

**THE EFFECT OF USING WRITE AROUND TECHNIQUE (WAT) TO
IMPROVE STUDENTS' WRITING SKILL OF THE TENTH GRADE
STUDENTS AT SMKN 4 PALEMBANG**

A Thesis by

Zana Ria

Student's Number 2104410008

English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF TRIDINANTI
2026**

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Faculty of Teacher Training and Education

Approved by

Advisor 1



Dr. Hj. Gaya Tridinanti, M.ed.
NIDN 0219016201

Advisor 2



Jenny Elvina Manurung, M.Pd.
NIDN 0222018302

Certified by

Dean of Faculty of

Teacher Training and Education



Nyayu Lulu Nadya, M.Pd

NIDN 0209058702

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EXAMINER'S LEGITIMACY

Name : Zana Ria
Student's Number : 2104410008

**This thesis was defended by the writer is the Final Program Examination and
was approved by the examination committees on:**

Day : Friday
Date : July, 17th 2026

Examination Committees

Signature/Date

Dr. Hj. Gaya Tridinanti, M.ed.,
Chair Person

.....


Jenny Elvina Manurung, M.Pd.,
Member

.....


Dr. Darmawan Budiyanto, M.Pd.,
Member

.....


Palembang,
Dean of Faculty of Teacher
Training and Education,



.....

Nyayu Lulu Nadya, M.Pd.
NIDN 0209058702

DEDICATION AND MOTTO

This thesis is dedicated to:

- To Allah SWT, the Almighty Creator and Owner of the universe, who governs and controls all things with His perfect wisdom. Thank You for always being my safest place to return to when the world feels overwhelming and unclear. Thank You for keeping me sane, guiding my steps, and holding me together even in moments when I almost forgot my reason to keep going.
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"MOTTO"

"If you're tired, don't give up. Look back and see how far you've come."

Kim Namjoon

"And when your steps feel heavier, remember that every night you spend fighting brings you closer to the finish line."

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PERNYATAAN

Saya menyatakan dengan benar bahwa seluruh data, informasi, interpretasi dan pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah hasil pengamatan, penelitian, pengelolaan, dan pemikiran saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah tesis ini dapat dibuktikan terdapat unsur-unsur plakan, saya bersedia untuk melewati ini dibatalkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 17 Juli 2026

Mahasiswa



Zana Ria

Npm.2104410008

ABSTRACT

This study aimed to: (1) determine whether there was a significant improvement in the writing skills of the tenth-grade students of SMKN 4 Palembang after being taught using the Write Around Technique (WAT), and (2) identify whether there was a significant difference in writing achievement between students who were taught using WAT and those who were taught using the conventional teaching method. This study employed a quantitative research method using a pretest-posttest non-equivalent group design. The population consisted of 532 tenth-grade students of SMKN 4 Palembang in the 2025/2026 academic year. The sample was selected through purposive sampling, involving 34 students in the experimental group and 34 students in the control group. Data were collected through a writing test administered as both a pre-test and a post-test. The students' writing was assessed using Brown's (2007) writing rubric, which includes content, organization, vocabulary, grammar, and mechanics. The collected data were analyzed using the normality test, homogeneity test, paired samples t-test, and independent samples t-test. The results showed that the mean score of the experimental group increased from 60.1191 in the pre-test to 80.9206 in the post-test, while the control group's mean score increased from 50.3235 to 73.3125. The independent samples t-test indicated a significant difference between the post-test scores of the two groups ($\text{Sig.} = 0.109 > 0.05$), suggesting that the Write Around Technique effectively improved students' writing achievement. In conclusion, the Write Around Technique significantly improved the writing achievement of the tenth-grade students at SMKN 4 Palembang.

Keywords: *Write Around Technique (WAT), writing skill, achievement.*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) the background of study, (2) the limitations of study, (3) the formulation of problems, (4) the objectives of study, and (5) the significances of the study.

1.1 The Background of Study

English plays a pivotal role in global communication by enabling individuals from diverse linguistic and cultural backgrounds to exchange ideas, share knowledge, and collaborate effectively across various contexts. As one of the most widely used languages worldwide, English serves as the primary medium for international communication in education, business, science, technology, and diplomacy. Consequently, proficiency in English provides individuals with broader opportunities for academic achievement, professional advancement, and cross-cultural engagement. English is an international language widely used for communication in various fields, including international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and other books (Neelambaram, 2024). In Indonesia, English is taught across all educational levels, from elementary school to higher education, to equip students with the competencies needed to participate in an increasingly globalized world. Nevertheless, learning English as a foreign language (EFL) remains challenging for many Indonesian learners, and English is often perceived as one of the most difficult school subjects (Sinta, 2019). To develop communicative competence, learners are expected to master four interrelated language skills: listening, speaking, reading, and writing (Hadi, 2023).

In school-based English language learning, the four language skills listening, speaking, reading, and writing are of equal importance and are inherently interconnected, as the development of one skill supports the others. Among these skills, writing is often regarded as one of the most demanding yet essential competencies because it enables learners to express ideas, construct meaning, and communicate effectively in written form. According to Meyers (2005), writing is a process of discovering and organizing ideas, expressing them in written language, and revising them to achieve clarity and coherence. Through writing, students develop not only their ability to communicate effectively but also their mastery of linguistic features, including grammar, vocabulary, spelling, and sentence structure.

