
OPINION ESSAYS IN PROMOTING NURSING STUDENTS' WRITING ACHIEVEMENT

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ABSTRACT: In writing English essay, the students often face the problem. One of the causes as there was no appropriate method to be used to explore their ideas or paradigm. The opinion essay was one of the good ways to be used in overcoming the problem. The objective of this research was to see the differences in students' writing achievement on nursing students between those who were taught using opinion essay and those who were not. A quasi-experimental method was used, with a non-equivalent group design for the pre-test and posttest. The samples consisted of 50 fifth-semester students of conversion nursing students from STIK Bina Husada. An essay writing test was utilized to collect data. The data were obtained by using pre and post writing test. The score of writing in control group in post test was 70 and in experiment group with the highest score was 92. The mean difference of post-test from both groups was 12.88, standard error difference was 1.68, and t-obtained was 7.46 at a significant level of $p < 0.05$. From the result it can be concluded that the use of opinion essays leads the students to explore more ideas, point of view and paradigm into English written essays and this method can be used by lecturer to enhance the student' writing achievement of STIK Bina Husada Palembang

Keywords: *opinion essay, writing achievement*

PENGGUNAAN ESAI OPINI UNTUK MEMPROMOSIKAN KEMAMPUAN MENULIS MAHASISWA KEPERAWATAN

ABSTRAK: Dalam menulis paragraf esai bahasa Inggris, siswa sering menghadapi masalah. Penyebabnya adalah belum adanya metode yang tepat digunakan untuk menggali ide atau paradigma mereka. Karangan opini merupakan salah satu cara yang baik untuk digunakan dalam mengatasi masalah dalam menulis paragraf esai. Penelitian ini bertujuan untuk melihat pencapaian menulis mahasiswa keperawatan dengan menggunakan karangan opini. Pada penelitian ini menggunakan metode eksperimen semu dengan desain kelompok no-ekuivalen pada sebelum-tes dan sesudah tes. Sampel terdiri dari 50 mahasiswa semester V mahasiswa keperawatan konversi STIK Bina Husada. Tes menulis esai digunakan untuk mengumpulkan data. Hasil data diperoleh dengan menggunakan sebelum-tes dan sesudah tes. Nilai menulis pada kelompok kontrol pada sesudah tes adalah 70 dan pada kelompok eksperimen dengan skor tertinggi adalah 92. Selisih rata-rata sesudah tes dari kedua kelompok adalah 12,88, perbedaan standar error adalah 1,68, dan t yang diperoleh adalah 7,46 pada tingkat signifikansi $p < 0,05$. Dari hasil tersebut dapat disimpulkan bahwa penggunaan esai opini mengarahkan siswa untuk lebih mengeksplorasi ide, sudut pandang dan paradigma mereka ke dalam esai yang ditulis dalam bahasa Inggris dan metode ini dapat digunakan oleh dosen untuk meningkatkan pencapaian menulis siswa STIK Bina Husada Palembang

Kata Kunci: *esai opini, menulis*

INTRODUCTION

In the development of the times, the use of technology as a media of communication is very important and makes it easier for users to convey something either verbally or voice, video or two-way communication. Submission of information is also easily conveyed on social media, e-electronic media through writings that are easily read by the wider community. Writer such as students or college students at this time have been able to use internet media in writing school or campus assignments. The use of online learning at this time also makes it easier for teachers and students in the learning process. By writing their assignments into online media and uploading the file, lectures and students can access their writings anytime.

Writing is a way of expressing ideas in mind. In a piece of writing there are vocabularies that must be in accordance with their designation because the use of vocabulary must be chosen when the writer decides whether to write formally or non-formally. According to Rahmatia (2010), writing is a process of generating thoughts, ideas and expressing meaning. Writing is also a communication tool that conveys messages to readers for a specific purpose. Furthermore, in line with her, Saleha (2008) stated that writing is a communicative activity and is carried out in accordance with the use of language in communication. Furthermore, writing is a multi-step process with various stages. According to Brookes et al. (2000) process writing is about handling one by one the aspects that determine what we write down.

