

**The 1<sup>st</sup> Nommensen International Seminar on Language Teaching**

**NISOLT**

*“The Nuances of Linguistics and Literature in Language Teaching”*

# **PROCEEDINGS**

**Issue 2: Genre and Language Teaching**

Conducted by English Study Program of Teacher Training and Education Faculty  
of Nommensen HKBP University, Pematangsiantar  
October 5<sup>th</sup>, 2017

**Editors:**

**Paitoon M. Chaiyanara**

**David Berthony Manalu**

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### **Reviewers:**

Bertaria Sohnata Hutauruk, S.Pd., M.Hum.  
Herman, S.Pd., M.Pd.



## PREFACE

This book reports the proceedings of the first Nommensen International Seminar on Language Teaching (1<sup>st</sup> NISOLT) themed with “**The Nuances of Linguistics and Literature in Language Teaching**” held by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) on October 5<sup>th</sup>, 2017. There are 2 issues resulted from the seminar. The first issue is about “Linguistic Issues in Language Teaching” and the second issue is about “Genre and Language Teaching”.

The seminar purpose is to enlighten scholars on a new outlook and issues about linguistics, literature, and language teaching in the ASEAN Economic Community (AEC) platform. The establishment of AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The idea is to move South-East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the member of ASEAN states.

The challenge is that language, as the means of communication, plays the most important role in this AEC era. Being able to communicate with all South-East Asia people will realize the aim of AEC. This means that language studies have become more important from now on.

This event is the first, and that means there will be the second, the third, and so on. The commitment of the English Study Program of FKIP Nommensen HKBP University is to keep this International Seminar going annually. And we hope the next events will be attended by International scholars from various countries.

We would like to thank all authors for their contributions to this proceeding. Special gratitude to the keynote speakers: Associate Prof. Dr. Paitoon M. Chaiyanara (Singapore), Associate Prof. Dr. Indirawati Zahid (Malaysia), Prof. Dr. Selviana Napitupulu, M.Hum (Indonesia), and Prof. Dr. Sanggam Siahaan, M.Hum (Indonesia). Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the head and secretary of English Study Program for initiating this scientific program.

Pematangsiantar, October 2017

**The Steering Committee of 1<sup>st</sup> NISOLT**

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## FUTURE ELT RESEARCH, SKIM AND PRAXIS: A PHILOSOPHICAL QUEST

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### *Abstract*

*This research explores the philosophy of English Language Teaching (ELT). This is due to the fact that for the last half century since 1970's, philosophers of language have been quite busy with defining language, each defending their postulates as well as their schools of philosophy as it is where as a matter of fact ELT institutions is to make readiness to a tour of duty to candidate teachers and a helpful hand to ELT teachers at large classroom. This research is to find pedagogic ground for ELT in non native speaker (NNs) settings as well as further future SKIM and its epistemological Praxis. It posits the quest: (1) What is ELT position today? (2) How ELT classroom teachers view to strive to fit in their tour of duty? (3) What solutions are to do for revitalization and reinforcement in ongoing ELT classrooms praxis NNs contexts? The finding is that a generic view of language and its ELT epistemological praxis, from world to word to world discourse to classroom praxis, teacher can accommodate instructional design with learner's centrality as the foci with reality-referent, focusing on one or two of the constituents in ELT materials: idea (or sententia from reality), proposition, speech act, discourse, arts, accent, reality (defined meaning).*

**Key words:** *accent, discourse, idea, proposition, sententia, speech act*

### 1. Introduction

This paper is about Plato's sententia today. This is a long interim philosophical quest, research, and its founding with respect to changes as global challenges in the realm of language education, literacy with its focus on ELT. Global changes grow quite rapidly, it follows the rule of thumb, survivals of the fittest. Then, it challenges educational institution show fit it is to step ahead accommodating higher-order competencies beyond taxonomic competencies, and more. This is not always a simple state of affairs. With the rapid development of information and cross-gobal contacts, more and more knowledge are needed to make the present more congruent while elsewhere educational crises become matters. With ELT today, English as international language spreads not only to scholars but to world citizens at global platforms and interacions. This demands ELT Nonnative speakers(NNs) learners on a more substantive demand, right even to ELT classrooms, including those ELT institutions. So how a teacher will tune-up the state of the arts?

For the challenges, NNs ELT Classroom settings are either going in its own paces, or making a step ahead. Todays professionals demand even more on workskills, generic, even transformative, to fit to bring up the challenges to be blesses for mankind, as follows



## ***Millenial No Scholae Sed Vitae Discimus***



Quests for solution grows elsewhere, and one thematic quest is simple: how to make learners more fit, more successful and better, more relevant, or more sustainable at the world at large.

With respect to the matters, the global platform and instructional learner-centeredness, the philosophical quest to be defined is the generic Problem of language and language education: the Sentencia – is language as reality--an entity, or a mind in the following points:

1. What is ELT position today?
2. How ELT classroom teachers view to strive to fit in their tour of duty?
3. What solutions are to do for revitalization and reinforcement in ongoing ELT classrooms praxis NNs contexts?

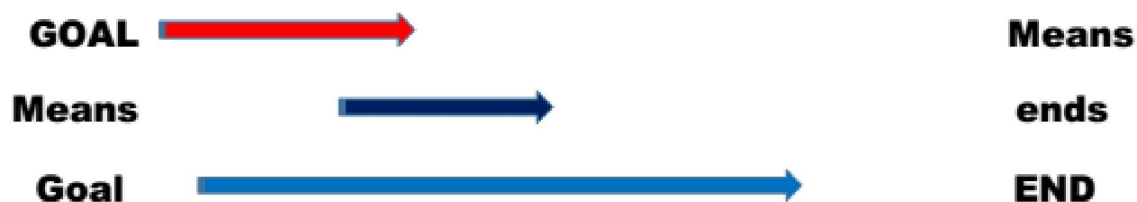
### **2. Philosophical Epistemology**

The philosophical investigation follows the knowledge logic principles in philosophy in a goal-means-ends analysis, a pilgrimate. This is an interim quest, as philosophers are doing it, investigating the ontological and epistemological propositions that underlie its idea—or sentencia in Plato’s view, organon.

Plato’s LOGOS →

Man is born with innate capacity. Plato’s LOGOS

(No Scholae Sed Vitae Discimus)



In this way, epistemological praxis stated the nature of its argument, and how a school of philosophy differs to others, the basic epitome

### 3. The Finding in a Synoptic View

#### ELT problems

Problems in ELT pendulum swings are rooted in the epitome, how language is defined, and its descendant as ELT methodological praxis. ELT: State of the Arts—language defined. Basically there are some schools of philosophy. The first is Socrates-Plato's school of rationalist that postulates that man is born with innate capacity, and so capable of reasoning.

This school stipulates language as an instrument of logic that may develops three acts of intellects, 1st act of intellect, conceptual thinking in ontological status of an entity, 2nd act of intellect, propositional conception and its coherence test, and 3rd act of intellect, syllogism, testing valid conclusion of the epitomic knowledge in a logico-hypothetico-verificatio line of reasoning. So far, this is the very generic logical processes from which all knowledge is derived, and its educational philosophy for enlightenment in *no scholae sed vitae discimus*. In ELT, this generated grammar-translation method.

Coherence principle:

Valid: Man is mortal; Socrates is a man. So, Socrates is mortal.

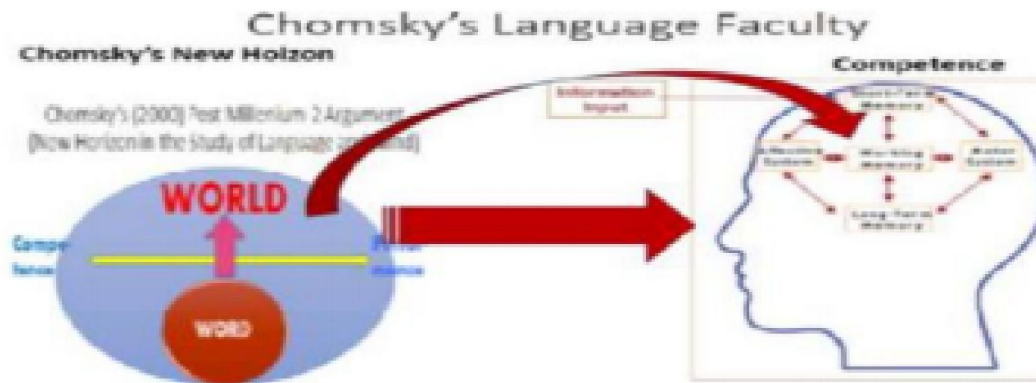
Quest: My head fits my hat. My hat fits my pocket. So, my head fits my pocket.

The second school is John Locke's empiricists that introduces empirical validity through inductive verificatio-hypothetico-logico, that postulated man as *tabula rasa*, and no innate capacity. This leads to synthesis of positivism by Ludwig Wittgenstein and Bertrand Russell. Western philosophy in its semiotic constructs that knowledge structure is a construct of *tractacus-logico-philosophicus*. This postulates a science as a body of proved epistemological knowledge, a synthesis of logico-hypothetico-verificatio-verificatio-hypothetico-logico. It started with Saussure's dichotomy postulates on structural linguistics in the 19th century, *la langue la parole*, synchronic diachronic, syntagmatic, paradigmatic and signifiant – signifiant. With the behavioral psychology, this philosophy generates structural linguistics with its ELT audio-lingual methods and language as language skills, schools of London, Edinburg, school of Berlitz, Systemic Grammar of Halliday and American Structural Linguistics and the like.

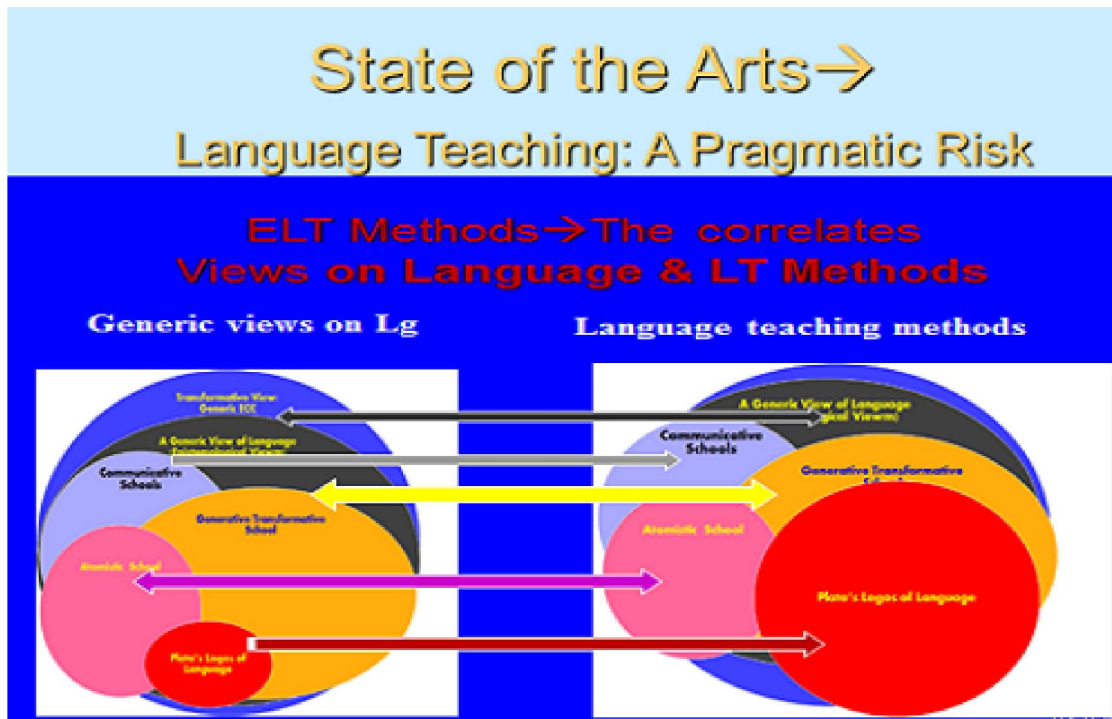
Other schools are Chomsky's TG school from the classic (1954) to its government-binding, and the last new horizon on the study of language and mind, Austin's how to do things with words, Searle's Speech Acts, Grice cooperative principles, and Dell Hymes' SPEAKING. This leads to ELT communicative schools.

From those grand schools, a tentative conclusion is that the case of the *Sentencia*— is language as reality— an entity, or a mind is not yet fully defined, as Chomsky said.

**Chomsky (2000) New Horizon on Language and Mind.**  
 'there is **no coherent notion of "LANGUAGE"**'



This sentence entails various ELT schools, as experts said no single ELT method is the best: State of the Arts—language Teaching Methodologies.



So, how does an ELT teacher will do his tour of duty?

## The Research Philosophical Quests: Qualitative Philosophical Enterprise

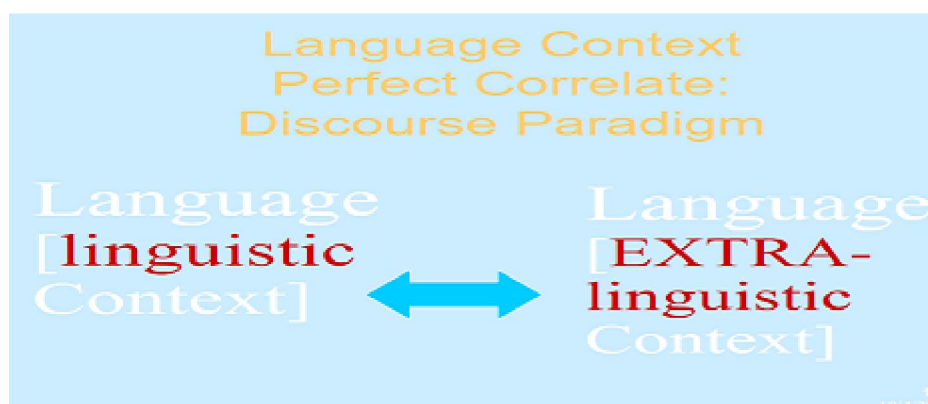
ELT needs classroom pedagogy for learners; competencies. Einstein a century ago stated the global problems, as follows.

