THE EFFECTIVENESS OF USING GIVE ONE GET ONE STRATEGY TO TEACH WRITING

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Abstract: The purposes of this research were to know the students' writing skills before and after being taught and to determine whether the use of the Give One Get One strategy significantly affected their writing abilities. This research is a pre-experimental design. The researcher used the one-group posttest pretest design. The pretest was administered before a one-shot case study, a one-group pretest-posttest design, and Intac- treatments were given to the students. The results of the t-test showed the data sig. (2 tailed) is 0.000, the data shows <0.05. If the value of sig. <0.05, then Ha is accepted, H0 is rejected. It can be concluded that Give One Get One is an effective strategy for writing skills for grades VII-G of SMP Negeri 1 Gudo. Hopefully, the teachers can apply this strategy in English classes, and the other researchers can use this research as a reference or comparison and also apply this strategy to other skills and other English subject matter.

Keywords: *effectiveness, give one get one strategy, students' writing skill*

INTRODUCTION

Writing is a form of communication through writing to express a feeling. Writing is an activity that takes work because we are required to be able to produce new work and provide ideas to readers through writing. By having writing skills, a person can express ideas, thoughts, feelings, and abilities to others through writing. They communicate indirectly with other people without dealing with the person they are talking to (Harmer, 2001).

When it comes to writing, students will face various challenges, including a lack of vocabulary, trouble formulating thoughts, a lack of topics to write about, a lack of enthusiasm to write, and a lack of trust in grammar (Pratiwi, 2016). However, writing can be the most challenging skill, according to the students' experiences, particularly at SMP Negeri 1 Gudo, according to the researcher's observations. The school is located at the Road No.3, Sentanan, Krembangan, Gudo, Jombang, East Java. This school was chosen as a place of study because the author had teaching and learning experience when doing a Teaching Practice Experience for two months. Therefore, the author knows the condition of the school and can identify problems faced by the school, such as students' problems in learning to write.

Students still need help to generate and organize ideas and need the ability to make regular paragraphs. However, they have difficulty in writing skills. They consider writing difficult because they need help transferring their ideas, thoughts, and feelings in writing using English. This is evidenced by the category of low scores obtained by students. Several factors, including learning materials, facilities, motivation, and teaching strategies, may cause the low writing ability of the students mentioned above.

It needed a more exciting strategy to help students overcome these difficulties and make finding and developing their ideas easier. Learning strategy is a method teachers use to guide students to obtain meaningful learning routes. One of the strategies used in this research is the Give One Get One strategy that will be used in teaching writing. Give One Get One is a learning strategy that can focus on several skills. Meanwhile, Guillaume states that in the Give One Get One strategy, students move around the classroom, then share their ideas and collect them from classmates. This approach is thought to enhance student learning (Guillaume et al., 2007).

Previous researchers have applied and talked about using the Give One Get One strategy in teaching English. According to Chersia, students who use the Give One Get One strategy get better results in reading comprehension, and students with low motivation in reading get better results after using the Give One Get One strategy (Chersia et al., 2015a). Next, Kausari explained that implementing the Give One Get One strategy can significantly improve the students' reading comprehension. It is also a good strategy that teachers can use as an alternative strategy in teaching English, especially in teaching reading (Kausari, 2016).

The study by Amalia finds Give One Get One strategy can foster student interest in learning to read because the student not only read the text but also share their information to the other students, so these activities allow students to work physically which can reduce boredom. The research concluded that the Give One Get One strategy improves pupils' reading comprehension, with the post test result is better than the pretest. Unfortunately, only a few researchers apply this strategy in the writing class. Most researchers implement this strategy in reading (Amalia, 2017)

Based on the researchers above, it can be concluded that Give One Get One strategy is the one good strategy use in teaching English and have significant effect. The differences between the previous studies are this research focus in writing skill. Meanwhile, many researchers use Give One Get One strategy in teaching reading and speaking. Dealing with those, this study applies Give One Get One strategy in class 7G in learning English in order to know the effectiveness of Give One Get One strategy in teaching writing descriptive text.

Based on the earlier explanation, it is apparent that the Give One Get One strategy holds considerable promise in bolstering students' English language proficiency across various skills, including reading. Recognizing this, researchers were intrigued to delve further into this concept, leading to the inception of a study titled "The Effectiveness of Using Give One Get One Strategy to Teach Writing". The goal is to assess whether there is a significant difference in writing skills before and after using the Give One Get One strategy.

