Sig. value is 0.393, which is significantly greater than 0.05, the variances in this case are homogeneous, implying that the premise of variance equality is not violated show on table 3.

One way Analysis of Covariance

Pallant (Pallant, 2016) claims that if the Sig. value is less than 0.05, the groups (GTM and Carousel Feedback) differ significantly. Based on the ANCOVA table's signal that the

sig. value for the SPSS 20.0 result is less than 0.05 (0.0000.05), the result was significant, resulting in the rejection of the null hypothesis and acceptance of the alternative hypothesis. Carousel Feedback, according to statistics, is effective in assisting children in strengthening their letter-writing talents.

In the table 4 the exam also assessed the differences in adjusted means between the two groups, which were presented in the Estimated Marginal Means box as 78.751a for students who got instruction using the Carousel Feedback approach and 71.106a for students who received instruction using GTM.

Based on the table 5 Estimated Marginal Means, the alternative hypothesis that students taught using Carousel Feedback had better writing achievement than those who were taught using GTM was accepted; as a result, the mean score for Carousel Feedback was 78.751a, which was higher than 71.106a for GTM.

Discussions and Interpretation

A one-way between-groups analysis of covariance was done to compare how well two different instructional techniques for writing on invitations worked. The technique type (Carousel Feedback and Grammar Translation technique) served as the independent variable, while the results of the writing invitation letter Posttest, which was given following the completion of the teaching using the method (Carousel Feedback and GTM), served as the dependent variable.

The covariate in this study was the students' performance on the Pre-test administration. To make sure that the covariate assumptions of linearity, homogeneity of regression slopes, and homogeneity of variances were not violated, preliminary checks were being made. The researchers discovered that there was a significant difference in the Posttest scores for composing invitation letters between the two groups (control and experiment) after adjusting for Pre-test results (Sig.0.277 > 0.05).

This difference is supported by the mean of each group as shown in the table of Estimated Marginal Means. The mean value of the control group was 71.106a, while the mean value of the experiment group was 78.751a. The higher the value of the experiment groups, the more likely it is that the alternative hypothesis was accepted and the null hypothesis was rejected.

The alternative hypothesis believed that there was significant different on writing achievement between students taught using Carousel Feedback method and those who are taught using GTM. It means that the use of Carousel Feedback method can increase students' writing achievement than applying of Grammar Translation method in teaching writing on invitation letter.

Conclusion

According to a study of the data, Carousel Feedback has significantly changed how first-year students of vocational school are taught to write invitation letters. The conclusion was offered in line with the study's hypothesis from the previous chapter and the problem aim. These are the results:

1. The sig. value of the posttest from both the experiment and control group, according to statistical analysis using ANCOVA, is 0.000. This result ($0.000 < 0.05$) is less than 0.05. It indicates that the alternative hypothesis was accepted while the study's null hypothesis was rejected. Finally, it can be said that the learning outcomes of students who were taught using the Carousel Feedback method and those who were taught using the Grammar Translation Method on teaching writing invitations differed significantly.
2. Carousel Feedback is proved as the more effective method in teaching writing invitation. Therefore, it can be considered by the teacher in the population where the sample was taken to use this method.

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