Moreover, Brown (2008) "writing is a way of writing down ideas, interactions between writers and readers, developing and exploring the author's experience. Exploration in thoughts that are poured into writing, especially students, sometimes becomes an obstacle for students in the classroom, and this is a demand for teachers for how these students can explore their thoughts into writing. Learning media must be given or taught to students in order to improve writing skills.

Azhar (2007) stated that there are two elements in a teaching and learning process, namely teaching methods and learning media. Learning media is no longer limited to blackboards, notebooks in the classroom, or what is commonly referred to as traditional learning media. At this time the use of modern learning media using internet based, applications, ICT, zoom, goggle meet and others.

According to Hughes (2003), there are five elements that should be considered while creating a writing product: (1) content; "content" refers to how well students present their thesis statement and back it up with supporting arguments; (2) the phrase "organization" in writing refers to how skillfully the writers use the opening, body, and conclusion to their best advantage. Furthermore, the thoughts are presented in a logical order; (3) discourse refers to the use of topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical rules, reference, fluency, economy, and variation in writing; (4) vocabulary is a term that refers to all of the words that a person knows or uses. In order to generate meaningful and successful writing, the writer must know how to choose the appropriate words to form phrases, clauses, and sentences; and (5) writing mechanics include spelling, grammar, reference citations, neatness, and appearance. Personal experience, illustration, facts, and opinion, as well as the use of description, cause/effect, and comparison/contrast, are all possibilities. It also requires pupils to maintain focus and consistency with the main topic.

Furthermore, Susilana & Riyana (2007) state that media is a message-carrying technology that can be used for learning purposes. Wena (2009) classifies media into five groups, namely first, human-based media (teachers, instructors, tutors, role playing,

group activities, field trips. Second, print-based media (books, exercise books (work sheets) and modules). Third, visual-based media (books, charts, graphs, maps, pictures, transparencies, slides). Fourth, audio-visual-based media (videos, films, slide tape programs, and television). And fifth, computer-based media (teaching with assistance). computer, interactive video, and hypertext). Modern learning media, such as the Siakad and Edlink applications, are also used in the learning process at STIK Bina Husada. The application facilitates students' access to information, learning, and interaction with lecturers or teachers.

The existence of learning methods is inextricably linked to the use of learning media. The success or failure of learning depends on the learning method used by the lecture. There are several types of writing that can be used by teachers to improve students' writing when learning to write English. The most common is narrative writing, which is used to tell the story of acts or events. The types are short stories, novels, and others. Two, Descriptive, it reproduces the way things look, smell, taste, feel, or sound.

It is used to create a visual image of people, places, and others. Three, Recount, it is a text which retells events or experience in the past. The differentiated of recount text with narrative text only is in events. Four, Expository it is used to explain a process that is to tell how something is made or done and it gives information, making explanations, and interpreting meanings. Five, Argumentative, it is used in persuading and convincing. It may present arguments to persuade the reader to accept an idea or a point of view.

In writing, students sometimes struggle to express their ideas in writing, particularly in the Nursing conversion class at STIK Bina Husada. The majority of them are workers who continue their education from diploma to strata 1 and are over the age of 27. They have difficulties when they want to write the paragraphs especially in English written. Sometimes they have many ideas and they don't know how to produce them into English written. Students can explore their idea or point of view about something in English Written by using one of the writing types such as argumentative or opinion paragraph.

According to Setyowati (2016), opinion paragraph is a paragraph that contains of person's paradigm, idea, thoughts about something that is used to persuade readers to support their opinions. The opinion paragraph can lead the students in writing their thoughts about something. The opinion paragraph contains elements that students and teachers can use in the teaching and learning process. The first is an introduction. There are several in the introduction. Opening will be begun with a question to pique the reader's interest to establish the topic's importance in context. And thesis is at the end of the introduction that makes a strong claim about a controversial issue. *Second*, body paragraph or supporting arguments that consist of topic sentence, arguments (refer to *facts, statistics, logic*), evidences (using these types of words: *according to, to quote from, tells us that, shows us that*), and supporting details (give examples to support your claims using words and phrases). *Third*, final paragraph provides conclusion which can use reformulation of the thesis, build cohesion, recommendation and prediction for the conclusion.