*A human being is part of the whole called by us universe, a part limited in time and space. We experience ourselves, our thoughts and feelings as something separate from the rest. A kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. ... The true value of a human being is determined primarily by the measure and the sense in which they have obtained liberation from the self.... We shall require a substantially new manner of thinking if humanity is to survive. (Albert Einstein, 1934)*

ELT needs a solution, as Robert Frost says, this is ..... the one less travelled by. First, discourse views language as reality-referent. This is generic. Nunan's Task Based Approach takes a different strategy. In one way, he accommodates those methods but adding a special point, English language Teaching Learning and he conceives it as an open construct for further enlightenment, as follows.

*..... that the philosophy and principles of second language are rooted firmly in the field of general education. As language teachers, we are a branch on a much larger tree, and our professional lives will be immeasurably enriched if we are knowledgeable about the rest of the tree. ....*

Discourse Generic View and Perspective



Secondly, the matter the generic Problem of language and language education: the Sentencia – is language as reality -- an entity, or a mind is human capacity with innate capacity as its tenet, its epitome, or sentencia.

## Communicative Competence in TEFL NNs

In TEFL NNs, communicative competence is the target learning outcomes. By its historical concept, it grew from heticral and grammatical skills in Plato's Organon, then becomes language skills in the ASTP Programs, then with literay competence, and now with Dell Hymes' communicative competence, the language comprises all as language tacit knowledge for communication of its user.

Communicative competence then is the tacit knowledge of native speaker doing a communicative acts. Originated in Austin How to Do Things with Words, Hymes develop and propose SPEAKING as the construct of the tacit knowledge, and Searle develops as speech acts, and all these notion is almost universally TEFL NNs Hymes, further says that teaching requires contextuality. For the construct of communcative competence, he puts emphasis on the importance of human ability to create context through language to build communcative brilliance to re-invent what we ask ourselves, responsiveness, critical awareness, human relevance. His SPEAKING model attach for this. In teaching English as a foreign language this becomes crucially important for global communication. Its teaching praxis is a novel enterprise. Future language teachers needs knowledge substantive knowledge to support their teaching skills supporting their knowledge of TEFL methods. They need model how to accommodate those they have learned in lesson planning.

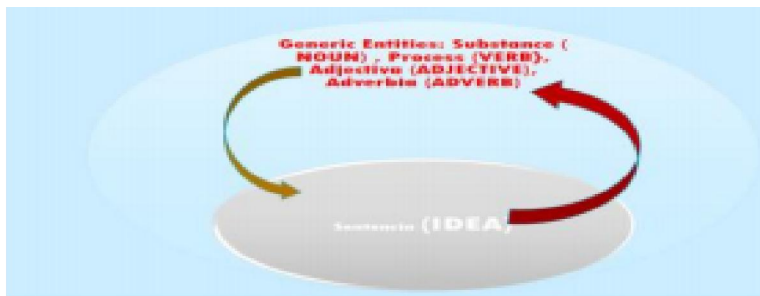
For Hymes, SPEAKING communicative competence is the tacit knowledge model for communication. It constitutes as a whole the notion of SPEAKING that within any communicative act therr are inherent as a whole Setting, Participants, Ends, Acts. Keys, Instrumentalities, Norm, Genre. This parameter helps understand the notion of communicative event and context of communication.

## Consensus Gentium: From world to word to world

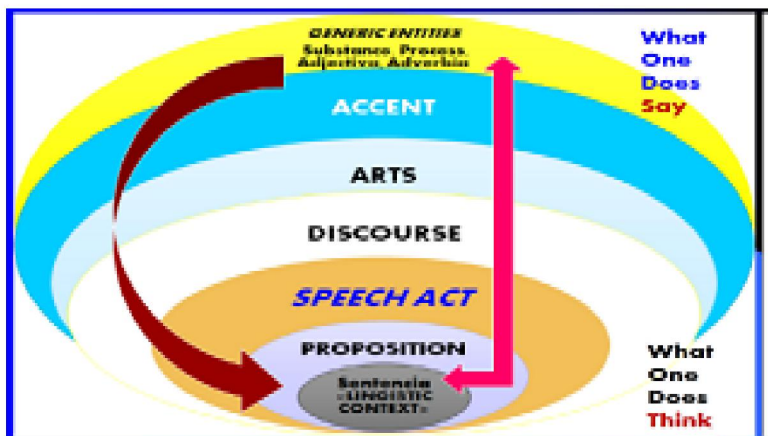


From the whole schools, salient ideas and the debates costitutes generic entities, as human capacities in a generic discourse view of reality-referent world to word to world, are constructs as consensus gentium in those schools of language, philosophy and education, as constituents:

- a) idea ( or sententia from reality)
- b) proposition
- c) speech act
- d) discourse
- e) arts
- f) accent
- g) reality (defined meaning)



Language Competency: A Generic View



**Pedagogical Praxis: Contextual Paedagogy -- From world to word to world**

With Dell Hymes' SPEAKING, teacher can accomodate instructional design with learner's centrality as the foci with reality-referent, focusing on one or two of the consituents in ELT materials: idea ( or sentencia from reality), proposition, speech act, discourse, arts, accent, reality (defined meaning).



Examples:

**Bank GM Who learns what what for from who where when how why?**

**Variables**

- 1 Who
- 2 learns
- 3 what
- 4 what for
- 5 from whom
- 6 Where
- 7 when
- 8 how
- 9 why?

**Terms and CONDITIONS**

- 1 Who
- 5 GM MEDAN, BNI, JI Merdeka, pemuda, etc
- what for
- CUSTOMER
- LOAN
- briefing
- audience
- contract

- **A conversation between a customer and a general bank manager**
- 
- **Customer : Good morning, Sir.**
- **Bank GM : Good Morning. What can i do for you?**
- **Customer : Thank you for offering us a help. We are a company based container centers in Medan. We would like to enhance our container. Now we have contained as many as 200 container for last one year and we plan to encrease to be 1000 container for the next 2017. So, to finance this progress, we propose a loan to this Bank as much as USD one billion.**
- **Bank GM : Thank you for telling us about this. We would like to analize your proposal and we will consider it according to our bank loan procedures.**
- **Customer : Thank you, Sir. We hope and wait good information concerning this loan proposal.**
- **Bank GM : You are welcome.**

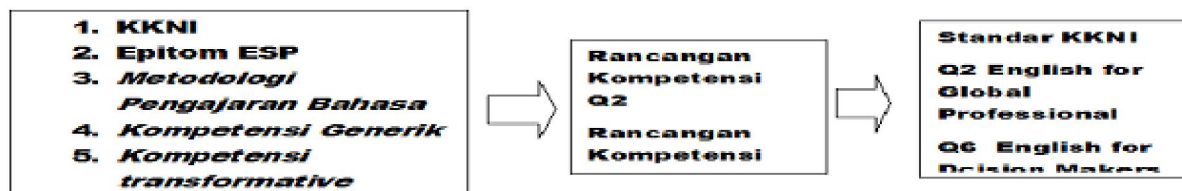
4:  
5/24/2011

- **Bank GM : Good Morning mrs Smith, welcome to our bank, how may I help you?**
- **Customer : Good morning sir, I need your help**
- **Bank GM : Yes Mrs Smith**
- **Customer : I want to request a loan from your bank to improve our company activities, as information I have 1.000 hectares palm oil located in Tanjung Balai**
- **Bank GM : Allright Mrs Smith, how much loan that you require?**
- **Customer : I need one million dollars**
- **Bank GM : any way, do you have any guaranteed for that loan?**
- **Customer : Well sir, this is my original sertificate**
- **Bank GM : How long that loan time?**
- **Customer : For ten years**
- **Bank GM : No problem Mrs Smith**
- **Customer : How much per month I have to pay my obligation?**
- **Bank GM : For one million dollars you have to pay**

~

#### 4. Conclusion and Recommendation

Knowing sententia is out of the man's cave, enlightenment. This has been a consensus gentium in philosophy and its schools. The following is a possible research skim area in Indonesian ELT with its learners centeredness as NNs in global setting.



#### ROADMAP PENELITIAN HIBAH KOMPETENSI

English for Global Professionals and Decision Makers	
Tahun ke-1	Tahun ke-2
<p>Dihasilkannya cetak biru (<i>blue print</i>)</p> <p>a. Rumusan Epitome ESP, kajian Instruksional dan capaian pembelajaran (<i>learning outcomes</i>), Kompetensi generic dan transformatif</p> <p>b. Disain Instruksional English for Global Professionals and Decision Makers</p> <p>c. English for Global Professionals</p> <p>d. English for Decision Makers</p>	<p>1. Tahun ke-2</p> <p>2. Cetak biru (<i>blue print</i>)</p> <p>3. Silabus TEFL, RPP, Rancangan Pembelajaran dan English for Global Professional 1, 2, 3 standard Q2 KKNI (3) Buku English for Decision Makers standart Q6 KKNI</p> <p>4. Cetak biru (<i>blue print</i>) Silabus English for Global Professional 1, 2, 3 standard Q2 KKNI (3) Buku English for Decision Makers standart Q6 KKNI, yang telah di revisi.</p> <p>5. Revisi perangkat pembelajaran dari hasil ujicoba yang telah dilaksanakan hasil ujicoba</p> <p>6. Artikel pada prosiding seminar nasional.</p> <p>7. Artikel pada jurnal nasional terakreditasi.</p>

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## CRITICAL THINKING AND COMMUNICATION SKILLS THROUGH ARGUMENTATIVE SPEAKING ON CONTROVERSIAL TOPICS

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### Abstract

*This paper is intended to describe the urgency of structured classroom argumentative speaking with controversial topic as a teaching strategy for students' critical thinking development and enhancing professional communication skills in English. Critical thinking is foundational to the effective teaching of any subject. Using argumentative speaking on controversial Topic or Academic conflict for instructional purposes is one of the most dynamic and involving teaching English strategy. Through controlled argumentation, the students can broaden their perspective, learn material thoroughly, make better decision and to enhance their English proficiency. The use of Argumentative speaking has the ability to convince others through logical reason and to reinforce and enhance knowledge in a topic area and to verify that students have the ability to analyze, and apply literature to various situation, to heighten organization and listening skill and to boost confident when challenged on issues by others.*

**Keyword:** *Argumentative Speaking, Critical Thinking, and Communication Skills.*

### I. Introduction

Teaching process is systematically designed by the teacher based on the students' need, the students' level ability and also based on educational targeted itself. The True teaching process is not only to make the student having good understanding on the materials but it must create the students to be critical thinkers anyway. Teaching is aimed to change all aspects of human being such as human mindset, human behavior and communication skill. Those changes can be achieved by the students in learning depend on the classroom creativities or the strategy of the teacher in delivering any subject especially English.

Developing academic achievement through various teaching strategies development is essentially to produce professional graduates. The curriculum is structured officially by the government which is expected to produce the golden outputs. It is obviously indicated an awareness to prepare good young generation in anticipating the current issues today about the open competition of the world and ready for use. But unfortunately, it is not supported by the reality today the output cannot compete among other country. The teacher as the role play to actualize this hope should has deliberate efforts for creating creative classroom activities how to create the students' awareness, the students understanding and coach them on solving problem or make a plan. Not only mastering their subject.

Critical thinking has been an important issue in education, and has become quite the buzzword around schools. The Common Core State Standards specifically emphasize a thinking curriculum and thereby requires teachers to elevate their students' mental workflow beyond just memorization—which is a really good step forward. Critical thinking is a skill that young minds will undeniably need and exercise well beyond their school years. Experts agree that in keeping up with the ever-changing technological advances, students will need to obtain, understand, and analyze information on a much more efficient scale. It is our job as educators to equip our students with the strategies and skills they need to think critically in order to cope with these tech problems and obstacles they face elsewhere.

Teacher's professional obligation to present students with multiple perspectives. Yet, as Bridget Niehauser, a veteran teacher from Cincinnati points out: "I think you have to be careful about maintaining a level of credibility in the discourse, even when playing the devil's advocate." When taking multiple sides, the students need to feel that each side presented is believable; otherwise, they are not likely to listen to any part of the discussion. If done in a trustworthy manner, the use of dissent in the social studies classroom embodies an important value of American democracy, while also being an effective instructional technique that allows for authentic dialogue (McMurray, 2007).

For students to feel comfortable speaking openly about an issue that cultivates different perspectives, it is critical that the teacher act as a facilitator and not take control of the discussion, as may often be his or her inclination (Rossi, 2006). It is difficult for a teacher to allow his or her classroom to become authentically student-centered. If a teacher does not relinquish the desire to control the discussion, students can feel their thoughts are being stifled, which is contradictory to open dialogue. Teachers may have an end goal for the discussion and desire that students draw certain conclusions, but teachers need to trust that the students will get to their own conclusions (Rossi, 2006).

Teaching Argumentative Speaking through controversial issues allows students to question and to express their fears in the safety of the classroom, and provides opportunities to develop their social skills such as learning how to listen to one another, to deal with difficult topics, and to handle their anger and frustrations without resorting to violence. Importantly, it is not about teaching students to avoid conflict, because conflict and controversy are part of human relationships, but rather where schools provide neutral grounds for rational discourse and objective study."

## **II. Literature Review**

### **2.1 Description of Critical Thinking**

Critical thinking can be infused in lessons throughout all disciplines by utilizing in depth questioning and evaluation of both data and sources (McCollister & Saylor, 2010). Having students track patterns in information forces them to look at the information as a process instead of simply information to be memorized and helps them develop skills of recognition and prediction. Evaluation of information and sources helps students to learn appropriate procedures for finding and utilizing credible information, as well as helping students learn acceptable and appropriate ways to use discretion (McCollister & Saylor, 2010). These types of activities could be worked into the normal instructional time, with little additional time needed, simply by utilizing things such as online discussion boards, in-class discussions, or alternative modes of assessment in classroom settings (Snodgrass, 2011). It is also important that any changes to the curriculum be met with training about the new activities and how to utilize them to their full effect. The establishment of professional learning communities allows educators to think critically about the methods they are using to teach, and is a good starting point for ideas about inclusion of critical thinking skills in the classroom (Smith & Szymanski, 2013).