Writing is widely regarded as one of the most challenging language skills for English as a Foreign Language (EFL) learners because it requires the integration of multiple linguistic and cognitive abilities. Many students experience difficulties in writing due to their limited lexical repertoire, inadequate grammatical competence, and insufficient opportunities for meaningful writing practice. Despite these challenges, writing remains a fundamental component of English language education, as it enables learners to communicate ideas effectively while reinforcing their understanding of vocabulary, grammar, and discourse organization. Mulyadi (2020) argues that writing plays a crucial role in communicative language teaching because it helps students develop language as a meaningful system of communication while strengthening their vocabulary, grammatical knowledge, and oral language skills. Nevertheless, teaching writing continues to present considerable challenges for educators, who must support

students in developing both linguistic accuracy and effective written communication (Alharbi, 2019).

In fact, Bora (2023) also stressed that writing is a compulsory skill that enables them to communicate, express and share ideas through written. Writing is not just a means of communication but it can develop for critical thinking, organizing ideas, and self-expression (Safitri & Adani, 2024). Without this skill, individuals may struggle to effectively convey their thoughts, whether in academic, professional, or personal settings. Based on research by Based on Bouchefra (2015), writing is considered one of the most difficult skills in English language learning because it requires learners to control multiple aspects such as vocabulary, grammar, spelling, and overall text organization. The study revealed that students' writing deficiencies are influenced by several factors, including limited language knowledge, lack of practice, and low motivation. These difficulties not only affect students' writing performance but also lead to lower academic achievement. Given these findings, it is important to address the root causes of students' writing problems by providing appropriate instructional strategies that can improve their writing ability. One effective approach is the use of collaborative learning techniques that encourage students to actively participate, share ideas, and practice writing in a supportive environment. Therefore, implementing an interactive teaching strategy such as the Write Around Technique (WAT) is considered necessary to help students reduce their writing difficulties and improve their writing performance.

As Pablo and Lasaten (2018), stated that writing difficulties faced by language learners are identified and classified based on different ideas, which

includes content and ideas, organization, vocabulary and word choice, language use, formality and objectives and referencing. Given the difficulties faced by learners as listed by Pablo and Lasaten (2018) acquired to student to have writing skill, therefore, it is crucial to find an appropriate approach to minimize the shortcomings and most important to overcome writing skill among language learners.

In English language instruction, descriptive text constitutes one of the fundamental genres that EFL learners are expected to master, particularly at the secondary school level. Its primary purpose is to describe a particular person, place, object, or phenomenon in a clear, vivid, and well-organized manner, enabling readers to construct a detailed mental representation of the subject. According to Hafizah (2024), writing descriptive texts requires students to demonstrate both linguistic competence and an understanding of generic text structure, including the appropriate use of adjectives, the simple present tense, and the logical organization of ideas. Despite explicit instruction, many students continue to encounter difficulties in producing effective descriptive texts due to limited vocabulary, grammatical inaccuracies, and insufficient ability to organize descriptive details coherently. As a result, their writing often lacks clarity, coherence, and specificity, thereby reducing its communicative effectiveness. Therefore, strengthening students' descriptive writing skills is essential for fostering overall writing proficiency and enhancing their ability to communicate ideas effectively in written English.

Based on the observation and interview with english teacher of the tenth-grade students at SMKN 4 Palembang, the writer gets some information that writing was still difficult for students. The teacher mentioned that students faced difficulties in expressing their ideas in written form, and they also had difficulty in starting their writing. Furthermore, in reality that students lacked motivation in writing, as they had limited vocabulary and were afraid of making grammatical mistakes. Moreover, in order to improve the students' writing ability, teachers had to implement effective teaching strategies. One of the strategy to overcome the problem above is by using the Write Around Technique (WAT). This cooperative learning technique encourages active collaboration among students throughout the writing process. In its implementation, students work collaboratively in small groups to produce a written text, with each member contributing ideas and written content to achieve a shared learning goal. According to Shofiah (2024), this approach enables students to investigate, discuss, and solve problems collaboratively while enhancing their learning skills and engagement. Furthermore, collaborative writing activities promote meaningful peer interaction, facilitate the exchange of ideas, and support language development by improving students' vocabulary, grammatical accuracy, and organization of ideas.

The Write Around Technique is also a technique that encourages students to think creatively, because at the beginning the teacher will only give one sentence to the students, they can express their ideas or ideas in their own sentences, and train the students to think carefully. Therefore, the Write-Around strategy is considered an appropriate instructional approach for EFL learners because it enables students to develop their English writing skills while fostering

collaboration and meaningful peer interaction throughout the writing process (Herlisya & Sutiyono, 2024). By engaging students in collaborative writing activities, this strategy encourages the exchange of ideas, promotes active participation, and provides opportunities for peer feedback, all of which contribute to the development of writing proficiency. Consequently, an effective instructional strategy should not only enhance students' writing performance but also facilitate the writing process by creating an engaging, supportive, and interactive learning environment.