REVIEW OF LITERATURE

Writing

According to Nunan (2003), finding ideas, thinking about how to express them, and developing them into clear statements and paragraphs are all intellectual processes that lead to writing. Writing is also an activity to express ideas through language media (Nurgiyantoro, 2001). According to Tarigan (2008), to enable individuals to interpret the graphic symbols, writing or the representation of graphic symbols in a language that is understandable to someone is required.

Next, Muchtar (2020) explained that writing is a difficult skill for some pupils and how it is procedures call for the synthesis of ideas from beginning to end, which is helpful

for beginning to end, which is helpful for beginner writers. Additionally in order to develop the topic, the other process require critical thought. A person who engages in critical thinking should be conscious that one of the writing tendencies is to explore, evaluate and analyze all of these sources (Suryadi, 2022).

Assessment refers to the various methods used to collect information about the abilities and learning outcomes that have been achieved. Glass (2005) outlines five components that have be assessed in writing. The five components are: Ideas or contents, Organizations, Word choice, Sentence fluency, and Mecanics.

Give One Get One Strategy

According to Preszler (2005), Give One Get One strategy allows struggling students to get fresh knowledge and information about content issues. Because students share information and ask one other questions, this technique can benefit all students in the class, regardless of their ability level. These tactics can be used to reinforce key concepts during a lecture or as a review after finishing a unit of study. Enables struggling learners gain new facts and understanding about subject matters. Because students share information and ask one other questions, this technique can benefit all students in the class, regardless of their ability level. These tactics can be used to reinforce key concepts during a lecture or as a review after finishing a unit of study.

Furthermore, according to Heflebower movement can be used as a method to increase students' knowledge of content in particular assignments (Heflebower et al., 2011). This practice frequently entails obtaining or organizing information on a certain subject. In such cases, students should get out of their chairs and engage in the activities that will help them better absorb the material. Give One Get One is one technique for achieving this goal. Give One Get One is a method of comparing the understanding of two pupils on the same topic. Physical movement can also be used by teachers to help pupils learn content in new ways or from various viewpoints.

METHOD

This study is a pre-experimental design (Sugiyono, 2020). The researcher applied a one-group posttest pretest design for this study. One-group pre-test post-test design, one-shot case study, the pre-test was administered before to treatment, and students were

provided with Intac-. Before receiving treatment, this test was performed to determine the students' writing score. The writer uses the Give One Get One strategy to teach writing text in treatment. The purpose of the post-test is to determine the students' writing scores after doing the treatment. Then, the researcher analyzed the results of the pre- and posttests to determine the effectiveness of the Give One Get One strategy. In this study, researcher uses test as data collection. Test is a measuring instrument or procedure used in the context of measuring and evaluation, (Barlian, 2006) The procedures in conducting this research can be shown in the figure below:
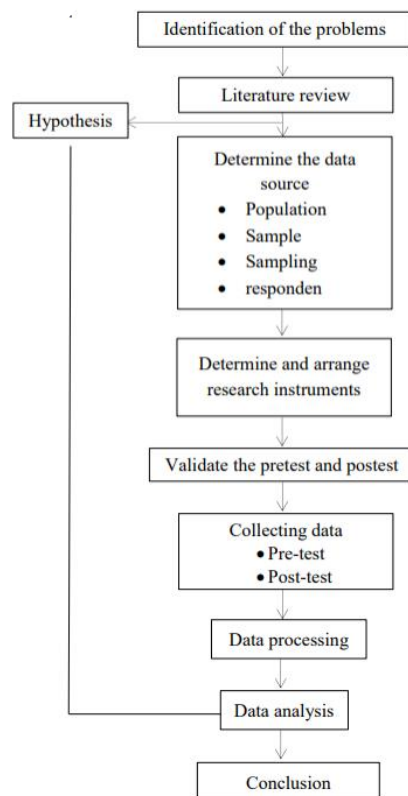

Figure 1. Research Procedures

The research procedures in the figure above are explained are as follows:

1. Identification of the problems

    At this stage the researcher identifies the problems encountered and found in the class

2. Literature Review

    In this activity, the researcher studies the literature that will be used as a theoretical study in this research

3. Hypothesis

   In this study, the hypothesis that researcher can formulate is there a significant effectiveness in students' learning to write using the Give One Get One strategy

4. Determine the data source

   In this activity, researcher use class VIII SMPN 1 Gudo. There are eight classes in class 7 in the 2021/2022 school year. The eight classes become the population in this study and class 7G as the sample