It is important for educators to understand that the role they play in developing critical thinking is different than the role they are typically playing. In order to engage students in critical thinking, the educator needs to act as a facilitator to allow for discussion and encourage a freer thought process, as well as to encourage understanding that thinking critically does not always end with a right answer, but instead sometimes ends in more questions or differing evaluations of the topic (Halx & Reybold, 2005; Arend, 2009). The educator's role as facilitator also encourages a peer review process, even in the youngest of

children, and helps students to learn appropriate responses to conflicting evaluations and opinions (Henderson-Hurley & Hurley, 2013; Tsai et al., 2013).

Working to increase critical thinking by students has shown some promising results for both students and educators. Kokkidou (2013) documented increases in creativity, performance, and literacy within the confines of music, as well as an increased awareness of the musical environment in which students and educators live. Her findings were that by challenging students to think critically, educators were finding themselves thinking more critically about their subject of expertise. Arend's (2009) findings were very supportive of the use of online discussion boards to develop and enhance critical thinking, as well as to enable students to have a better understanding of the initial information and content presented to them in class.

### Critical Thinking Grid

	<b>4 – Exemplary</b>	<b>3 – Satisfactory</b>	<b>2- Below Satisfactory</b>	<b>1 – Unsatisfactory</b>
	If applicable, consistently does all or almost all of the following	If applicable, consistently does most or many of the following	If applicable, consistently does most or many of the following	If applicable, consistently does all or almost all of the following
<b>Purpose</b>	--Demonstrates a clear understanding of the assignment's purpose	--Demonstrates an understanding of the assignment's purpose	--Is not completely clear about the purpose of the assignment	--Does not clearly understand the purpose of the assignment
<b>Key Question, Problem, or Issue</b>	--Clearly defines the issue or problem; accurately identifies the core issues --Appreciates depth and breadth of problem --Demonstrates fair-mindedness toward problem	--Defines the issue; identifies the core issues, but may not fully explore their depth and breadth --Demonstrates fair-mindedness	--Defines the issue, but poorly (superficially, narrowly); may overlook some core issues --Has trouble maintaining a fair-minded approach toward the problem	--Fails to clearly define the issue or problem; does not recognize the core issues --Fails to maintain a fair-minded approach toward the problem
<b>Point of View</b>	--Identifies and evaluates relevant significant points of view --Is empathetic, fair in examining all relevant points of view	--Identifies and evaluates relevant points of view --Is fair in examining those views	--May identify other points of view but struggles with maintaining fairmindedness; may focus on irrelevant or insignificant points of view	--Ignores or superficially evaluates alternate points of view --Cannot separate own vested interests and feelings when evaluating other points of view
<b>Information</b>	--Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that	--Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it	--Gathers some credible information, but not enough; some information may be irrelevant --Omits significant information, including some strong counter-arguments --Sometimes	--Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and

	opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information		confuses information and the inferences drawn from it	inferences drawn from that information
<b>Concepts</b>	--Identifies and accurately explains/uses the relevant key concepts	--Identifies and accurately explains and uses the key concepts, but not with the depth and precision of a "4"	--Identifies some (not all) key concepts, but use of concepts is superficial and inaccurate at times	--Misunderstands key concepts or ignores relevant key concepts altogether
<b>Assumptions</b>	--Accurately identifies assumptions (things taken for granted) --Makes assumptions that are consistent, reasonable, valid	--Identifies assumptions --Makes valid assumptions	--Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid	--Fails to identify assumptions --Makes invalid assumptions
<b>Interpretations, Inferences</b>	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another	--Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences, but not with the same depth and as a "4"	--Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial	--Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims --Makes illogical, inconsistent inferences --Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest
<b>Implications, Consequences</b>	--Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) --Distinguishes probable from improbable implications	--Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a "4"	--Has trouble identifying significant implications and consequences; identifies improbable implications	--Ignores significant implications and consequences of reasoning

## 2.2 Teaching English through Argumentative Speaking on Controversial Topics

Traditionally, an argument's goal is to change the position of the audience on a certain topic. However, it is not enough to simply give facts about your topic, and expect the audience to see your way on the topic. You need to have credible sources, persuasive statistics, and using emotional themes that are related to your topic; as long as you can make your argument relatable to the audience, it constitutes a good argument.

Argumentative speaking is often about hot topics, and they encourage the audience to change their views or opinions on a topic. The speaker shows an obvious problem at the beginning of the speech and then moves on to show proof of that problem and then suggests a solution in the body. The conclusion sums up the speech's main idea and supporting points and should leave the audience ready to make a decision based on what they just heard. When delivering an argumentative speech, the speaker must be careful to use facts rather than emotions to support the chosen claim, and it's important to avoid bias. In this technique, students are expected to help each other, to discuss and argue with each other, to assess each other current knowledge and fill in gaps each other understanding. The students work together to maximize their own and each other's learning.

The first one, in process of organizing the group in the cooperative learning classroom, students should not be allowed to form their own group based on friendship. According to Stahl, Robert J (1992), the team should be formed and selected by the teacher. Teacher should organize the groups so that the students are mixed as heterogeneously as possible, first according to the academic ability and then on the basic ethnic backgrounds, race, gender and etc.

The lecturer divides four stages in teaching speaking, they are: first, lecturer explains about expressing argumentation and its components. Then, the lecturer decided students into some groups. There are three Proposition; Proposition of policy, proposition of fact and proposition of value. After that, each group will be given different controversial proposition. The lecturer give the explanation more about the logical argumentation with give the students a clear example controversial issue. The lecturer asks students to analyze the issue and find some argumentations. The lecturer decided groups of students into agreement groups and disagreements groups.

After that, the lecturer asks every group of students to choose a topic that given by lecturer. Then, the lecturer asked students to give their argumentation according to the topic they have chosen. Every members of the group should give an argument or more and they should perform in the class room.

Students will write a seven to ten page essay in which they choose a controversial topic and present the pros/cons of that issue. Issues can range from Poverty to Abortion to Animal Rights. Students will be asked to use essential questioning to narrow down the large topic into two to three specific areas to focus on. For example, if a student wishes to write about Poverty, he/she can focus on how poverty influences learning or if there are statistics that link poverty with certain areas of the country. The goal will be to have students do more than just report. Students will work toward presenting the issue with support, research and statistics.

On the day students hand in their final paper, they will begin putting together a PowerPoint presentation in which they present their topic and try to persuade the audience to see the issue in the same light they did.

Lecturer did the steps above to teach students about argumentative technique. Every steps helped the students can understand the technique. In this step, lecturer was facilitator for the students. This activity would provide learners transformative experienced differentiated from that of the beginning state. The researcher hoped that group discussion can provide an opportunity for students to practice their speaking and help to solve the problem that student's have in speaking.

### III. Conclusion

The argumentative speaking on controversial topics technique is an effective learning model to develop the students' critical thinking and communication skills. Teaching speaking about argumentation through controversial topics technique could positively involve the students in process of teaching learning activities. This technique could maximize students' performance and at the same time, it provided many opportunities to students to speak during the activity and doing analysis. The group discussion technique also able to improve the students' social behavior in the classroom because the students learnt in groups. They learnt how to cooperate with their group, help each other, be an active listener, and be responsible to accomplish their speaking task in group.

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## THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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### **Abstract**

*This research is focused on types of motivation. The researcher formulates the problems follow: 1. What is the role of motivation in learning English as a Foreign Language? 2. What are the types of motivation found on the student? 3. What are the percentages of motivation in learning English as a Foreign Language? This research is designed as a qualitative research. The researcher used one class as the respondents as the data collected, where questioner sheet taken from the 40 students. It was found that the score of percentages in Intrinsic motivation = 43.8% and Extrinsic motivation = 58.3 %. It showed both types of motivation of 58.3% are considered as a high degree of motivation. And the researcher also found that the result of interview questions to the English teacher is to develop an internal self-confidence in student ability to become motivated to learn. The researcher concluded that the role of motivation would increase learners in learning English as a Foreign Language.*

**Keywords:** motivation, learning English, Foreign language.

### **I. Introduction**

Everybody needs motivation when applying the learning in the classroom. That's why the role of motivation is very important and usefulness of learning another language because language is part of one's identity and is used to convey this identity to others. Dornyei (2001:113) stated that "learning a different language is very challenging but if the learners have internal desires to learn any language, they can do it well". Thus, language learning and teaching should take account of a variety of factors that are likely to promote success. It is an internal or external desire in people, which increases learners' interest to learn a different language to achieve a goal.

According Gardner (1985:10) argues that motivation is a role of learning English toward factor influence in learning process. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning". Thus, students may become motivated to learn in order to achieve desired in their self and felt success in learning process or outside in their environment, such get a reward or champion.

In English Foreign Language (EFL), a situation in which people learn English in a formal classroom with limited opportunities to use the language outside their classroom (Schmidt (2001:160) have revealed some studies attributions that students perceive to success and failure in their EFL learning. Foreign language is something that is not native to someone. That is why in learning English as a foreign language if one keeps the determination in one hand; the other hand should be filled with motivation because without motivation learner cannot perform or learn a language. The limitation of this research is focused on types of motivation based on theory of Deci & Ryan (2000:56). They are



Intrinsic and extrinsic motivation. The researcher found out the problem in learning English as a Foreign Language. Formulation of the problem namely:

1. What is the role of motivation in learning English as a Foreign Language?
2. What are the types of motivation found on the students?
3. What are the percentages of motivation in learning English as a Foreign Language?

## **II. Review of Related Literature**

### **A. Definition of Motivation**

Gardner (1985:10) defines “Motivation as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it that considered significant in its role in language learning success”. Therefore, how students become successful or failed in learning English because it might affect their motivation and the way they learn the language.

### **B. Types of Motivation**

In the previous section, the researcher has introduced the definition of motivation from the linguists. The researcher only uses theory by Deci and Ryan for fulfill the types of motivation. For further information about it will show the explanation below: Deci and Ryan’s (1985:245) state that self-determination theory; there are two types of motivation, namely intrinsic motivation and extrinsic motivation.

#### **1. Intrinsic motivation**

Intrinsic motivation is defined as “motivation to engage in an activity because that activity is enjoyable and satisfying to do”. The learners who have an intrinsic motivation will have the goal to be an educated person, knowledgeable, expert in a particular field of study. For example:[1] The learner who loves to read, there's no need to tell or encourage him, because he's been diligent in looking for books for him.

#### **2. Extrinsic motivation**

Extrinsic refers to “actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment”. The learners who have an extrinsic motivation to external rewards received from others, such as praise from teachers, money, high grades, and so on. Extrinsic motivation can be able to work primarily in response to apart from the work itself. For example: [2] In classroom, one student is participating in tasks because he/she wants to avoid the teacher’s hard word. Another student is performing in tasks as well to get the good attention from the teacher.

### **C. Factors Influencing Motivation**

There are four factors that can be dangerous to the learners’ motivation, according to Harmer (1991:4) are the following:

1. Physical condition which means the atmosphere in classroom.
2. Method of teaching which refers to the way that students are taught must affect their motivation.
3. The teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners.
4. Success refers to the appropriate level of challenge designed by the teachers.

### **III. Research Methodology**

#### **A. The Research Design**

The research method that the researcher uses in this research is qualitative research. Patel & Davidson (2003) write about the qualitative methods. They say that qualitative methods would just deal with a few learners.

#### **B. The Subject of the Research**

The researcher only uses one class and there are 40 participants that take the entire learner's motivation. The researcher chose the eleven grade students because the students have been studying English for many years.

#### **C. The Technique of Collecting Data**

To collect the data, the researcher use observation, interview, and questioner. The researcher uses questioners from the students and also interview for the English Teacher. There are 30 questions that supported by this technique, such as types of motivation that consist of intrinsic motivation and extrinsic motivation in the questionnaire for the students.

#### **D. The Technique of Analyzing Data**

In analyzing the data, the research uses some techniques, namely:

1. The researcher check a list for the students' answer sheet in question (Agree, Disagree, and not sure) for the students.
2. The researcher classifying the types of motivation by using SPSS Program.
3. The researcher transcribing the result of interview teacher English.
4. The researcher identifying the role of motivation and types of motivation.
5. The researcher presenting the percentage of motivation.

### **IV. Findings and Discussion**

#### **A. The Research Findings**

After the researcher treated the data analysis, then the researcher came to the research findings. The researcher found that:

1. The role of motivation in learning English as a Foreign Language are to clarify the objectives to be achieved, generate interest students, creates a pleasant comfortable in the learning, give commentary on the results of the work of the learners, and create competition can provide a good influence for the process of the learning process of learners.
2. The types of motivation in learning English as a Foreign Language are intrinsic motivation and extrinsic motivation. The dominant types of motivation in learning English as a Foreign Language is extrinsic motivation. It can be shown from the three of option (agree, disagree, and not sure) that received questioners' sheet is the highest statement no.28 (In an English class, the teacher personality is important). It shown that the learners' need the teacher personality to increase student's ability in learning English as a Foreign Language.
3. The result of percentages motivation in learning English as a Foreign Language is extrinsic motivation. It concluded that the comparison of extrinsic motivation (58.3%) is higher than the comparison intrinsic motivation (43.8%). It can be also influenced by how the student feels, imagination and willingness to trust of ways to motivate them is based on external outcomes.

#### D. Discussion

This section presents a discussion of the research findings. For ease of reference, the findings are discussed according to the order of the survey objectives. In other words, the results with regard to: 1) The role of motivation in learning English as a Foreign Language, 2) Types of motivation in learning English as a Foreign Language, and 3) The result of motivation in learning English as a Foreign Language are discussed separately.

This research was conducted to find out the role of motivation is to increase the student's ability in learning English and the types of motivation are intrinsic and extrinsic motivation could be the primary sources of learner's motivation toward learning English as a Foreign Language. The finding show the students demonstrated greater emphasis on the extrinsic motivation for learning the English language including utilitarian (e.g. enable me to watch English- speaking movies and programs on satellite TV) and academic reason (e.g. enable me to get a job easily). This apparently reinforces the idea that students see English as playing fact roles in their lives, either currently or in the future. The students result provides evidence that the learning English was part the culture of its people had the least impact on their motivation. And the result of this thesis shows that the researcher can find the types of motivation as a dominant that the most of influence of learners.

