
Using Career Exploration Tecnique in Teaching Writing Ability

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Abstract. The objectives of the research is to find out the improvement of the students through Career Exploration Technique. This research used a pre-experimental method with one group pre-test and post-test design. The population was the fourth semester students of STKIP YPUP Makassar. The samples were 15 students. The data were analyzed into percentage, mean score analysis, and value of t-test. The result of the data analysis showed that the pre-test mean score was lower than the post-test mean score ($57,6 < 80,6$). It means that Career Exploration Technique can improve the students writing skill significantly. It was also showed by the score of t-test value was greater than t-table ($8,84 > 2.145$). The researcher concluded that the use of Career Exploration Technique can improve the students writing skill.

Abstrak. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam menulis melalui Teknik Karir Eksplorasi. Penelitian ini menggunakan metode pre-eksperimental dengan satu bentuk pre-test dan post-test. Populasi dari penelitian ini adalah mahasiswa semester IV di STKIP-YPUP Makassar. dan sampel yang terpilih adalah 15 siswa. Data kemudian dianalisis dalam bentuk persentase, analisis nilai rata-rata dan nilai T-test. Hasilnya menunjukkan bahwa nilai pre-test lebih rendah dari nilai post-test ($57,6 < 80,6$). Ini menunjukkan bahwa dengan menggunakan Teknik Karir Eksplorasi dapat meningkatkan kemampuan tulis siswa secara signifikan. Hal ini juga ditunjukkan nilai skor dari T-test value lebih besar dari T-table ($8,84 > 2.145$) peneliti menyimpulkan bahwa penggunaan Karir Eksplorasi dapat meningkatkan kemampuan menulis mahasiswa dalam bahasa Inggris.

Keywords:

*Writing, Ability Career
Exploration technique*

*Kemampuan Menulis,
Karir Eksplorasi
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Background

Language is important for us to communicate in our society, there are some kinds of language are written language, oral language and body language. Whatever the kinds language we use, but the purpose of language can be accepted by the audience.

Harmer in Til (2011) states that language has four major skills, namely: listening, speaking, reading, and writing. These skill are divided in two parts, productive skills, and receptive skills. Productive skills include speaking and writing while receptive skills include listening and reading.

Hidayat in Nirma (2020) stated that in learning new language, writing was the most difficult skill to achieve. There were many things to be considered when producing a written product.

. Writing as one of the English language skill which have an important role not only in a formal situation, but also in formal situation. Sometimes people cannot verbalizes their opinion, ideas, or felling orally, but they can express them through writing. People need to write is that writing can help to sort out and organize the writer random though, clarify, what they think, develop their idea to make other people understand easily. When the students understand the written they would be able to perform specific writing assessment, for example easy to write about the text. The lack of increasing writing makes the students are difficult to create for writing and they are unconscious the advantages of writing.

One of the effective techniques that is used by the teacher is career exploration technique where it affords as a systematic procedure by the teacher could guide the students to write. Career exploration technique is an activity, guide, and counseling to assist students make decisions about choosing their future professions, and how to get jobs in their chosen field (Kelly,2010). The teacher could guide students to express and write down their ideas in choosing a job in the future. Career exploration is a great and appropriate technique to help students develop their ideas in writing, especially for descriptive paragraph. Career exploration really helps students in generating inspiration and insight. Career exploration technique will guide students to be more easily write and to be interested in writing activities.

There are some reason why career exploration technique is chosen in teaching writing ability. First, learning about career exploration technique, the students will understand that the

more career exploration choices he can take. Based on this information the students will be able to make better career exploration decision, so that self confidence in making career decision will increase.

One of the strategies that can build student's interest and imagination is by applying career exploration technique. Career exploration technique is a good technique to help the students to develop their idea in writing text. Career exploration technique offer a way to help students in generating their inspiration and insight. It means that career exploration technique will guide the students to write easier and interested in writing activity. the writing class more interesting, exciting, and enjoyable. It can be done by choosing the material that appropriate with the students background knowledge and take a technique that the students like.

