

# The Effectiveness of BSW (Building A Scholar Writing) on Writing Skill

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## Abstract:

This investigation aims to determine if BSW is an effective model for writing skills. When explaining the writing material to the students, the BSW (Building Scholar Writing) model was selected. Unlike qualitative studies in which BSW works as a theory, the study employed quantitative, experimental, pre-and post-test methods, using SPSS (statistical package for social sciences) for the analysis. The school used for the research was the Eighteen students from the Eleventh Grade IPA at MA AN- Namirah as the respondents. There was a test that formed part of the quantitative data collection and research, this was a one-group Pre-test and Post-test experimental design. The participants were subjected to a test before being enrolled, and then again after completion of the course. In this situation, the focus is on analyzing the data from the pre-test and post-test videos. The mean score in the post-test was significantly lower than that in the pretest. There was a noticeable increase in writing skills after practice using the BSW technique, which the students adopted.

**Keywords:** Critical Writing, BSW, Writing Skill

## Introduction

English is one of the subject matters learned by students who are given in educational levels, such as elementary and intermediate level. In learning the English language, four skills should be taught to students. They are speaking, listening, reading, and writing. One of the productive skills, that is very important to be mastered by students, is writing skills. Writing is an activity that has a connection with the idea in mind, so can stimulate learning and critical thinking. Writing can contain many ideas. Through writing, students can share their knowledge and train them to express all of their ideas (Devana & Afifah, 2021). On the other hand. Writing is an important ability for being owned by

students, writing is also an excellent communication tool. Through writing, each student can express feelings, ideas, and notices to others (Meisuri, 2013).

Writing for educational and professional purposes as well as for scholarly publications is often interesting for beginner writers, some students may find difficulties when they meet the study of new types and fail to know their outgoing purpose (Dwigustini et al., 2021). Critical writing is pure and confident rejection to accept the conclusions of other writers without evaluating the arguments and proof that they provide. The students' work on these assignments is often to minimize summary, not writing a book report, but evaluating the writing skill from the argument. School-based management should be implemented because it empowers schoolteachers leads to improved student outcomes (Ataç, 2015). Critical writing exists in a particular subject context. The students only learn to write critically within a given context or discipline. Consequently, this guide simply provides a brief overview.

The state of students at MA AN-Namirah's understanding of writing material depends on the wealth of vocabulary and examples that the teacher gives. Therefore, the teacher must be able to master the material perfectly and increase the vocabulary related to the material to thought. While this directly exercises the student worksheet, the school has not yet applied other learning methods or models, usually only using student worksheets. Therefore, the researcher applies the model of BSW (Building a Scholar Writing), to increase students' writing skills and the reason is to make students more interested and more motivated to learn the lesson. There is feedback from the students when learning writing using by BSW (building a scholar in writing) model. A model of BSW has six steps to increase details in critical writing development. The

development of critical writing is a purpose to occur in the process manner that transitions. (Devana & Afifah, 2021).

## **Review of Literature**

Building Scholarly writing is a writing model for the advancement of knowledge within a specific field (Shannon, n.d.). In this model, students can write their ideas freely and express critical thinking. Commonly writing using models and critical analysis affects students' ability to effectively demonstrate a critical understanding (Bailey et al., 2015). Building scholarly writing is used to guide writing constructs in a processed way. While the original was developed to help and evaluate critical writing skills, building scholarly writing was applied to cultivate and perfect writing development skills.

The model of building a scholar writing (BSW) has a 6-step process to develop critical writing skills. The development of critical writing purpose to develop students' critical thinking through writing and understanding of their ideas. The idea of critical thinking has meaning to a piece of writing with unique BSW (Building a Scholar Writing) characteristics and transformation in awareness, thinking, and understanding, as well as advancement in students' level of critical skills (Meisuri, 2013). The first is just bones, the second is connecting bones, the third is constructing a skeleton, the fourth is adding muscle, the fifth is adding essential organs, and the last is adding the brain.

## **Critical Writing**

Critical writing is a process that includes using a range of writing skills as well as personal qualities, most people find critical writing a test. It makes students more confident with their creative ideas. Critical writing is always

persistent, doubtful, and looking ahead. The means of critical thinking is stepping back from immediate personal feelings, examining data from different angles, checking the correctness of the information, checking the reason for the argument, looking for possible errors in an argument, understanding why other people see it differently, checking data and other experimental data, checking understood assumptions and accomplishment informed conclusions.