#### V. Conclusion

Based on the result of the data analysis which has been explained in chapter IV, so the researcher concludes:

1. The role of motivation in learning English at SMA KartikaPematangsiantar are to clarify the objectives to be achieved, and create competition can provide a good influence for the process of the learning process of students.
2. The types of motivation is extrinsic motivation as the most influence students in learning English at the grade eleventh in SMA KartikaPematangsiantar
3. The result of percentages motivation in learning English at the grade eleventh in SMA Kartika Pematangsiantar is 58.3% based on the comparison between intrinsic and extrinsic motivation by using SPSS Program.

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## AN ANALYSIS OF STUDENTS ABILITY IN RESEARCH METHODOLOGY CLASSROOM

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### ***Abstract***

*This study was intended to discover The Application of Teaching English in Research Methodology Research on Students' English Department on Fifth Semester University of HKBP Nommensen Academic Year 2015/ 2016. The sample of this study was 43 students. In this study the writers analyzed the student's task in making a research Proposal. From the sixth groups of the student's task of the student's task in making a research proposal for chapter I, only one group that didn't make their chapter I that related to their problem of the study. In chapter II like in chapter I only one group that less in making a theories related to their title and the background of the study. The last in chapter III all the members of group are able to make research design of their research proposal.*

**Key Words:** *Research Methodology, Research Proposal*

### **I. Introduction**

Education is one of the most important thing in our daily life. To be a good people in society ever one should know everything. Education is one of that people should learn and more know about it. Learning English is one of education in our life. Learning english is the most important thing to learn about education like in school or our society. English is one of the subjects taught in many schools or university. In our daily life we alwas do the research, it means that every people doing a research in daily life. As we know that when we doing a research automatically that we learn or doing education. Research is how we can show or prove a factual data. Doing a research is about what field that we want learn, and about the process about research. In doing a research we should know what method that we will apply. Research Methodology is one of subject in HKBP Nommensen University for the fifth semester students. The aim in reserach methodology is that the students are able to making a good proposal, in here means that they are able to make a basic proposal before they doing their thesis.

The ability in learning English is knowledge to transfer to each other and people are able to understand what we are talking about especially language. In learning English many of ways to learn it but the most important thing is the learners are know what we transfer is. The ability in learning research methodology is thatt the students more active especially in doing their research. When we are starting a research the most important is we should know what the topic that we are talking about. At the classroom, this subject is important to the students to finish their studyat the college, and to learn research methodology in classroom to make them more know about everything in the world and their society.

Many of teachers or lecturer in teaching English is less planned so that make the students more confused in their learning especially for English subject, where this subject is research methodology the students are able to learn about how to make a good proposal for their thesis.

Research methodology is about a questions that we want to answers that question or problem related to what topic we will discuss is, one of subjects in HKBP Nommensen University where in this subject is the students more active to make a good thesis proposal and how them to create thier creativity.

### **The Problem of the Study**

The problem of the study is does students able to make a research proposal in research methodology classroom?

### **The Significance of the Study**

Research methodology is how we as a researcher to find out the real or the factual data and make an analysis about aour problems or ceses with saome approches in doing a research. In this significant that the students more active to find out the factual data. The findings of this study may have two general significances, i.e. theoretical and practical ones, the description of these can be seen in the following:

## **II. Review of Literature**

### **Theoretical Framework**

In doing research, the terms used must be clarified in order to make same perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in the particular context. By doing so, the research will be free from unnecessary in this case, it is important to list the following terms for the purpose of the research.

### **Language**

Language is the way how to communicate each other. By using a language to communicate to each other we are able to know what people want to ask or what people want to do. Language is an intensely political issue since it is bound up with identity and power. As a consequence of its lingua franca status, English sometimes finds itself in conflict with more local languages. Many people worry about what English means for the cultures it comes into contact with, seeing its teaching as a form of “cultural imperialism”. Most English language teaching in the world is not carried out by native speakers, but despite this, as well as see that English language teaching methodology- especially that imported directly from English- speaking traditions world, just as the contents or the language teaching materials need looking at carefully for the cultural message they may convey. (Harmer 2003:4-5)

### **Teachers and Learners**

Many people in this world or in centuries want to make their children more able to see the ability of them to understand about something, so that they make or they ask their children to go to some place where it place are able to add their knowledge like school or course.

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on “learner-centered” teaching that is teaching which make the learners’ needs and experience central to the educational process. In this framework, it is students’ need which should drive the syllabus, not some imposed list; it is the students’ learning experiences and their response to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place, not the performance of the teacher.

The physical manifestation of this trend is to be found in classroom where learners are given tasks to work on and where in the process of performing these tasks (with the teacher’s help), real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on. One writer has suggested that teachers in such learner-centered

classroom need special qualities including maturity, intuition, educational skills (to develop students' awareness of language and learning), an openness in students input, and a greater tolerance of uncertainty. (Harmer, 2003: 56-57)

### **Methodology**

With so many approaches and methods available, many teachers are unsure of which to choose and how to go about making that choice. These are some of the realities of the classroom which methodological theories sometimes ignore. Where the teachers blindly follow one or other method or procedure even in the face of students' resistance or incomprehension, we get the kind of problems which we have discussed.

Teaching and learning is a contrast between two parties for which the both need to agree the terms. It is not a one-sided affair. Teachers need to understand students' wants and expectations just as much as they are determined to push their own methodological beliefs.

However, this does not necessarily mean that they have to abandon their own theories because the students are not used to what their teachers want to do. It means, instead, that some accommodation has to be reached where the two parties want and expect. If students are not used to giving instant opinions in class, for example, teachers can introduce the procedure gradually. Perhaps, instead of trying to get students to say, in front of their classmates, what they think is beautiful. (Harmer 2013: 95)

### **Research**

There have been many controversies about research methods stemming from a philosophical positivism promise to distinguish the science from other practices (especially religion) by its method. This promise leads to methodological hegemony and methodology wars where diverse researchers, often coming from opposing paradigms, try to impose their own methodology on the entire field or even on the science practice in general as the only legitimate one.

Research is to find out the factual data and it can be proved with some procedure and some theories. To answer the problem that research is collecting the information, some data and find out the answer of data, and doing the data analysis of the problem.

The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy. Then the intervention is carried out (the "action" in Action Research) during which time, pertinent observations are collected in various forms. The new interventional strategies are carried out, and this cyclic process repeats, continuing until a sufficient understanding of (or a valid implementation solution for) the problem is achieved. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations.

### **Research Proposal**

In research proposal there are three steps, chapter I, chapter II and chapter III. In chapter one there are background, tells about why the writer or students choose their title, second one is, the problem of the study based on the background the writer found a problem that connects to the background of the study. After that, the objective of the study that related to the problem of the study. The next is scope of the study, it means that the writer makes a scope or limited her/his research proposal to make more clear about the title. After that significance of the study. Here means that the research proposal has a significance to the others. The last is hypothesis where the writer has an assumption about her/his research proposal.

After finished in chapter I, the second is the writer continue to the chapter II the students or the writer make as many as possible about theories that related to the title, and background of the study. The last in research proposal is chapter III its about how is the data from chapter I, and II to collect and to find the result of the study or the problem of the study.

### **III. Research Method**

The researcher will apply descriptive and quantitative design. Descriptive design simply will be described what data shown or by counting the percentage what was set source of the data. Quantitative analysis will be applied to find out theoretically which one seemed to be An Analysis of Students Ability in Research Methodology Classroom on Students' English department on fifth semester Nommensen HKBP University Academic Year 2016/2017

#### **Data and Data Source**

The data of this research is the subject of the research is students of Nommensen HKBP University fifth Semester where the campus is located in Sutomo Street. There is one group or class that the writer chose. The research chose this class because the writer wants to know how the students of this grade are able to make their assignment in research methodology subject.

#### **Techniques of Analyzing Data**

Miles and Huberman's (1988: 23) model will be used to analyze the data descriptively. This model will focus on four activities, they are: Data Reduction, Data Display, and Conclusion Drawing.

### **IV. Finding and Discussion**

After collecting the data from the students task the writer seen the data based on a students task in doing a research proposal. The data is collected from the task of the students by doing their research proposal, start from chapter I, Chapter II, and Chapter III. In this data analysis the students in a group are able to explain clearly about all chapter in research proposal.

#### **Chapter I**

In doing this chapter about the steps in this chapter, there are 5 (five) groups that make or finished in this chapter or step and all the members of groups are able to explain clearly in chapter I related to thier problems in research proposal. Only one group that didn't make or completed the first chapter in their research proposal.

#### **Chapter II**

In chapeter II five groups are able to make the theories that related to the title and onle one goup didn't make the related theories about their research proposal.

#### **Chapter III**

In this chapetr all the members of group in class of research methodology are able to make their data. In this chapter all the members of group are able to explain about the research design of their research proposal that related to their problem of the study.



### Research Finding

After checking and analyzing the student's task in making a research proposal we have seen that the students are able to make a research proposal, that show in table below.

Table 4.3.1 The Total Number Percentage of Student's Task.

No	Steps of research methodology	Total Group	Percentage
1	Chapter I	5	31.25 %
2	Chapter II	5	31.25 %
3	Chapter III	6	37.5 %
	Total group and percentage	16	100 %

### Discussion

From the finding above, the students that are able to make a research proposal in research methodology subject in English department university of HKBP Nommensen. From the sixth of the student's task in making a research proposal for chapter I, only one group that didn't make their chapter I that related to their problem of the study. In chapter II like in chapter I only one group that less in making a theories related to their title and the background of the study. The last in chapter III all the members of group are able to make research design of their research proposal.

### V. Conclusion

Based on background, problem, data analysis, finding and discussion above that from the research methodology subject the students are able to make a research proposal where in the research proposal conclude three steps, chapter I, chapter II, and the last is chapter III.. To answer the problem of the study from this research where, the problem of this research is does students able to make a research proposal in research methodology class? From the finding of the research conclude that the students are able to make a research proposal in research methodology subject for of the fifth grade students of university of HKBP Nommensen Medan. From the percentage of the student's task conclude that the students are able to make a research proposal, chapter I, chapter II, and chapter III in application of research methodology subject. The last that answered the problem of this research is the students are able to practice or apply these steps in their practice at the classroom.

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## ENGLISH LANGUAGE LEARNING STYLE OF THIRD SEMESTER MIDWIFERY STUDENTS OF POLTEKES KEMENKES IN PEMATANGSIANTAR

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### **Abstract**

*This research focuses on identifying learning style of the students in learning English based on the theory of Gardner in Boneva (2012:17 ) namely (1) Visual, (2) Auditory, (3) Kinesthetic. The subject of the research is the third semester students of midwifery Poltekes Kemenkes Pematangsiantar. The students consists of 30 students. In collecting data, the researcher uses questionnaire technique, it is at list of written question and use to gain the information from respondents as a personal report or things they know. It is found that the students who had Visual learning style is the highest percentage by obtained 53.3% (16 students), and the percentage of the students who had Auditory learning style is 13.3% (4 students). The students who had auditory learning style are the lowest percentage. The students who had Kinesthetic learning style is 33.3% (10 students).*

**Keywords:** *Auditory, kinesthetic, midwifery student, speaking, visual*

### **I. Introduction**

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. It means that the behavior that occurred after certain learning probably settled. Someone's capabilities will not be disappearing, but will keep continue to keep developing even more when someone continues keep practicing. There are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students them selves. Meanwhile, external factor is the factor which is outside of students. The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment. English is one of international language which are used by people in the world in many areas; moreover speaking English is the easiest way to communicate with people from other countries. English has a very essential position in communication among people. The use of English is widely considered as an urgent need. English is used as by international people and largest number of users over the world. It is also as a subject at school requires to be able to communicate in oral and written using appropriate language fluently and accurately. Therefore, there are four skills in English namely, listening, speaking, reading and writing. The success of teaching-learning process is not only determined by how the teachers teach but also, most importantly and principally is determined by how the students learn. The dominant factor that influences students' learning is learning style. It factor that determines the success of learning is to know and understand that every individual has unique style of learning, they are Visual, Auditory, or Kinesthetic are different each other. Those learning style are most common.

Dunn (2000:8) stated that Learning Style is "the way students begin to concentrate on process, remember and internalize the new and difficult academic informatios. It can be said ". Learning style is one of dominant factor because learning style is influenced by our brain. It

is the combination between brain domination of how people manage and deal with information and modality of the easiest way how people deal with information. Based on the explanation above learning style is influenced by people brain, because it is a complex organ and has great capacity to learn. It is the way how to deal with information more enjoyable and comfort during learning certain subject. Some of people have brains that are able to deal with a lot of information at once, but some are only capable of absorbing and processing of information gradually. Some are able to store and retrieve information in the brain quickly while others do so slowly. Everyone has different learning style but each person is a unique. Students' learning style may be influenced by their reaction to personal life experiences, their approaches in learning, and their previous learning habits. In fact, people usually have just one dominant style. It means every one has different learning style from another, but only one style is dominant people have. The characteristics of learning style differs one learner from another, such as Visual, Auditory and Kinesthetic. Both Furthermore, most of students do not recognize their own learning styles. As a result, it gets poor achievement. Moreover, the teacher uses same technique in teaching English, especially in teaching speaking. Speaking is one of English language skills. Nation & Newton (2009:15) stated that Speaking is one of the central elements of communication. If students want to speak English fluently they have to be able to pronounce correctly. It is also called productive skill because when people speak they produce the language. It means that speaking is one of English language skill that has taught in school. It is not easy for students to speak in English fluently, because speaking is productive skill when students must be able to produce word to communicate with each other. Teaching speaking is a very important part of second language learning. It is because the goal of teaching speaking is to improve students in communicative skill. As a result, the teacher must be innovative to create good atmosphere in speaking class, because in speaking class students are expected to communicate in second language clearly and efficiently.

Sometimes, to speak clearly and efficiently is hard for students. However, there are several factors, such as students usually do not talk in English, but using their own language or mother tongue use. Besides, some of them are afraid of having mistakes when they speak English in the class. As it is a matter of fact know that there are a lot of activities in speaking class, such as role play, reporting, story telling, small group discussion, debate and so on. However, students need to learn and practice about this subject. There is a reason why the researcher interested in doing research on this study.

Learning styles is part of one's personality and every one is different. Sometimes, in teaching learning process, both students and teachers are ignoring it. It is important to know that students' learning style is also the way how teacher teaches English language subject, because those factors are influenced students' achievement in learning English. Therefore, students will learn best and they have a great deal to control over how well they learn through their learning style.