In addition, Write Around Technique (WAT) is one of the cooperative learning methods that may be applied to the teaching of writing report text (Munnisa, 2015). WAT not only fosters the engagement but also enhances the students' ability to produce the coherent and meaningful texts. The previous study has demonstrated the effectiveness of WAT in improving the students' writing skills across different contexts.

First the previous research conducted by Muziatun, Virginia, and Jusuf (2020) showed that the use of the Write-Around Plus Strategy was able to improve the students' writing skills. In this study, this strategy was combined with collaborative activities such as Think–Pair–Share as part of the learning procedure. As a result, the students' writing scores gradually increased from a pre-test average score of 47.1, then rose to 51.8 in Cycle 1, and reached 71.09 in Cycle 2. These proved that Write-Around Plus Strategy was effective in encouraged writing creativity and created a more productive classroom atmosphere. The results of the study showed an increase in writing aspects such as fluency, grammar, vocabulary, content, and spelling .

The second research was done by Tawali (2020), the title was "Write Around Strategy Upshot Upon Students' Writing Skill Competence". This study aims determined the effect of the Write-Around strategy on students' writing skills in descriptive texts. From the results, it showed that the Write-Around strategy was effective in improving the students' writing competence in descriptive texts.

The third study was conducted by Anggoro (2020) titled Using Write-Around Strategy to Improve the Recount Text Writing Skill of the Tenth Graders of SMA El-Shadai Magelang in the School Year 2017/2018. The research aimed to examine the effectiveness of the Write Around Strategy in enhancing the students' writing skill particularly in recount text. This Classroom Action Research (CAR) was carried out with 15 tenth-grade students of SMA El-Shadai Magelang (7 males and 8 females) in the 2017/2018 academic year. The study was implemented through three stages: Pre-cycle, Cycle I, and Cycle II, used both test and non-test instruments. It showed that the strategy increased the students' motivation, participation, and enthusiasm during writing activities. Furthermore, the students' average scores improved across the cycles from 63.53 in the Pre-cycle, to 70.73 in Cycle I, and finally 81 in Cycle II indicating the significant enhancement in their writing performance.

Previous studies have consistently demonstrated the effectiveness of the Write-Around Strategy in improving students' writing skills. Muziatun et al. (2020) reported that the Write-Around Plus Strategy significantly enhanced students' writing performance by integrating collaborative learning activities, resulting in substantial improvements in fluency, grammar, vocabulary, content, and spelling. Similarly, Tawali (2020) found that the strategy effectively improved students'

competence in writing descriptive texts, while Anggoro (2020) revealed that it increased students' writing achievement, motivation, and classroom participation in recount text writing. Despite these promising findings, several research gaps remain. First, most previous studies employed Classroom Action Research (CAR), which primarily focused on improving classroom practices rather than providing robust evidence of the strategy's instructional effectiveness. Second, these studies were conducted in specific educational settings with relatively small samples, limiting the generalizability of their findings. Third, although improvements in overall writing achievement were reported, limited attention has been given to examining the effectiveness of the Write-Around Strategy within the context of contemporary English language instruction and the implementation of the current curriculum. Therefore, further research is needed to provide stronger empirical evidence regarding the effectiveness of the Write-Around Strategy in enhancing students' writing achievement across different educational contexts.

Considering the explanation above and the relevant theories, also the actual problems found in students' writing skills, Therefore, the researcher is interested in conducting a study entitled 'The Effect of Using Write Around Technique (WAT) to Improve Students' Writing Skill of the Tenth Grade Students at SMKN 4 Palembang.

1.2 The Limitations of Study

The limitation of this study focused on the effectiveness of using Write Around Technique (WAT) in teaching the students' writing skills on the tenth-grade students in the academic year of 2025/2026.

1.3 The Formulation of Problems

Based on the limitation, the problems of this research were as follows:

1. Was there any significant improvement on students' writing skill by using Write Around Technique to the tenth grade students of SMKN 4 Palembang?
2. Was there any significant difference on writing skills to the tenth grade students of SMKN 4 Palembang who were taught by using the Write Around Technique and those who were not?

1.4 The Objectives of the Study

The objectives of the study were as follows:

1. To find out whether or not there was any significant improvement on students writing skill by using Write Around Technique to the tenth grade students of SMKN 4 Palembang.
2. To find out whether or not there was any significant difference on writing skills to the tenth grade students who were taught by using Write Around Technique and those who were not.

1.5 The Significances of the Study

The results of this study hopefully could contribute significances to the teacher, the students, and the researcher.

a. For English Teachers

Hopefully, the results of this study could provide further information on how to use Write Around Technique as a learning strategy, in writing activities.

b. For the Students

Hopefully, the use of Write Around Technique in teaching writing, could enable students to share ideas, foster creativity, and collaborate with their peers. These factors could help them to generate and to organize ideas more effectively.

c. For the Researchers

This study could provide useful information for other researchers who intend to conduct further research on improving students' writing skills through cooperative learning strategies, particularly the Write Around Technique.

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