Critical writing is involved in an academic debate (Wati et al., 2024). It requires a conclusion from the author at the end of the paragraph based on their argument. Wati, et.al (2024) assumed that critical writing participates in the academic debate, and there is evidence and argument from others. It considers the quality of the evidence and argument, identifies key positive and negative aspects to comment upon, assesses the relevance and usefulness to the debate that engaging in the assignment, and identifies how best can be woven into the argument that is developing.

Based on critical writing is an important portion of writing a task, when writing with a definite purpose, that purpose is the response that has been fixed. Part of responding to a question, an academic question, it is the academic argument line of thinking.

### **Characteristics of Critical Writing**

The characteristics of critical writing are simply to accept what has been said in writing, give a balanced comment on the pros & cons of ideas, avoid unsubstantiated assertion, use a paragraph to develop and expand ideas, and precise account of the relevant evidence and arguments, backs up an argument with evidence, and give a reason to a conclusion, recognized

limitation and avoid the simplistic conclusion. The style of critical writing it is choosing a suitable format and sticking to it, making the paragraph the basic unit, using the active voice, putting statements in positive form, using clear, concrete, economic language, keeping related ideas, watching the tenses, don't overdo the emphasis, and the use right word (denotation & connotation). There are a few points namely: The first point is the intelligence of purpose, the second is significant knowledge with explanations for it, the third is presenting an item or viewpoint, the fourth is writing created in a specific way, and the last is concepts created in a way that is perfect to the reader (Graham et al., 2019).

## **Method**

The research design used in this study is pre-experimental with a quantitative approach (Shannon, n.d.). Variables can be classified in some techniques, the most important classification is based on their use within the research under the deliberation when they are classified as independent variables or dependent variables. In this research, the independent variable is BSW (Building a Scholar Writing) as a model and the dependent variable is students' writing ability.

The population of this research is the eleventh-grade students of IPA MA AN- Namirah. To obtain the sample of this study, the researchers chose a pre-experiment based on the available classes of the eleventh-grade students of IPA at MA AN- Namirah. The eleventh-grade students of IPA at MA AN- Namirah in the academic year 2018/2019 have the same chance to be the subjects of this study. The researcher consulted the English teacher about the student is writing ability, difficulties, and needs in the learning process.

In this study, researchers analyzed data using the dependent t-test statistical calculation assisted by SPSS 23 (statistical package for social sciences) to find out whether the score was different. The hypothesis of this research can be formulated as follows: a) The Alternative Hypothesis (Ha) was the students of Eleventh Grade can write recount text; and b) For Statistical Analysis (Ho) was the students of Eleventh Grade are not able in writing recount text.

## Results and Discussions

The researcher focused on presenting data and research findings while quantitative research was being conducted at this research: Data analysis research, hypothesis testing, and discussion.

### Result

The first day of the study was held on February 15th, 2024, the researcher gave a pre-test to students to measure students' abilities before getting treatment. The result is students are still unfamiliar with model BSW (Building a Scholar Writing), but students seemed enthusiastic about this study. At the first meeting, the researcher conducted for about 45 minutes.

Table 1. Total and Mean of Pre-test

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	68.8889	18	7.38750	1.74125

Based on the table 1 above. The researcher got 18 students' mean score on the pre-test was 68. 8889. After that researchers gave treatment three times. The first treatment was held on February 18<sup>th</sup>, 2024. The researcher

started the teaching and learning process by greeting the students, asking them to pray, and checking the students' attendance list. The topic for the first meeting was "*Recount Text*". The researcher explained about BSW (Building a Scholar Writing). Then, before giving the treatment by using BSW( Building a Scholar Writing), the researcher asked the students about the recount text, some students had forgotten about the recount text, so the researcher explained it. The materials described are the definition and generic structure of the recount text. After that, the researcher has given an example of recount text. Next, the researcher explained to the students about the aim, steps, and activities in the teaching-learning process using a model of BSW (Building a Scholar Writing). Some students are interested to learn how to write with this step. Students seem to pay attention and begin to ask about the meaning of several words that they do not understand. The researcher answered the questions of the students, and then the researcher asked the students to try writing of recount text with the topic "The last your holiday".

The second treatment was held on February 22<sup>nd</sup>2024. At the second meeting, the researchers asked again about the material previously explained. Students can answer the questions given. Then the researcher returned the sample recount text that had not been discussed at the previous meeting. The researcher asks several questions such as the main idea, supporting ideas, and generic structures.

The third study was conducted on February 25<sup>th</sup>, 2024. The researcher gave examples of recount text with a different themes. Just like the previous meeting, the researcher asked students to retell the step of BSW (Building a Scholar Writing) that was given during the first treatment. In the third

meeting, students were more enthusiastic in answering the questions given by the researcher.