There are some reasons why the researcher chooses Midwifery students POLTEKES KEMENKES Pematangsiantar. First, as the researcher is one of the English teachers in Midwifery POLTEKES KEMENKES Pematangsiantar, it is found that there are students who like make a note while the learning process runs. Furthermore, they not only make a note, but also they need their friends' explanation to make it clear about what teacher said. In the other hand, there are students who need play and touch something around them when they listening the explanation, such as play a pen, finger motion, or fold a paper even without any meaning.

The students do it because it makes them easy to remember and understand the explanation. Besides, they do not know exactly what their learning styles are. The role of teacher is important through teaching and the way teacher teaches. It helps them understand, enjoy learning something and improved their achievement in certain learning. Besides, the role of teacher helps students knowing what their learning style. Based on informal

observation, the researcher found that the English teacher gives various techniques that make students interest in English speaking. Moreover, the researcher uses any tools in English speaking, such as picture, role play, and small group discussion. From those situations, the researcher concerns about English Language Learning Style of Third Semester Midwifery Students POLTEKES KEMENKES in Pematangsiantar.

### **1.2 The Problem of the Research**

Based on the background above, there is a problem which will be investigated by the writer, as follow: What are the types of English language learning style of third semester students in Midwifery POLTEKES KEMENKES Pematangsiantar?

### **1.3. The Scope of the Research**

Here, the researcher will focus on identifying learning style of the students in learning English based on the theory of Gardner in Boneva (2012:17 ) namely (1) Visual, (2) Auditory, (3) Kinesthetic

### **1.4 The Purpose of the Research**

The purpose of this research is to find out the types of English language learning style of third semester students in Midwifery students POLTEKES KEMENKES Pematangsiantar.

## **II. Literature Review**

### **2.1 Definition of Learning Style**

The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions, while others have to physically manipulate the clock themselves. Brown (2007:119) defines Learning styles as the manner in which individuals perceive and process information in learning situations.

Learning style reflect students’ preferred manner of acquiring, using and thinking about knowledge. Term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.

Hunt stated in Boneva (2012:10 ) Learning style describes students in terms of those educational conditions under which they are most likely to learn and essentially describes the amount of structure individuals require.

### **2.2 Types of Learning Style**

Each person has preferred way of learning that is determined by their cultural and educational background and personalities.

#### **2.2.1 Information Personalities**

It distinguishes between the way learners sense, think, solve problems, and remember information. Kolb (1994:16) stated that Learning Styles inventory in Tatyana Putintseva’s article, entitled The Importance of Learning Style in EFL includes:

### **2.2.1.1 Diverging (Feeling and Watching)**

People with diverging styles are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. They have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

### **2.2.1.2 Assimilating (Watching and Thinking)**

The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear logical format. They are less focused on people and more interested in ideas. People with this style are more attracted to theories than practice. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think.

### **2.2.1.3 Converging (Doing and Thinking)**

People with a Converging learning style use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people. They can solve problems and make decisions.

A Converging learning style enables specialist and technology abilities. People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.

### **2.2.1.4 Accommodating (Doing and Feeling)**

The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analyses, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on good instinct rather than logical analysis. Also, they tend to rely on others for information. This learning style is prevalent and useful in roles requiring action and initiative. People with this learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

## **2.2.2 Personality Patterns**

These focus on attention, emotion, and values. Understanding these differences allows predicting the way learners react and feel about different situations. The Myers-Briggs stated in Montgomery & Groat (1998:2) Type Indicator is the most well-known personality pattern evaluations. They are classified according to their preference for:

- a. Introversion (I) (interest flowing mainly to the inner world of concepts and ideas)
- b. Extroversion (E) (interest flowing mainly to the outer world of actions or objects)
- c. Sensing (S) (tending to perceive immediate, real, practical facts of experience)
- d. Intuition (N) (tending to perceive relationships and meanings of experiences)
- e. Thinking (T) (tending to make decisions objectively and impersonally)
- f. Feeling (F) (tending to make judgments subjectively and personally)
- g. Judging (J) (tending to act in a planned and decisive way)
- h. Perceiving (P) (tending to act in a spontaneous and flexible way).

### 2.2.3 Perceptual Learning Style

Gardner stated in Boneva (2012:17) concept of multiple intelligences', as mentioned earlier is commonly viewed as, in fact, a model of learning styles. According to this point of view, the following types of learning styles can be identified:

#### A. Visual

Visual learners prefer to learn by seeing. They have good visual recall and prefer information learners to be presented visually in the form of diagrams, graphs, maps, poster and display, for example they often use hand movement when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information, make a lot of symbols and images in their records.

Visual learners learn best when they begin with the whole picture, reading material at a glance, for example, gives an overview of the literature. These modalities to access visual images created and remember color, space relations, portraits, mental, and images that stand out.

There are some characteristics of visual learners as follows:

- Neat and orderly
- Fast talker
- Love to plan and manage everything
- Remember the drawings, preferred to read
- Requires a comprehensive and objective picture and capture the detail given what is seen
- Care in detail
- Like to demonstrate rather than speech
- Like art rather than music
- Keep in performance.

#### B. Auditory

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements. Auditory learners prefer to record on tape rather than recorded, because they like to listen to repetitive information, this modality to access all kinds of sounds and words, created and remember music, tone, rhythm, rhyme, internal dialogue and sound.

There are some characteristics of auditory learners as follows:

- Easy disturb by noise
- Speak with rhythmic pattern
- Learn by listening or moving their lips, voice while reading
- Talk to their self when working
- Like music rather than art
- Easy memorized something has been discusses rather than has been seen
- Like to talk, discuss or explain something.

#### C. Kinesthetic

Kinesthetic learner prefers to learn by doing. They are good at recalling events and associate feelings or physical experience with memory. They enjoy physical activity, field trips, manipulating objects, and other practical, first hand experience. They often find it difficult to keep still and need regular breaks in classroom activities. Kinesthetic learner'

prefers to learn through movement and is best to memorize the information by linking the movement. This modality of accessing all types of motion and emotion are created and kept in mind.

There are some characteristics of kinesthetic learners as follows:

- Learn best by moving
- Remembering when walking and seeing
- Speak slowly
- Response toward physical response
- Can not sit for a long time
- Use finger when reading
- Memorize when moving and seeing.

#### **2.2.4 Social Interaction**

This looks at likely attitudes, habits, and strategies learners will take toward their work and how they engage with their peers when they learn. The Reichmann Grasha model stated in Montgomery & Groat (1998:5), for instance, focuses on student attitudes toward learning, classroom activities, teachers, and peers. This model identified as follow:

- a. Avoidant students tend to be at the lower end of the grade distribution. They organize their work poorly, and take little responsibility for their learning.
- b. Participative students are characterized as willing to accept responsibility for self-learning and relate well to their peers.
- c. Competitive student are described as suspicious of their peers leading to competition for rewards and recognition.
- d. Collaborative students enjoy working in harmony with their peers.
- e. Dependent students typically become frustrated when facing new challenges not directly addressed in the classroom.
- f. Independent students, as the name implies, prefer to work alone and require little direction from the teacher.

#### **2.2.5 Reflective or Impulsive Learning Style**

It is common for us to show in our personalities certain tendencies toward reflective and impulsive at other times. Ewing stated in Brown (2007:125), Principle of Language are closely related to the reflective and impulsive dimension. It categorize as follow:

1. Reflective learner: learn more effectively by first considering options before responding.
2. Impulsive learner: learn more effectively by responding immediately. This learner is brave to take the risk.

#### **2.2.6 Theory of VAK Learning Styles**

Learning style is exists in many years ago, and a lot of theory that underlie this research. In here, the researcher focuses on VAK learning style theories was developed by Neil Fleming. Prior to Fleming's work, VAK was in common usage. Based upon the VAK (Visual, Auditory and Kinesthetic) model of learning, VAK learning styles theory was pioneered in 1987 by Neil Fleming.

According to VAK theory, every person exhibits unique learning style preferences. VAK learning styles theory is designed to describe how three distinct types of learners process information.

### **2.2.7 Kinds of Speaking**

Nation & Newton (2009:75) stated that there are four kinds of speaking into which all oral language can be classified:

#### **A. Memorized Speaking**

This is the type of speaking that one does when the speaker takes a part in a play or when she delivers an oration or a humorous or dramatic reading in a speech contest. It also includes the kinds of speaking done in church when a person recites the Lord's prayers, a creed or other parts of the ritual that have been committed to memory. For example pray without text.

#### **B. Manuscript Speaking**

This is the type of speaking done by the radio or TV news announcers. The speaker cannot take time to memorize what he is going to say, so she collects the latest and most important news report and read them to this audience or listener. Reading well from manuscript is not easy. For example is reading newspaper.

#### **C. Extemporaneous Speaking**

This is the type of speaking which usually carefully prepared and often rehearsed but the speaker avoids memorization so that she can talk in a natural, conversational way to his audience. For example is an announcement.

#### **D. Impromptu Speaking**

It is the type of speaking done in the moment of speaking. Here, a person does not prepare in advance what she is going to say. The speaker takes her opinions without a preparation and rehearsed speech. For example is speaking with our friends.

### **2.2.8 Types of Speaking Activities**

#### **A. Free discussion**

It can provide important opportunities for developing certain aspects of fluency. Ideally over a period of time, free discussion activities will involve students in talking about a range of topics engaged their interest, opinion, history, and experience. Free discussion can also encourage students to use the language needed to sustain conversation over a period of time by drawing in other speakers. It also provides for students to practice the strategies required in interpersonal communication, for example taking and holding turns, introducing a topic or shifting a new topic and encouraging responses and other contributions.

#### **B. Role Play**

It refers to a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages. Students are no longer limited to the kind of language used by learners in a classroom. The language can correspondingly in several parameters based on the profession, status, personality, attitudes or mood of the character in role play.

#### **C. Gap activities**

This involves each learner in a pair group processing information which the other learners do not have. Students' information must be shared in order to achieve outcome.



### 2.2.9 The Characteristic of Successful Speaking Activities

Most of students try to speak in English fluently, but they do not know what should they do. In here there are a lot of characteristic successful speaking activities.

a. Learner talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

## III. Research Methodology

This research is qualitative research. As Keegan (2009:11) stated that Qualitative research explores question such as what, why, and how, rather than how many or how much; it is primarily concerned with meaning rather than measuring. This research to find out the learning style by students which focus on learning English speaking. The subject of the research is the third semester students of midwifery POLTEKES KEMENKES Pematangsiantar. The students consists of 30 students. The object of reseach is students learning style in learning English speaking. In this research the researcher uses questionnaire. The questionnaire is needed to collect the data about students' learning style. The type of questionnaire is close-ended questionnaire. In collecting data, the researcher uses questionnaire technique, it is at list of written question and use to gain the information from respondents as a personal report or things they know. The content of questionnaire relate about student's learning style.

After colleting data, the writer starts to analyze the data based Questionnaire, Observation, Interview.

- a. The researcher use Likert scaling, is scale use for measure attitude, perception, or opinion both personally or group in social phenomenon. Students choose an answer by circle the options that they prefer. One question only has one answer. The rating item as follow:

The format of a typical Likert Scale:

Visual = A, Auditory = B, Kinesthetic = C

- b. The researcher analyzes the data about learning style first, then the writer classify the data into three mainly categorize of learning style. They are Visual, Auditory, and Kinesthetic. After that the researcher describe the result of learning style questionnaire with formula :

$$P = F/N \times 100$$

P = Percentage, F = Frequency, N = Respondent,

## IV. Finding and Discussion

### 4.1 Research Finding

After having analysis of the data, the writer found that the types of English language learning style of third semester students in Midwifery students POLTEKES KEMENKES Pematangsiantar used are visual, auditory, and kinesthetic.

According to Yong F.L (2010: 481), learners rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas

and store it graphically. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding. Visual students learn best from seeing words in books and on the whiteboard. They assimilate information better by reading, requiring little oral explanation. Additionally, they often learn alone with reading materials. However, they should take notes of lectures and oral directions for better recall.

Auditory learners, the students remember what they hear than what they see in learning English. They are easily distracted by the commotion when learning English. They like to read aloud. The students move their lips when reading.

Kinesthetic learners, the students prefer activities that many motions in learning English. They more easily understand the English lessons with direct practice than listening explanation of the teacher and reading with themselves. The students are not able to sit still for a long time while following the English lesson. They join and switching or can not sit still when English teacher is talking or explaining. The students like tapping a pen, finger, or foot while listening to the teacher explains the English lesson.

#### **4.2 Discussion**

The researcher interprets data the main subject that is being discussed on this research is about English Language Learning Style of the students at semester 3 POLTEKES KEMENKES Pematangsiantar. As the theory of learning style has been discussed on the previous chapter II. Based on Gardner in Boneva (2012) stated that “there are three main learning style; Visual, Auditory, and Kinesthetic”. So the analysis of data on this research basically to find out the English language learning style of the students at semester 3 midwifery Pematangsiantar. Learning style is speak to the understanding that every students learns differently.

Finding the data, the researcher analyzes all the obtained data to give some considerations on the research. This research is about English language learning style of the students semester 3 midwifery P.Siantar . Based on Abbas Pourhossein Gilakjani (2011) stated that Students learn best by seeing the value and importance of the information presented in the classroom. Students learn in many different ways. Some students are Visual learners, while others are Auditory or Kinaesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinaesthetic learners learn by doing, and creating questionnaires can be an effective way to find out the students’ learning style.

After doing the data analysis of this research, it can be said that the English language learning style that had by students are categorized into Visual, Auditory, and Kinesthetic. Visual learning style is meant the learners think in pictures and learn best in visual image. Auditory is meant the learners discover information through listening, where they can hear but needn’t pay attention to what is happening in front. While Kinesthetic is meant the learners learn best with through movement.

The target of this research is to help the students to find out their learning style especially in learning English. The researcher tried to find out the dominant learning style among the students in the English classroom. During the research investigation in the questionnaires, the researcher find out that visual learning style is the dominant style among the students.

#### **V. Conclusion**

The conclusion that can be drawn in this research is types of students’ learning style on second grade Midwifery students POLTEKES KEMENKES Pematangsiantar used are visual learners (53.3%), auditory learners (13.3%) and kinesthetic learners (33.3%).