5. Determine and arrange research instruments

   This stage is the determination of the research instrument by using test (pre-test and post-test)

6. Validate the instrument

   In preparing the instrument, validation must be carried out first to determine the feasibility of the instrument

7. Collecting data

   After the instrument is validated, the instrument can be applied

8. Data processing

   The next step after data collection is data processing

9. Data analysis

   To determine the occurrence of a significant increase, researcher conducted an analysis using paired sample t-test. When the difference between the mean of pretest score and the mean of post-test score is significant, it can be said that the Give One Get One strategy is an effective strategy to use in learning writing

10. Conclusion

    Conclusions are obtained based on data analysis and it can be seen whether it is in accordance with the research objective

FINDINGS AND DISCUSSION

Findings

After collecting the pretest and posttest data, the researcher proceed to conduct statistical analysis to determine whether there is a significant difference in writing skills before and after employing the Give One Get One strategy.

1. **Students' Writing Ability Before Being Taught Using Give One Get One Strategy**

    To determine the students' initial writing ability before practicing the strategy, the researcher conducted a pretest. It was done after the test questions were readable tested. The pretest was assessed by two assessors, they were the researcher and an English teacher in class. The following table shows the mean results of the assessment of students' pretest scores by the researcher and an English teacher in the classroom:

<p align="center">Table 1. The Result of Students' Pretest Scores</p>

NO.	INITIAL NAME	PRETEST
1	ASAA	40
2	FSA	72
3	BAA	68
4	CMH	56
5	MLA	76
6	KRR	60
7	ANF	68
8	AzNF	56
9	AGXAS	52
10	AP	48
11	KVN	44
12	ATYB	44
13	EYW	60
14	GDM	68
15	DPA	76
Sum		888
Mean		59.20
Highest Score		76
Lowest Score		40

    The table 4.2 shows that there are 15 students' scores from the pretest and have been carried out. There are various scores obtained by each individual student. It shows that the sum of the students' pretest score is 888, the mean is 59.20, the highest score is 76 and the lowest score is 40. It means that most of students have low writing skill.

2. **Students' Writing Ability After Being Taught Using Give One Get One Strategy**

    In the next meeting, after the treatment had been applied, students are given a writing posttest to determine student learning outcomes after the Give

One Get One strategy was applied. The posttest were assessed by two assessors, they were the researcher and an English teacher in class. The following table showed the results of the students' posttest scores assessment by the researcher and an English teacher in the classroom. The mean of students' posttest scores can be seen as follow:

<div align="center">

Table 2. The Result of Students' Post-test Scores

</div>

NO.	INITIAL NAME	POST-TEST
1	ASAA	72
2	FSA	80
3	BAA	86
4	CMH	84
5	MLA	86
6	KRR	88
7	ANF	90
8	AzNF	82
9	AGXAS	78
10	AP	70
11	KVN	80
12	ATYB	78
13	EYW	80
14	GDM	88
15	DPA	96
Sum		1238
Mean		82.53
Highest Score		96
Lowest Score		70

The table is the posttest score of students after doing treatment using the Give One Get One strategy. Table 4.3 shows that the sum score of all students are 1238. It shows that the mean of the students' posttest score is 82.53, the highest score is 96 and the lowest score is 70. The student's posttest score get better result than pretest score. It means that most of students have a good writing skill after being taught writing using Give One Get One strategy.

3. **The Significant Effectiveness of Using Give One Get One Strategy on Writing Skills**

After conducting a series of pretest, treatment, and posttest activities, the students' pretest and posttest scores were known. In the pretest and posttest, the researcher found differences in the students' writing ability scores, it was the mean of pretest and posttest scores. From these differences, the researcher

processed the data using descriptive statistics analysis. Next, the researcher conducted a normality test using Kolmogorov Smirnov. If the data shows normal results, the analysis is continued using the paired sample t test. If the data is not normal, then use non-parametric Wilcoxon.

a. Analysis of Descriptive Statistic

Table 3. The result of Analysis Statistic Descriptive

	N	Minimal Score	Max Score	Sum	Mean	Std. Deviation
Pre-test	15	36	76	864	58	11.924
Post-test	15	70	96	1238	82.53	6.823

The table showed that minimum score in pretest was 40 with the sum 864 and score in posttest was 70 with the sum 1238. Then, the table informed that maximum score in pretest was 76 and score in posttest was 96. The table also showed mean score of students writing skill, the mean score of students' writing about 59.20 in the pre-test with standard deviation 11.924 and post-test was 82.53 with standard deviation 6.823. It was provided by the students' mean score of pre- test and post-test and post-test where the score is higher.

b. The Result of Kolmogorov-Smirnov Normality Test

After calculating descriptive statistics, the next step was the Kolmogorov-Smirnov normality test. The normality test was used the Kolmogorov-Smirnov because the number of subjects and the data used in this study were the same. Table 4 below showed the result of kolmogorof-smirnov normality test.