A structured opinion paragraph (introduction, body, and conclusion) could be one way for teachers to motivate students to write Students' problem in writing, such as making an opinion paragraph, is that when they express their opinion or make a statement about something, they always directly write down their point of view, such as when the teacher asks, "What do you think about covid 19?"

The students directly write down by according to me covid 19 is dangerous for human health. So this case, the give the simple written. Most of them only write 2 – 4 sentences. This problem occurred in a nursing students' conversion class. As a result of this issue, the researcher concluded that the use of Opinion Essay on Students' Writings can assist the researcher in running the teaching and learning process on Conversion Nursing Students of STIK Bina Husada Palembang

METHODOLOGY

The researcher conducted the current study that used an experimental study. As an experimental research method, a quasi-experimental design was used. They are referred to as quasi because they are modifications of conventional experimental designs. A non-randomized pretest/posttest design was used.

In this study, the researcher would like to find out the difference in the writing achievement between the conversion nursing students who were taught using opinion essay and those who were not. Independent t-test was used in this study. There were two types of nursing students: regular A students who started from senior high school and regular B students who continued their studies from diploma and started on campus in the fifth semester. Because English was taught in the regular B or conversion class, this class became the sample. Most of the students in this class work in some places like hospital and health centre. The researcher took the them in order to obtain the score of students' writing ability score.

In this study, the researcher applied the purposive sampling technique. The study sample consisted of regular B1 semester students as the control group and B2 semester students as the experiment group, both of whom were nursing students at STIK Bina Husada, with 25 students in B1 and 25 students in B2.

The researcher obtained the scoring of writing ability into both classes in order to collect data. The test was administered to both classes in the form of an opinion paragraph that included an introduction, supporting argument, and conclusion. Brown's modified banded marking scheme was used by the researcher to score the writing score (2007).

FINDINGS AND DISCUSSION

The study discovered the important things after analyzing the data. This study has revealed some significant results. First, based on an analysis of students' writing in the control group's pre-test, it was discovered that the introduction category received a minimum of 40 points, a maximum of 75 points, and an average of 60.04 points, while the body text category received a minimum of 50 points, a maximum of 75 points, and an average of 63.96 points.

Conclusion category got min score was 50, max was 75 and average was 62.52. Meanwhile, the lowest score in the writing test was 50 and the highest score was 70 with average score was 62.2 (See Figure 1).

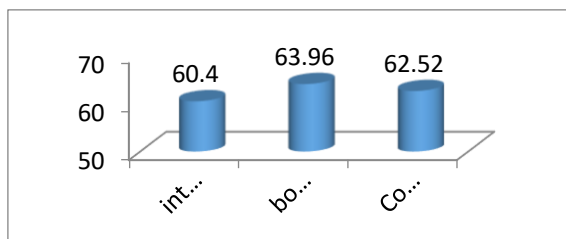


Figure 1. Result of Pre -Test on Control Group

Second, based on the analysis of students' writing in the pre-test of the experiment group, it was discovered that the introduction category received a minimum of 45 points, a maximum of 78 points, and an average of 64 points, the body text category received a minimum of 50 points, a maximum of 82 points, and an average of 70 points, and the conclusion category received a minimum of 50 points, a maximum of 85 points, and an average of 70 points. Meanwhile, the lowest score in the writing test was 55 and the highest score was 78 with average score was 69.2 (See Figure 2).