The researcher gives some suggestions in this study, they are:

1. Students  
Hopefully by knowing their learning styles students are able to improve their ability in English.
2. English Teacher  
The guidance from the teacher to the students is needed to help them recognition and develop their learning style. Besides, the teacher can applied various activities in English speaking in order to students can explore their.
3. Other Researchers  
This research can be an reference in researching or who want to conduct the similar study in analyzing about learning style.

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## THE EFFECT OF CROSSWORD PUZZLE GAME TO STUDENTS' ABILITY IN VOCABULARY MASTERY

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### *Abstract*

*This research was designed to find out the effect of crossword puzzle game to students' ability in vocabulary mastery of SMP Negeri 6 Pematangsiantar. The design of the research was experimental quantitative research. The participants were the grade eight of SMP Negri 6 Pematangsiantar. The researcher used two classes, 30 students in experimental group and 30 students in control group. The researcher found that using crossword puzzle game was more effective than conventional teaching method in teaching vocabulary. It can be seen from  $df : 60 (30+30-2)$  with the  $t$ -table was 1.67 and the calculation value was 7.65. it means that  $t$ -test was higher than  $t$ -table  $7.65 > 1.67$ . Finally, the researcher concluded that: the effect of crossword puzzle game to students' ability in vocabulary mastery was significant.*

**Keywords:** *Cross word, puzzle, vocabulary*

### **I. Introduction**

#### **A. Research Background**

English becomes more and more important in Indonesia as it is used for different purposes, such as teaching, cultural and among others. In Indonesia, English is a foreign language which is taught in elementary school, junior high school, and senior high school. For many years ago the material of English was emphasized in the structure of language, the students were hoped to be able to recall the pattern of tenses. It was also hard for the students, because the students became lazy to learn English. Beside that the students were unable to speak English, it was caused the students have lack vocabulary. To have a good English, students may have to master the four basic language skills. They are listening, speaking, reading and writing. Beside that, they have to master many language components, such as grammar, pronunciation and vocabulary. Vocabulary is one of the important language components in learning English. So, when the students communicate using English language, they need not only grammar but also vocabulary.

#### **B. Identification Problem**

Based on the background of the research, the researcher found some students' problem in vocabulary mastery. Many students are still difficult to communicate using English. Furthermore, they just keep silent if the teacher asks them in English. Most of the students just acquire a few vocabularies.

#### **C. Research Problem**

In this research, the researcher would like to address the following research question : "What is the effect of using crossword puzzle game on the students' vocabulary mastery ?"

#### **D. Research Objective**

The objective of the research is to find out crossword puzzle game gives effect to students' ability in mastering English vocabulary.

#### **E. Research Significances**

Theoretically, the finding of the research is useful for finding a game to teach certain characteristic students. It can improve their to master the vocabulary. This media gives the students a new way to learn English. It also can help students easier in learning English by using crossword puzzle game. It also makes the students interested and easy in learning a new vocabulary

#### **F. Research Theoretical Framework**

The theoretical of this research based on theoris Arikunto (2013), Brown (2001), Golafshani (2003), McCarteen (2007), Edwards (2006), Orawiwatnakul (2013), Thornbury (2002).

#### **G. Research Hypothesis**

Alternative Hypothesis: There is significant effect of using crossword puzzles game on the students' vocabulary mastery at grade VII SMP Negeri 6 Pematangsiantar.

Null Hypothesis : There is no significant effect without using crossword puzzles game on the students' vocabulary mastery at grade VII SMP Negeri 6 Pematangsiantar.

## **II. Related of Literature**

### **Definition of Vocabulary**

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language. It means that people can not write a word or make a sentence well, when they do not master it. Talking about vocabulary, there are many definitions of vocabulary according to some experts. Morris (2009:1434) stated that, "Vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary." Meanwhile Richards and Renandya (2002:255) said that, "Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." According to some explanations above, it can be concluded that vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component. So, it is very essential when people communicate each other. From some definitions above, it can be argue that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because without vocabulary cannot be given in communication.

### **Kinds of Vocabulary**

Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

#### **1. Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

## **2. Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005)

### **Crossword Puzzle**

According to Wahyuningsih in Njoroge (2013:3) stated that, "Crossword puzzle is a game which words guessed and fitted into a diagram of white and black squares." Crossword puzzle as part the word game that always seen in our daily life. Crossword puzzle can be found in news paper, magazine, schoolbooks, or in a book that include many puzzle games. Every human like puzzle games especially students because it can improve their vocabularies and easy to be memorize by them. According to Cruz in Jaramillo (2012:214) using crossword puzzles in academic context permits the students to :

1. Acquire habits of collective decision making.
2. Improve interpersonal relationships and develop coexistence habits.
3. Acquire a high degree of interest.
4. Achieve durability in learning.
5. Develop continuity of thought.
6. Increase understanding and, therefore, develop the vocabulary.

Further, McKeachie in Jaramillo (2012:214) suggest some advantages in the use of games like crossword puzzle solving because students play an active role, make decisions, solve problems, and react to the result of their own decisions. Olivares in Jaramillo (2012:214) recognize that crossword are useful to reinforce self-esteem and develop professional skills. Franklin in Orawiatnakul (2013:417) stated that these puzzles can increase students' motivations and interest in the topic. Crossword puzzle make studying more enjoyable and have been advocated by researchers to be used as a supplement to traditional methods, not as a replacement (Moore & Dettlaff in Orawiatnakul 2013:416). From the definition above, the researcher can conclude that crossword puzzle is a game to exercise the mind which consists of words that get from the clue sentences and written in space in a grid.

## **III. Methodology of Research**

### **The Research Design**

Cresswell (2009:47) said that, "Research design is plan and procedure for research that span the decisions from broad assumptions to detailed method of data collection and analysis." In this study the researcher uses quantitative research. Cresswell (2009:48) said that, "Quantitative research is a means for testing objective theories by examining the relationship among variables." The variable is crossword puzzle game and students' ability in vocabulary mastery. So, to measure the effect of crossword puzzle game to students' ability in vocabulary mastery of SMP N 6 Pematang Siantar, the researcher uses quantitative research. Moreover this study uses experimental group and control group. The experimental group taught by using crossword puzzle game. The control group is taught without crossword puzzle game.

### **Population and Sample**

Population refers to the subject. The population used in this research is grade eight students of SMP Negeri 6 P. Siantar.

Class	Number of Students
VIII- 1	40 students
VIII- 2	42 students
VIII- 3	40 students
VIII- 4	42 students
VIII- 5	42 students
VIII-6	42 students
246 students	

## 2. Sample

Here the researcher takes two classes (VIII-2 & VIII-4) from six classes as the sample that consists of 42 students of each class. One class is the control class (grade VIII-2) and the other one is as experimental class (VIII-4). In experimental group the researcher applies crossword puzzle as technique in teaching vocabulary and in control group the researcher does not use crossword puzzle as technique in teaching vocabulary.

## IV. Research Finding and Discussions

### Data Analysis

Data analysis is the step that must be followed in order to get the data by collecting the test from the students, scoring the test, concluding the result to be comparing the achievement between both groups after teaching them different treatments. There are 60 students involved in the sample of the research. They were divided into two groups namely, experimental group and control group. The data gained from the students' scores after applying the pre-test and post-test to the experimental and control group. There are 20 items of the vocabulary test. The result of the students' score in pre-test and post-test of experimental and control groups can be seen in the following table:

#### 1. Testing Hypothesis

In order to know whether there is any effect of using crossword puzzle game on students' vocabulary mastery, the differences of mean score and standard deviation of each group are calculated by using t-test formula. The t-test formula is applied to find out effect of crossword puzzle game on students' vocabulary mastery. The formula is:

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right) \left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

$$t = \frac{25.67 - 9.67}{\sqrt{\left(\frac{1936.67 + 1696.67}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{16}{\sqrt{\left(\frac{3633.34}{58}\right) \left(\frac{2}{30}\right)}}$$

$$t = \frac{16}{\sqrt{(62.64)(0.07)}}$$

$$t = \frac{16}{4.3848}$$

$$t = \frac{16}{2.09}$$

$$t = 7.65$$

Based on the calculation above, it shows the statistic data both experimental and control group in pre-test and post-test. The result of calculation showed that **t-testis** 7.65.

$$d.f = (N_x + N_y - 2)$$

$$d.f = (30 + 30 - 2)$$

$$d.f = 58$$

After adapting the data into t-test formula, it is obtained that **t-observed** is 3.24 in certain of degree of freedom (df) of this research is obtained from  $(N_x + N_y - 2) = 30 + 30 - 2 = 58$ .

Based on the calculation of t-test, 7.65 is higher than t-table at the level of significance (1.67).

Based on t-table distribution, it is gained the significant critical value  $7.65 > 1.67$ . It means the crossword puzzle game significantly affected to the students' vocabulary mastery at grade ten students of SMP NEGERI 6 Pematangsiantar. It is the result of t-test was higher than t-table ( $7.65 > 1.67$ ), the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there are significance difference between experimental and control group.

### Research Finding

Research finding is the conclusion of the research result with data shown. After the researcher treats the data and verifies the hypothesis, then the researcher comes to the research finding. It is important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher finds that:

1. The writer finds out by using crossword puzzle, the students are interested in learning English and more fun in studying English by using crossword puzzle learning method, the students are easier to shown their imagination, opinion and making the students are easy to construct a text in form of puzzle.
2. The writer finds out that teaching and learning process by using traditional method or conventional method is not having the significant effect. It can be known by see the students score in control group. Because, using traditional method the students fell bored, they must done the task by theirselves without helping from their friends.
3. The use of games has an effect in teaching vocabulary at grade ten of SMP NEGERI 6 Pematangsiantar. The result of analyzing data, the score of t-test is higher than t-table ( $7.65 > 1.67$ ). It means there is a significant effect of using crossword puzzle game on students' vocabulary mastery at grade VIII of SMP NEGERI 6 Pematangsiantar.

### Discussion

Based on findings above, the writer can interpret that crossword puzzle game could improve students' ability on vocabulary mastery at grade VIII of SMP NEGERI 6 Pematangsiantar. The students are more active and they enjoy and interest in learning process. It can be shown from scores of post-test with applying crossword puzzle game are higher ( $\sum Y = 2680$ ) than the scores of pre-test by applying metacognitive strategy ( $\sum X = 1910$ ). Besides in the table classification of the students score in pre-test and post-test in experimental group can be seen the significant percentage in high level from 16.6 % (pre-test) to be 30% (post test) the students became creative and more active after the researcher use crossword puzzle game to them, medium level from 76.6% (pre-test) to be 53.3% (post-test) and low level from 16.6% (pre-test) to be 16.6% (post-test). In experimental group, there is changing. It can be seen as effect of crossword puzzle game which gives effect for students' ability in vocabulary mastery.

Crossword Puzzle Game is a game that use rectangular boxes to write the answer based on clue sentence. According to Wahyuningsih in Njoroge (2013:3) stated that, "Crossword puzzle is a game which words guessed and fitted into a diagram of white and black squares." So, as the new way of studying, the writer thought that the students were



interested to Crossword Puzzle Game. Crossword Puzzle Game is one of the many strategies that could make the students to be easier in learning English especially in the vocabulary.

## V. Conclusions

So the researcher concludes :

1. Crossword Puzzle game can improve to the students' vocabulary mastery. It could be seen by the mean score of post test of the students who taught by using crossword puzzle game was higher than conventional teaching method.
2. The students are more active, more enthusiastic, felt interest and also get fully understand about the questions of the text by using crossword puzzle game than conventional teaching method.

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## THE EFFECT OF CROSSWORD PUZZLE MEDIA ON STUDENTS' VOCABULARY MASTERY

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### **Abstract**

*This research deals with the effect of crossword puzzle media on students' vocabulary mastery. The crossword puzzle is a game that makes the teaching-learning process attractive. After scoring the students' work and analyzing the data, it was found that  $t_{\alpha} = 0.05$  was 2.00 with the degree freedom (df) = 58 ( $N_x + N_y - 2$ ),  $t_{table}(2.00)$ . In the criteria of hypothesis testing reveals that  $t_{obs} > t_{table}$ , where  $17.9 > 2.00$  so  $H_a$  is accepted. The writer also found that the total scores of post-test in control group was 1265 and total scores of post-test in experimental was 2390. The total score of experimental group was higher than control group. It means that using crossword puzzle media was successfully to the students' vocabulary mastery. Finally, the researcher concluded that: the effect of crossword puzzle media to the students' ability in vocabulary mastery was significant. The researcher suggested that the crossword puzzle media could used by teacher as method to improve students' ability in vocabulary.*

**Keywords:** Crossword, puzzle, vocabulary

### **I. Introduction**

Language is primarily an auditory system of symbols. So far it is articulated, it is also the most system, but the motor aspect of speech is clearly secondary to the auditory, that in communication we find two things, they are: hearer and speaker. Communication is succesfully affected only when the hearer's auditory perceptions are translated into the appropriate and intended flow of comparison both combined.

Language is also the most frequently used and the most developed from the human communication. An act of the communication is basically the transmission of information from something or message to a receiver of the language, especially English that has an important use in communicating among nations in the world including Indonesia. In Indonesia, English is studied by learners at school as a foreign language. Nowadays, English is learned to enable students to read and to speak. It is used as a mean of communication with people all over the world such as for science, modern technology, commerce and other fields.

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading and writing. Before they master the four skills they have to know some vocabularies to support them in learning English. This is because vocabulary is an important and essential element in language learning. Students who have many vocabularies can understand the subjects accurately and effectively. According to Ur (1996:60) Vocabulary can be defined, roughly, as the words we teach in the foreign language.

According to Nunan (2005:69), Reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that the reader should be able to read the words and also comprehend the text. When the reader reads the text, it is also the way to get information and improve people's knowledge. People can improve their knowledge by reading because the reader can imagine the text even though she/he never sees it. It means that by reading, people are able to know many things happen around them even they do not have to see it directly and through reading people can speak and write. Reading helps people

to speak well by the writer's experience and also helps the reader to write something to be references. Harmer (1998:68) stated that one of purposes to reading is provide good models for English writing skill. The writer can define that the good writer is the good reader. Because reading against the reader to study language such as vocabulary, grammar, punctuation, construct sentences, paragraphs and texts.