Based on the problem above, the English teachers have be more creative in choosing the material and the technique which can make

Based on the statement above, the researcher thought to conduct a research with the tittle "using career exploration technique in teaching writing ability to the Fourth semester students of STKIP-YPUP Makassar .

Research Method

The method that used in this research was Pre-experimental with one group pre-test and post test design. First, the group got pre-test before getting the treatment and the last did the post-test. The comparison of the pre-test and post-test score is determined the success of the treatment. The research used two variables namely independent variable and dependent variable which independent variable the researcher used career exploration technique in teaching writing, while dependent variable is the student's writing.

The population of this research was the fourth semester students of English Education at STKIP YPUP Makassar in academic year 2020/2021. Which consisted of two classes namely: BI IV.1 and BI IV.II. The total population of the fourth semester students of English education were 59 students. The researcher used random sampling technique, where the researcher shacked the option and the result, class BI IV.I is chosen. Therefore the researcher used class BI IV.1 as a sample. The total numbers of students were 15 students. The researcher used only one kind instrument namely writing test which knew the student's writing ability. The test was given as pre test before doing the treatment and then the post test, after doing the treatment to find out the student's writing ability.

Result and Discussion

Result

The aimed of the researcher was to know whether the use of Career Exploration Technique could improve the students' writing ability for the fourth semester students at STKIP YPUP MAKASSAR. These findings provided the following clarification as follows:

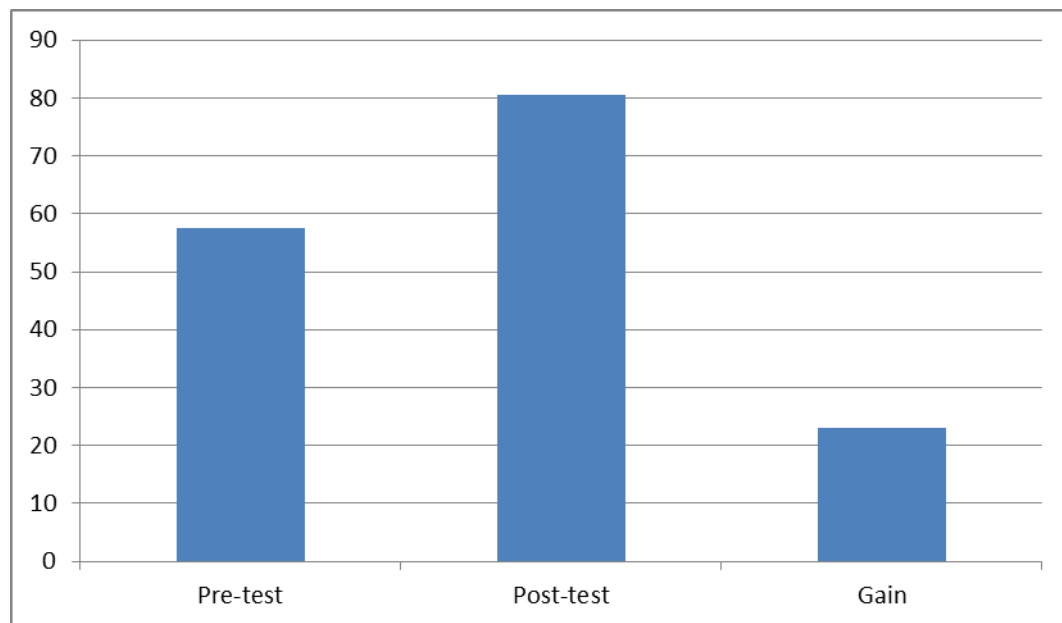
The students score of pre-test (X_1) and the post test (X_2) gain /difference between the matched pair (d) and the square of the gain

NO	NAME	PRE TEST X_1	POST TEST X_2	DIFFERENT (D) ($X_2 - X_1$)	DIFFERENCE (D ²)
1	WW	63	73	10	100
2	NH	67	81	14	196
3	ER	71	80	9	81
4	AK	63	79	16	256
5	RJR	53	79	26	676
6	HIN	61	73	12	144
7	NEA	48	87	39	1521
8	EK	54	82	28	784
9	FIS	60	76	16	256
10	NTA	57	76	19	361
11	HD	59	82	23	529
12	TN	51	88	37	1369
13	SH	45	75	30	900
14	VZM	56	90	34	1156
15	JSK	56	88	32	1024
N = 15		ΣX_1 864	ΣX_2 1209	ΣD 345	ΣD^2 9353