From the analysis of normality test, it was found that the data had a significant value of 0.200. It can be concluded that the sig (2- tailed) value of the normality test on the data in the table was higher than 0.05 and test distribution was normal. Because the data was normally distributed, the next step the researcher calculated using the paired sample t-test formula to analyze the significant effectiveness of using Give One Get One strategy in teaching writing.

Table 4. The Result of Kolmogorof-Smirnov Normality Test

N		15
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	7,58994080
Most Extreme	Absolute	,157
Differences	Positive	,157
	Negative	-,078
Test Statistic		,157
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

c. The Result of Paired Sample Test

From the results of the normality test that had been carried out, it is known that the data is normally distributed. Then, the following step is a paired sample t-test used to test the truth or falsity of the hypothesis.

Table 5. The Result of Paired Sample t-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-23,333	7,952	2,053	-27,737	-18,930	-11,364	14	,000

The data above showed that sig. (2-tailed) was 0.000. The data was lower than 0.05, it can be concluded that 'Ha is accepted' and 'H0 is rejected'. It means that there is a significant effectiveness of using Give One Get One strategy on students' writing. Therefore, it can be concluded that using the Give One Get One strategy for teaching writing in class VII-G of SMP Negeri 1 Gudo in the academic year of 2021/2022 is effective.

Discussion

In research result, the use of the Give One Get One strategy has proven to have a significant impact on enhancing students' writing abilities. Consistently conducted

statistical analyses have indicated a noteworthy difference before and after the implementation of this strategy. The lower significance value (sig.) < 0.05 in the statistical data signifies a tangible change in students' writing abilities resulting from the utilization of this strategy.

This substantiates that the Give One Get One strategy is not merely an additional method in the learning process but rather an effective tool for teachers to enhance students' English language skills. Wahyuni (2019) supports using the Give One Get One strategy in teaching descriptive text writing. Data analysis indicates that implementing this strategy in teaching resulted in higher scores for students in the experimental group compared to those in the control group, as seen from pre-test and post-test data. Therefore, it can be concluded that applying the Give One Get One Strategy positively impacted the writing of descriptive text.

The significant difference before and after applying this strategy indicates that this approach can stimulate active student engagement in writing learning. They not only enhance their writing skills but also expand vocabulary, improve sentence construction, and foster an interest in the subject matter. The effectiveness of the Give One Get One strategy in generating a significant change in students' writing abilities demonstrates that a learning approach involving social and collaborative interaction has a robust impact on the educational process. This provides a strong basis for educational practitioners to consider employing this strategy to enhance students' writing abilities in English classes (Chersia et al., 2015).

Additionally, explanations by Safitri (2018) add that this strategy also makes students active participants in understanding reading texts, enabling them to share thought processes and derive meaning from the text. This emphasizes that the Give One Get One strategy is not only effective in improving writing skills but also supports comprehension of reading materials and stimulates active student engagement in the learning process.

CONCLUSIONS

Based on the analysis and research results, it can be concluded that: the results of the pre-test before being taught writing using Give One Get One strategy showed that the students' writing skills were low which is in a sufficient classification, after being taught writing using Give One Get; One Strategy showed an increase in the students' writing

score which is in a excellent classification, and there is a significant effectiveness of using Give One Get One strategy on students writing skill.

During this research, the researcher encountered several limitations. One of them is the limitation in location coverage, where the study was conducted in a specific location only. The exclusive focus on one learning environment might hinder the research's ability to generalize its findings to broader learning contexts. Additionally, there are other limitations related to the media used by the researcher during the teaching process. Limitations in instructional media can restrict how the Give One Get One strategy is implemented and evaluated within the teaching context. Limited or less diverse media usage could reduce flexibility in creatively or interactively delivering content to students.

SUGGESTION

These steps of Give One Get One strategy that have been taken can make easier for students to gather ideas. Ideas are important in compiling a writing. Without ideas, writing will be difficult to develop (Peha, 2003). Much ideas are able to develop writing to be broader. From the treatment activities, students can get ideas with the perspective of others, this makes students' knowledge broader than those sourced from the results of their own thoughts.

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