Based on the researcher's experience while doing her Teaching Practice Program (PPL), most of students still have a little vocabulary, because they thought that studying English is very difficult to remember and bored. It needed a game so that study English may add their vocabulary become more fun, interested and easier. The researcher found that most students still had difficulty in learning vocabulary. Vocabulary is the main material of English lesson in the school. The students had difficulty in remembering the meaning of vocabularies. The students were not interested in English class. In teaching learning process some students did not pay attention to the teacher. They chatted in the class, the students also did not respond well to the teacher's explanation and instruction. Only some students dominated the activities in the class.

To overcome this problem the teacher needs game. Game is a simple media that can help the students in learning vocabulary because it's easy to play and fun for them. This activity is to test the students' ability to define the words. When they study with the book it may make them bored, but studying with game may make them to be creative.

## **II. Literature Review**

### **A. Vocabulary**

Vocabulary is the collection of words that an individual knows, Linse (2005). Some words that we speak or listen, it may be familiar words for us. As we know that vocabulary is as well as background information which will help you as you plan an oral or written language program. It is important to remember that we as a teacher make sure that the children get the words to their receptive and expressive vocabularies. Thornbury (2002:27) states that there are some factors that make the words more difficult to remember, namely pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.

### **B. Kinds of Vocabulary**

Melka (1997) in McCarten (2007:19) states that there are two kinds of vocabularies they are active or productive vocabulary and passive or receptive vocabulary. The researcher focus on active vocabulary.

#### **1. Active Vocabulary**

Active or productive vocabulary is the word that the students' use when they speak and write. Active vocabulary consist of words that we know "better" than constitute our passive vocabulary.

#### **2. Passive Vocabulary**

Passive or receptive vocabulary means vocabulary which students' recognize in a text, they understand it but they cannot use it actively. The students' are diligent to practice passive vocabulary by doing the test, they are diligent to read the text they can improve their passive vocabulary productively.

### **C. Vocabulary Mastery**

Mastery is state which someone has complete knowledge/great skillfulness of some subject. Vocabulary mastery is state which someone has complete knowledge/great

skillfulness of vocabulary. The students' not only know a number of English vocabularies and learn by heart a list of vocabulary but also they can use and apply the vocabulary both written and oral.

#### **D. Technique of Teaching Vocabulary Mastery:**

Ruth Gains and Stuart Redman mention two techniques of teaching vocabulary. There are visual and verbal technique.

1. Visual technique
  - a. Mime and gesture : In this technique the teacher use real object and command (Such as door, whiteboard, marker, etc and open your book, open the window, etc).
  - b. Visual aids : The teacher use picture.
2. Verbal technique
  - a) Use an illustrative situations (abstract words)
  - b) Use of Synonym
  - c) Contrast and opposites
  - d) Scales
  - e) Examples of the type

#### **E. Games**

According to Haldfield (1991:4) game is an activity with rules, a goal and element offun. The element of fun games provides the students more life situation with more chance to express their ideas in their own ways but under the rule. According to Wright et.al (2006 :1) game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Other opinion about game is an activity or a sport with rules in which people or teams compete against each other Oxford (2010). Game is not only for fun but also to provide the students to be cooperative and be closer each other.

#### **F. The Advantages of Games**

According to Ghada Sari, games have proven to have advantages and effectiveness in various ways as presented below.

1. Games bring in relaxation and fun for students, thus help them learn and retain new materials more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
4. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
5. Games add diversion to the regular classroom activities, "break the ice" but they are also used to introduce new ideas.

#### **G. Media**

Media is a tool for teaching in learning process, it can support learning process. Media as an instrument can affect the condition of teaching learning process. And it can help the teacher to serve the topic of the study. Arsyad (2002:81) states that media is one of the characteristics of instructional that contains and carries the message or information to recipients, namely students

## **H. Crossword**

A crossword word puzzle is a puzzle game which normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases. The crossword stands out from the rest as a classroom tool. Crossword have been used succesfully in many different disciplines, showing their versatility and flexibility.

### **I. Types of Crossword Puzzle**

#### **Freeform or criss-cross crossword puzzles**

Freeform or criss-cross crossword puzzles are word puzzles with loosely interlocking grids with a set of words going across and another going down, sharing letters where the two intersect.

#### **Standard, American-style crossword puzzles**

Standard, American-style crossword puzzles is the crossword grids in most North American publication feature solid areas of white squares and are generally square, though there have been exceptions.

#### **Cryptic crossword puzzles**

Cryptic crossword puzzles crossword grids in Britain and Australia generally have a lattice-like structure and up to half of the squares may be unchecked.

### **J. The Advantages of Crossword**

Teaching through such as crossword is one effective technique to teach vocabulary in the classroom:

1. Crossword is fun and students like to play them. Through game students' experiment discover and interact with their environment.
2. Crossword add variation to a lesson and increase motivation by providing a plausible incentive to use to the target language.
3. Crossword context makes the foreign language immediately useful to the students. It bring the target language to life.
4. Crossword game makes the reason for speaking plausible even to reluctant students.
5. Through playing crossword, students' can learn english without stress, they can learn a lot.
6. Even shy students' can participate positively.
7. Crossword can trains the students on doing the task, particularly in recall the students' english vocabulary.

## **III. Research Methodology**

### **A. Research Design**

This is a quantitative research. It is an experiment research. According to Cohen (2007:272) The essential feature of experimental research is that investigators deliberately control and events, in which they are interested, introduce an intervention and measure the difference that it makes. An experiment involves making a change in the value of one variable called dependent variable. In an experiment, the posttest measures the dependent variable and the independent variables are isolated and controlled carefully. The writer wants to find out the effect of crossword puzzle game media to the students' vocabulary mastery on

the eighth grade students. In research design is conducted through classes which are experimental class which use crossword puzzle and control class it is not used.

## B. Technique of Collecting Data

### 1. Pre-Test

Pre-test is conducted to find out the result and the mean scores before using media. The pre-test is design to experimental group (Group A) and control group (Group B). Researcher will give crossword puzzle game for experimental group and give 20 test for control class. The vocabulary test for control class consist of 10 multiple choice and 10 matching.

### 2. Treatment

After conducting the pre-test, the researcher conducts a treatment. The experimental group and control group are taught by using same material but different instrument. In experimental group, the researcher teaches vocabulary to the students by using crossword game as a media of teaching. In control group, the teaching vocabulary to the students without crossword game.

### 3. Post-Test

After explaining the material, both of the groups are given the same test to know the result of the treatment. The researcher conducts the test that consists of 10 multiple choice and 10 matching items. It is also used to know the effect of crossword game that influence on the students' vocabulary.

## C. Technique of Analyzing Data

After, the data are collected, and then the writer analyzes the data by the following steps:

1. Scoring the students' reading test in pretest and in post test
2. Listening the score of experimental class as variable X and control class as variable Y in the table.
3. Calculating the mean (M) of variable X and Y by using the following formula :

$$Mx = \sum \frac{x}{Nx}$$

$$My = \sum \frac{y}{Ny}$$

4. Calculating the Standard Deviation of each class or variable by using the following formula:

$$\text{The formula : (SD) : } S = \frac{1}{N} \sqrt{\{(N \sum (X_1)^2) - (\sum X_1)^2\}}$$

Note: SD = Standard Deviation  
N = Number of Sample  
X = Score

So, the researcher concludes the level ability of the students.

5. Concluding, to know the effect of using crossword puzzle media to the students' vocabulary mastery. The writer uses t-test formula (Arikunto 2013: 354)

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

Mx : Mean of Experimental class

My : Mean of control group

$\sum x^2$  : The standard deviation of experimental group

$\sum y^2$  : The standard deviation of control group

- N<sub>x</sub> : The total sample of experimental group  
N<sub>y</sub> : The total sample of control group.

#### **IV. Findings and Discussion**

##### **A. Research Findings**

Research findings were the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. There was the effect of crossword puzzle media on the students' ability in vocabulary mastery at grade VIII SMP Satrya Budi KarangRejo. It was shown from the score of the student's by using crossword puzzle media higher than the pre-test and it was shown significantly. It means that the score changed.
2. The mean of experimental group was 79.6 and the mean of control group was 42.1. It showed that the score of the students in experimental group was higher than in control group.
3. From the analysis of the data, T-observed was higher than T-table ( $17.9 > 2.00$ ) at the level of significant, so there was an effect of using crossword puzzle media on the students' vocabulary mastery at grade VIII SMP Satrya Budi Karangrejo.

##### **B. Discussion**

As stated previously, the objective of this research was to prove if the effect of using crossword puzzle media in teaching vocabulary mastery was more significant than without using crossword puzzle media. In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students' vocabulary before being taught using crossword puzzle media. Then, the second step given treatments to the students. The treatment here was teaching vocabulary by using crossword puzzle media. In this treatment, the researcher invited students to answer the question by crossword puzzle media.

Regarding on the result of data analysis above, it was strongly related to some advantages served by using crossword puzzle media. Njoroge (2013) The crossword puzzle is a game that makes the teaching-learning process attractive. Not only does the crossword puzzle offer a challenge that will motivate the students to try to solve the puzzle by making learning fun and relaxed. The students can improve their participation, self-esteem, and vocabulary usage and allow the students to see that there are many ways to solve the same problem. Crossword puzzle media allow the students to work as a team and to work collaboratively towards as a common goal. He added that games are not only to make the students have fun, but also to increase their learning. Based on the writer did research crossword puzzle media was not helping the students in one English language but more than, it means that by crossword puzzle media the students can improve two or more skills together.

#### **V. Conclusion**

After conducting the research, the effect of games on students' vocabulary mastery, the researcher concludes that:

1. Using games significantly effects the students' vocabulary mastery, it is shown by the score of the students in the experimental group was higher ( $\sum \text{Sum} = 2550$ ) than before ( $\sum \text{Sum} = 850$ ).

2. The students who are taught by using crossword puzzle more focused, more enthusiastic, felt enjoy and felt interest to learn than the students who are taught without using crossword puzzle.
3. The students are also more active in learning English when they are taught by using crossword puzzle.

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## THE EFFECT OF METACOGNITIVE STRATEGY ON THE STUDENTS' VOCABULARY MASTERY

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### **Abstract**

*This research examines the students' vocabulary mastery by using metacognitive strategy at grade X of SMAN 3 Pematangsiantar. One of the problems of this research: "Does the implementation of Metacognitive Strategy (MCS) more significantly affect than the implementation of conventional teaching method on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar?". The writer chooses grade X of SMAN 3 Pematangsiantar as the population, 64 students as the sample and supports quantitative data by using technique of collecting data by giving the test. From the data analysis, the writer finds the mean of experimental and control group are 75,12 and 44. The t-test is higher than t-table:  $7.97 > 1.99$ . So, the writer concludes that using Metacognitive Strategy (MCS) more significantly affects than without using Metacognitive Strategy (MCS) on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar.*

**Keywords:** *Effect, mastery, metacognitive, strategy, vocabulary*

### **I. Introduction**

Vocabulary is a part of language learning that needs continuing growth and development by both native and non native speakers all about grammar and pronunciation on elementary until senior high school. In language teaching preparation program in our country, more attention is being given to improve some techniques for teaching vocabulary.

Vocabulary is very important in a language, when we learn a language like English; we learn the words of language. Students must continue to learn words as they learn structure as they practice the target language. The vocabulary is much needed to master the four skills in English. In fact, students' mastery of English vocabulary at SMAN 3 Pematangsiantar is still lack. The writer found out from the students' scores of the vocabulary test were low. Most of them only got (65) down. It means that their value didn't achieve KKM (75) that the school had defined. To help students understand the learning task or learning material the researcher take the solution by using Meta-Cognitive Strategy. It is quite helpful teaching in introducing new vocabulary to students because generally, people will keep in their mind for a long period of time something that they have learned or experienced which is interested by them.

It results in critical but healthy reflection and evaluation of thinking. They are assumed as the gate between the teacher and learners in transferring the materials are being taught more easily during teaching learning process. To prove the using of metacognitive is effective for the vocabulary increase of the learners, the writer is interesting in doing observation with the title: "The Effect of Metacognitive Strategy to the Vocabulary Mastery Grade X Students of SMAN 3 Pematangsiantar."

### **II. Literature Review**

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

According to Hornby (2000:1506) provides four definition of vocabulary, they are :

1. All the words that a person knows or uses;

2. All the words in a particular language;
3. The words that people use when they are talking about a particular subject;
4. A list of words with their meanings, especially in a book for learning a foreign language.

## 2. Types of Vocabulary

According to Nation (1990 : 29), there are two types of vocabulary. They are active or productive and passive or receptive vocabulary:

1. Active (productive vocabulary): Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.
2. Passive (receptive vocabulary): Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly that ever use, it is used passively in either listening or reading.

## 3. The Use of Vocabulary

Krashen and Terrel (1998:155) vocabulary is basic to communication. If acquirer does not recognize the meaning of the keywords used by those who address them, they will be unable to participate in the conversation, and if they wish to express some idea or ask of information, they must be able to produce lexical items to convey their meaning. Indeed, if they know the morphology and syntax of an utterance addressed to them, but do not know the meaning of the key lexical items, they will be unable to participate in the communication.

## 4. The Target of Vocabulary

Based on the principles of the teaching learning activity, teacher and students have the target to convey and learn vocabulary. Thornburry (2002:20) states that a further major difference between first and second language vocabulary is in the potential size of the lexicon in each case. Based on the previous knowledge of the students in SMAN 3 Pematangsiantar at grade X, the writer make the target language on vocabulary at least 50 words above for second language. So, a teacher must have the good strategy. Learners need to realize the common words like eyes, nose, hair, etc. can be replaced terms to be part of body. This case involves the process of the constructing system.

## 5. Vocabulary Mastery

The words that need to be understood appear in brief context (a phrase, a clause or a short sentence) could be seen as follows, Read (2000:27) :

- a. **Diction** : choice of words to express ideas; distinct pronunciation.
- b. **Synonym** : one of two or more words having essentially the same meaning.
- c. **Antonym** : a word opposite in meaning to another word.
- d. **Homonym** : a word pronounced like another but different in origin, meaning, and often in spelling.
- e. **Derivative** : a word form obtained from another word by adding prefixes or suffixes.
- f. **Lexicon** : a compiling word as in dictionary; the special vocabulary of an art or activity.