Table, 4.1 The students score of pre-test (X_1) and the post test (X_2)

On the basis of table 4.1 above, the result of pre-test showed that there were five students got very poor score, eight students got poor, and two students got fair. Following the table 4.1 showed the result of post-test that there were two students got fair, there were nine students got good as categorized and four students categorized very good.

Mean score pre-test and post-test



Discussion

From the finding above, it is clear there is improvement off the students after they got treatment through Career Exploration technique. The students writing ability especially for two components of writing namely vocabulary and grammar before treatment was fair and after treatment was good. Therefore, the researcher takes a conclusion that the Career Exploration technique is good technique for the students for improving their writing ability. In pre-test, the researcher gave the students one topic with the title Policeman . the test of pre-test was given before the students have had treatments. It aimed to found out the prior knowledge of students in writing ability. The researcher provided the question and asked the students to answer the question following the instruction.

Post-test of the students was given after treatment. It aimed to found the outcomes of the students ability to write after being taught cohesive grammatical. The test took by given the students topic to write down by following with the title Pilot. The test takes 60 minutes to write down their information.

There were some research findings that studied the same strategy to improve the students writing skill. From the First research Ancenuriaris (2014) conducted the research entitled “Improving Student’s Writing Ability Skill by Using Metaphor Speech at the Second Grade Students of SMA Kristen Kondo Sapata Makassar” in this research he concluded that “metaphor speech” can improve students ability in writing at SMA Kristen Kondo Sapata

Makassar.

From the second research finding research Mutmainnah (2018) conducted research “Improving The Writing Ability Through Career exploration Technique” in this researcher the research used quasi experimental method, with two group pre-test and post-test design. The objectives of the research is to find out whether or not career exploration technique can improve the writing ability of the tenth year students of SMA Negeri 3 Pare-Pare. This research shows that career exploration techniques can develop the writing skills of tenth graders of SMA Negeri 3 pare-pare.

From the third research finding Kurniati (2019) Teaching writing Descriptive Paragraph Through Career Exploration Technique to the tenth grade students of State Senior High School 5 of Palembang. The main objectives of this study was to investigate the significant difference between students writing achievement of the tenth grade students taught through Career Exploration Technique and those taught through conventional teaching method of Stage Senior High School 5 of Palembang.

Following the discussion above there were some advantage the use of Career Exploration technique to improve the students writing ability, the first it can help the students are able to integrating English Career Exploration Technique in their written, help the students to products effective writing, and the students can create a good written with systematic text, make them easily to understand.

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Conclusion and Suggestion

Conclusion

Based on the result of data analysis it could be concluded that the result of the test the students were taught using Career Exploration got higher score than before. The total score in pre-test were 864, and the total score in post-test 1209. The min score of the students pre-test was 57.6 while in post-test was 80.6 for the level significance 0.05 and the degree of freedom (df) = 15 and T-test value was higher than T-table value ($8.84 > 2.145$). so the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be concluded there were significant differences between the result of pre-test and post-test which indicated that using Career Exploration Technique could help the students to improve their writing ability. Furthermore, Career Exploration Technique improves writing ability at the fourth semester students of STKIP YPUP Makassar.

Suggestion

1. The researcher suggested to English teacher should be use Career Exploration technique in teaching writing ability to avoid the students will be not bored in teaching and learning process.
2. Teacher should give more exercise to the students text by using pictures so students are more interested in writing descriptive text.
3. The researcher suggested the teacher to be creative in encouraging the students to take responsibility for their roles in active learning process.
4. The researcher hoped that the English teacher pay attention more in writing subject, considering that writing ability are more difficult.

5. The researcher suggested to the students to participate actively and practice their English not only in the classroom such as; making small group discussion, meeting club, and etc.

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