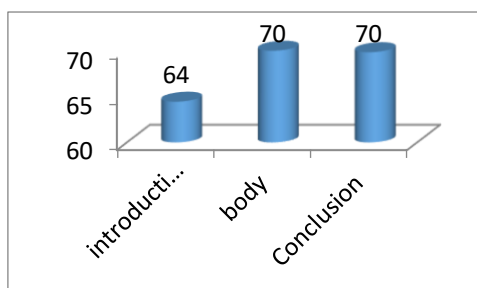


Figure 2. Result of Pre Test on Experiment Group

Third, based on the analysis of students' writing in the post-test control group, it was discovered that the introduction category received a minimum of 50 points, a maximum of 75 points, and an average of 66 points, the body text category received a minimum of 50 points, a maximum of 76 points, and the conclusion category received a minimum of 50 points, a maximum of 75 points, and an average of 65 points. Meanwhile, the lowest score in the writing test was 53 and the highest score was 73 with average score was 64.9 (See Figure 3).

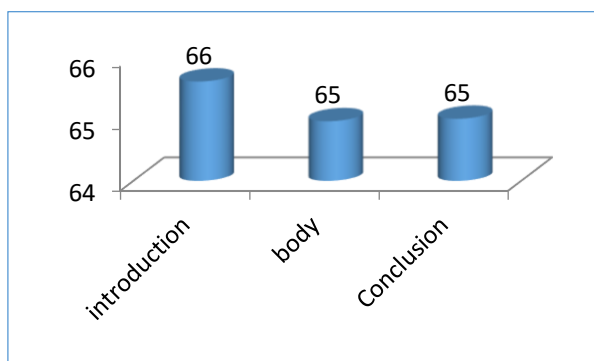


Figure 3. Result of Post Test on Control Group

Fourth, based on the analysis of students' writing in the experiment group's posttest, it was discovered that the introduction category received a minimum of 60 points, a maximum of 95 points, and an average of 77 points, the body text category received a minimum of 50 points, a maximum of 92 points, and the conclusion category received a minimum of 60 points, a maximum of 90 points, and an average of 79 points. Meanwhile, the 68 as the lowest score and the highest score was 92 with average score was 77.8 (See Chart 4).

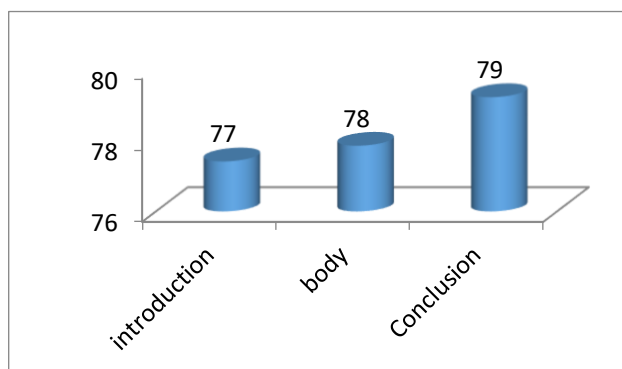


Figure 4. Result of Post Test on Experiment Group

Fifth, the students' pretest and posttest scores from the two groups indicated that students in the experimental group who were taught using the opinion paragraph strategy and students in the control group who were taught using a conventional method had the same opportunity to develop their writing comprehension achievement.

The mean difference of post-test from both groups was 12.88, standard error difference was 1.68, and t-obtained was 7.46 at a significant level of $p < 0.05$ according to the results of an independent test (see Table 1).

Table 1. Independent Sample T-Test

Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
12.88	1.68	7.46	38	.000

CONCLUSION

The researcher collected writing data in this study by distributing tests. According to the data obtained, the scoring of students revealed that students in the experiment group in B2 class of conversion class improved significantly in their writing opinion paragraph that consists of introducing, body, and conclusion.

The t-obtained (7.46) was greater than the t-table (2.00) and the p-value was less than 0.05, indicating the opinion strategy could enhance students' writing achievement. In short, students who were instructed to write using the opinion paragraph strategy performed better than those who were not. It can be seen in the progression of students' scores during pre and posttests. Their writing and scoring abilities have improved

As a result, it can be concluded that opinion essays can be used by students to improve their written English, and teachers can use this method to increase and motivate the students in writing for online and offline classes at STIK Bina Husada.

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