The researcher gave the post-test after giving the treatment in the last meeting. On February 29<sup>th</sup>, 2024, researchers gave a post-test to students to test the effectiveness of BSW (Building a Scholar Writing) as a model of writing. The text provided is the same as given during the pre-test.

Table 2. Total and Mean of Post-test

	Mean	N	Std. Deviation	Std. Mean Error
POSTTEST	73.8889	18	5.01631	1.18236

Based on Table 2 above the researcher got the 18 students' mean score on the post-test was 73.8889 which was higher than the pre-test. To collect the data, the researcher shows the results of the pre-test and post-test. The data below was analyzed by SPSS.

Table 3. Totals and Mean Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Mean Error
Pair 1	PRETEST	68.8889	18	7.38750	1.74125
	POSTTEST	73.8889	18	5.01631	1.18236

Based on Table 3, students' scores of students writing in recount text before the treatment were still poor by the mean of 68.8889 from 18 students. However, the student's writing was getting better by the mean of 73.8889 from 18 students after having the treatment. The score of the post-test was higher than the pre-test. For the complete pre-test and post-test scores.



In this research, the researcher used tests to re-test reliability. The produce test re-test that the researcher provides the same achievement twice, but not at the same time, the calculation result of the reliability can be seen in the table below:

Table 4. Descriptive Statistics

	N	Mean	Std. Deviation
TEST	15	67.6667	6.22973
RETEST	15	74.3333	6.22973

Table 5. Correlations

		TEST	POSTTEST
TEST	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	15	15
RETEST	Pearson Correlation	.831**	1
	Sig. (2-tailed)	.000	
	N	15	15

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the output table above, it could be seen that the result of the correlation  $r$  is 0.831. It can be concluded that the evidence of the instrument reliability result using test re-test is quite reliable because the result of correlation  $r$  was higher than  $r$ -product moment 0.514

In this research, the researcher calculated the paired t-test score from pre-test and post-test scores. The researcher used a paired t-test to analyze the t-test score research. The result of t-test is presented in showing table below:

Table 6. Paired Sample Test

		Paired Differences					T	df	Sig. (2- taile d)
		Mean	Std. Deviati on	Std. Error Mean	95%	Confidence			
					Interval	of the			
					Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	- 5.00000	4.85071	1.14332	-7.41220	-2.58780	- 4.373	17	.000

Based on table 6 above, shows that the mean is -5.00000, the standard deviation is 4.85071 and the standard error mean is 1.14332. In this research, the researcher took a 95% confidence level. It means that the researcher applied 5% of the standard error of this research which 5% is the standard numeral of error for the statistic of education. In this case, the score of the lower stage is -7.41220 while the score of the upper stage is -2.58780. The score of the t-value is -4.373 and the degree of freedom is 17. The p-value was,  $0.000 < \alpha$  was 0.05. It means that  $H_a$  was accepted and  $H_o$  was rejected.

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Based on the p-value significance score, in this case decision taken from determinate:

- a. If probability  $\geq 0.05$  then the null hypothesis is accepted
- b. If probably  $< 0.05$  then the null hypothesis is rejected

It means that teaching recount text of writing using the model of BSW (Building a Scholar Writing) to eleventh-grade students of MA AN- Namirah was accepted.

## Conclusion

After conducting the pre-experimental research about “The Effectiveness of BSW (Building a Scholar Writing) on Writing Skills”. The analysis of the findings of the pre-test and post-test, it can be concluded that the model of BSW (Building a Scholar Writing) had positive effects on students’ writing ability, This can be seen from the improvement in the scores of the students when using model of BSW (Building a Scholar Writing).

The result of the data revealed after implementing model BSW (Building a Scholar Writing), the student’s writing scores was significantly better (The mean of pre-test = 68.89 and post-test = 73.89). The effectiveness of BSW (Building a Scholar Writing) on writing skills is shown in the *p-value*. The result of the *p-value* showed that the *p-value* is  $0.000 < \alpha$  0.05. Therefore, it can be concluded that there is a significant difference in students’ writing ability after implementing a model of BSW (Building a Scholar Writing).

Based on the result, the model BSW (Building a Scholar Writing) in teaching writing, this model helps students to understand the lesson and they

can easily write. Therefore, the alternative hypothesis ( $H_a$ ) which states that there is a significant difference in students' writing scores before and after the students have been taught by using a model of BSW (Building a Scholar Writing) is accepted. However, the null hypothesis ( $H_o$ ) which states that there is no significant difference in students' writing scores before and after the students have been taught by using BSW (Building a Scholar Writing) is rejected. It can be concluded that using the model of BSW (Building a Scholar Writing) at MA AN- Namirah is effective in teaching and learning the writing of recount text.

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