- g. **Etymology** : the history of the origin or derivation and development of a word.
- h. **Linguistics** : the study of human speech including the parts, structures, and changes in language.
- i. **Denotation** : the lexical definition of a word.
- j. **Connotation** : the suggestive, often emotional weight or significance of a word rather than its recognized denotative meaning.
- k. **Affix** : any prefix or suffix added to a word, including plural, tense, and possessive endings, comparative indicators, etc.
- l. **Semantics** : the science, study, and history of the changes in meanings of words; a part of linguistics.
- m. **Colloquialism** : informal, conversational words and expression, primarily spoken rather writing.
- n. **Dialect** : the particular language (colloquialisms, pronunciations, sayings, etc.) of an area as it differs in this aspects from some other area.
- o. **Slang** : a nonstandard, frequently short-lived, but currently popular, sometimes abusive and vulgar, almost always colorful word or phrase.

## **B. Meta-Cognitive Strategy (MCS)**

### **1. Definition of Metacognition**

Metacognition literally means “big thinking” (Fountas and Pinnel, 2000). Metacognition refers to the knowledge and control people have over their thinking and learning activities, it involves “thinking about thinking.” Chamot. et al. (1999:43) suggest that Metacognitive organize learning strategies in such a way that they become manageable and helpful to students and teachers. Anderson (2002:1) also mentions that developing meta-cognitive strategy awareness in learners may also lead to the development of stronger cognitive skills and much deeper processing. It result but healthy reflection and evaluation. O’Malley and Chamot (1990:11) emphasized the important meta-cognitive strategy by stating “students without meta-cognitive strategy are essentially learners without direction or opportunity to review their progress, accomplishment and future direction.

### **2. Steps in Meta-cognitive Strategies**

CALLA model proposed by Chamot. et al. (1994) proved to be the most effective strategy instruction model. In the CALLA model, students’ prior knowledge and their habit of evaluation of their own learning seem to be the major principles. This model has five instruction phases as explained below :

- 1) Preparation: students prepare for strategy instruction by identifying their prior knowledge about and the use of specific strategies. For example, setting goals and objectives, identifying the purpose of a learning task, over-viewing and linking with already known materials.
- 2) Presentation: the teacher demonstrates the new learning strategy and explains how and when to use it. For instance, explaining the importance of the strategy and asking students when they use the strategy.
- 3) Practice: students practice using the strategy with regular class activities such as asking questions, cooperating with others, and seeking practice opportunities.
- 4) Evaluation: students self-evaluate their use of the learning strategy and how well the strategy is working for them. For example, self-monitoring, self-evaluating, and evaluating their learning.
- 5) Expansion: students extend the usefulness of the learning strategy by applying it to new situations or learning for them. For instance, arranging and planning their learning.

### **3. The Advantages of Meta-cognitive Strategy**

According to Wenden (1998), learners who have metacognitive abilities seem to have the following advantages over others who are not aware of meta-cognition role in learning another language:

- 1) They are more strategic learners.
- 2) Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster.
- 3) They are confident in their abilities to learn.
- 4) They do not hesitate to obtain help from peers, teachers, or family when needed.
- 5) They provide accurate assessments of why they are successful learners.
- 6) They think clearly about inaccuracies when failure occurs during an activity.
- 7) Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- 8) They perceive themselves as continual learners and can cope new situations successfully.

### **C. The Previous of the Research on the Vocabulary Mastery**

#### **1. Thesis :**

Prabowo (2007) who wrote “Increasing Vocabulary Mastery through Cartoon Films; An Action Research at Fourth Year Students of SDN Sekip I Surakarta.” He concludes that teaching vocabulary through cartoon films can increase the students vocabulary mastery. Those previous study has the similarity with this research that is both of these researches focused on teaching vocabulary in elementary school.

#### **2. Journal:**

Mohammad Iman (Vol. 4(5) May 2014, pp. 1-20) “The Effect of Metacognitive Vocabulary Strategy Training on the Breadth of Vocabulary Knowledge”. Published by Int. Association Academians. The main purpose of the present study was to investigate the effectiveness of metacognitive vocabulary strategy training on the breadth of vocabulary knowledge among a group of low intermediate Iranian EFL students.

## **III. Research Methodology**

### **A. Research Design**

This research is conducted by applying experimental research design. The researcher wants to know the implementation of metacognitive strategy (MCS) significantly affects the students vocabulary mastery in class X of SMAN 3 Pematangsiantar. This research design is random assignment post-test only experimental and control group.

### **B. Population and Sample**

#### **1. Population**

Arikunto (2006:130) states that the population is all of subject research. It means that all of subject in the researching are become the population of the research. The population of this research is the first year on students of SMAN 3 Pematangsiantar. The population of research is ten classes.

## 2. Sample

Sample is part of presenting of population. In another word sample is part or piece of the population Arikunto (2006:131). The sample of this research is class X IPA 2 as the experimental group and class X IPS 2 as the control group in SMAN 3 Pematangsiantar.

### C. Technique of Collecting Data

In this research, there are two procedures which is made to collect the data, there are treatment and test. For the first step the writer gave the treatment for each group. Experimental group got three times treatment by using metacognitive strategy and control group got 3 times treatment also by using conventional method.

### D. Instrument of the Research

Vocabulary size test is used as a research instrument of the present study. The students are asked to write a person's appearance by using descriptive words. The main point of this test is the students can use the correct words to describe a person's appearance. The test's design is Post-test design only. It is used to measure the students' ability after receiving the treatment. The post-test contain at least 50 words above in essay test. The test is using picture to describe a person's appearance. Based on the time to do lesson plan 2x45 minutes, the writer gives the time to do the test for thirty five minutes.

### E. Techniques of Analysis the Data

After the data are collected, and then the writer analyzes the data by the following steps :

1. The writer observes first the students' test result.
2. The writer analyzes the students' test and gives scores to the students' test
3. The writer compares the scores by using formula
4. The researcher calculates the mean (M) and standard deviation of experimental group and control group by using formula:
5. After that, the two classes will be compared using t-test to know whether the effect of using Metacognitive Strategy to the students' ability vocabulary mastery and to analyze the data, the t-test formula is used as follow:

## IV. Data Analysis, Research Findings and Discussion

### A. Data Analysis

The data had been collected from the sample at grade X students of SMAN 3 Pematangsiantar. The population was ten classes. The writer chose two classes as the sample. X IPA 2 class was chosen as the experimental class teaching vocabulary by using MCS and X IPS 2 was chosen as the control class teaching vocabulary by using conventional method. Every class consisted of 32 students. So, the total of the students from two classes were 64 students.

The students were asked to found 50 words or more from the picture of someone on the paper. The students' tasks results would be described from the test to know the effect of metacognitive strategy on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar.

### The Result of Experimental Group :

Based on the data above, the result of the students' of the total score of the test was 2404, and the total score quadrate of the test was 182696. The highest score of the test was 90

and the lowest was 56. The mean of test was 75.12, it doesn't mean that their mean score was under of standard or KKM (75) after the teacher applied the treatment by using meta-cognitive strategy.

### **The Result of Control Group :**

Based on the data above, the result of the students' total scores of the test was 1330, and the total scores quadrate of the test was 61164. The highest score in the test was 100 and the lowest score was 32. The mean of test was 41.56. It showed that their mean score of SMAN 3 Pematangsiantar grade X IPS 2 was under of standard because KKM of English was 75.

### **1. The Level of the Students' Ability**

#### **a. The Level of Students' Ability of Experimental Group**

Based on the calculation above, it could be concluded that standard deviation of experimental group in the test was 8.21.

#### **b. The Level of Students' Ability of Control Group**

Based on the calculation above, it can be concluded that standard deviation of control group is 16.72.

### **2. Significance Difference between Students' Ability on Vocabulary Mastery by Using Metacognitive Strategy and Conventional Method**

Based on the result between the students' ability in vocabulary mastery that were taught by using meta-cognitive strategy and conventional method, there was significance difference between them. It could be seen from the result of the final score that they use to measure the improvement of the ability in vocabulary mastery. Mean score of experimental class after they were taught vocabulary by giving the treatment was 75.12 and in the control class after they were taught vocabulary without treatment was 44. So the effect of using metacognitive strategy was more significant than the effect of using conventional method.

### **3. The Analyzing of the Data by Using T-Test Formula**

Based on the calculation of mean and standard deviation, the writer calculated the  $t_{obs}$  score by applying T-Test in Arikunto (2006:130). After adapting the data into t-test formula, it was obtained that t-observed was 7.97 in certain of degree of freedom (df) of this research was 62. This t-observed was later compared to that t-table in 5% = 1.99 and at the level of significant 1% = 2.65 with  $df = 62$ . Since the value of t-test has higher than t-table 1.99  $< 7.97 < 2.65$  .it means that meta-cognitive strategy significantly affects on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar.

### **4. Hypothesis Testing**

After getting the result  $t_{obs}$  where  $t_{obs} = 7.97$  is higher than  $t_{table} 1.99$ . it means that the hypothesis which the writer have researched about metacognitive strategy at grade X of SMAN 3 Pematangsiantar is **accpeted**.

### **B. Research Finding**

After the writer had done the research, collected the data and calculated the data, the researcher got some findings from result of data calculation as follow:

- 1) The effect of Metacognitive Strategy in writing recount text at Grade X of SMA Negeri 3 Pematangsiantar is good enough and successful. The students were more active and enthusiasm in teaching learning process. The writer got the lowest score

in experimental class is 56 and the highest score is 90. Meanwhile in control class, the lowest score is 18 and the highest score is 80. And the researcher got the students' post-test mean of control and experimental class (Table 1.1&1.2). The writer got mean of experimental class was 75.12 and mean of control class was 44. Mean of experimental class was higher than control class. It means that there are effects of Metacognitive Strategy on the students' vocabulary mastery.

- 2) Implementation of Metacognitive Strategy significantly affects on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar. From data analysis, the writer got t-test was 7.97 higher than t-table(1.99) at the level of significant was 0.05 with  $df = 62$ . Since t-test is higher than t-table, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that Metacognitive Strategy significantly affects on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar.

### **C. Discussion**

Teaching activities are something to bring the students into rational thinking. It means that the teacher should bring the good effect to the students. teaching requires a large repertoire of skills and the ability to put these skills in different situation. The main subject that will be discussed on the research is about the effect of metacognitive strategy on students' vocabulary mastery of SMAN 3 Pematangsiantar. The writer used teaching strategy in learning process to get the goal of teaching. Based on research, the writer found that vocabulary mastery in the students increased when did the teaching by using metacognitive strategy. It proved by the score that they got in experimental group was far higher than control group.

### **V. Conclusions and Sugestions**

#### **A. Conclusions**

According to result of the data analysis which has been stated in chapter IV, so the researcher concludes:

1. There is effect of Metacognitive Strategy on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar. It can be seen from the students' score in post-test of control and experimental class. The lowest score in experimental class is 56 and the highest score is 90. Meanwhile in control class, the lowest score is 18 and the highest score is 80. It means students taught by using Metacognitive Strategy was higher than in control class taught by using Conventional Method.

2. The result of t-test had proved that significance difference means of experimental and control class. The mean of students which is taught by using Metacognitive Strategy is higher than without using Metacognitive Strategy. And from the calculation of t-test showed that t-test was higher than t-table ( $t\text{-test} = 7.12 > t\text{-table} = 1.99$ ). Since t-test is higher than t-table, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant effect of Metacognitive Strategy on the students' vocabulary mastery at grade X of SMAN 3 Pematangsiantar.

#### **B. Suggestions**

Referring to result of this research, the writer offers some suggestions considered on teaching vocabulary as follows:

1. For the Teachers

As the good teachers, they must be able to master the class and material during the teaching-learning activity is doing in the classroom. The teachers should know and understand the students' ability. Finally the successful teaching learning process can be gained.

## 2. For the Students

The students are hoped to be more focused, active and creative in teaching learning process, so it can make the students are interested and motivated in learning English. Moreover they will get the better result in English.

## 3. For Other Researcher

For the other writers, this research will be one of the references in vocabulary mastery of English while the writer has been studying in the English Department of FKIP HKBP Nommensen University Pematangsiantar. The other writer may use Metacognitive Strategy in other skills besides vocabulary skill namely writing, reading, speaking, and listening skill. So for the other researchers, it is useful as their guidance to write the research.

## 4. For the Readers

For the readers, the researcher believes that this research is far from being perfect. So, the writer will accept good suggestion and constructive criticism to make this research better. The researcher also hopes that this research will be useful and contribute some value thing to the writer herself and all readers generally.

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## THE EFFECT OF SELF TALK STRATEGY IN PUBLIC SPEAKING AS EFL CLASSROOM

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### **Abstract**

*This research tends to find out the effect of self talk strategy in public speaking as EFL classroom at English Department of FKIP Universitas HKBP Nommensen Pematangsiantar. The population is the third year students (Academic Year 2013) at English Department that sit in Public Speaking Class. There are 40 students taken as the sample of this research. The sample was divided into two groups: the first group (20 students) as the experimental group and the second group (20 students) as the control group. After analyzing and calculating the data, it is found that the mean score was 7.8 and the value of t-test was higher than t-table ( $t\text{-test} > t\text{-table}$ ),  $2.671 > 1.686$ . There is a significant influence of the students' speaking ability taught by using self-talk strategy.*

**Key Words:** *English foreign language, listening comprehension, self talk strategy, speaking, teaching*

### **I. Introduction**

This research is aimed to find out the effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar

There are some reason why this research is necessary to be done. First, the need of documentation for English department of Teacher Training Faculty Nommensen HKBP University Pematangsiantar. It is also can be useful for the needs practical and scientific uses in future. The second is for the researchers themselves as the strategy for them to teach the students with lack of self confidence in doing public speaking in EFL class

The findings of the preliminary research of this study shows that there many students are lack of confidence in in doing public speaking in EFL class.

To get the real data of this research, the writer formulate the research problem by the following question: "Is there any significant effect of self talk strategy in public speaking as EFL classroom on the third year students (Academic Year 2013) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar?"

### **II. Literature Review**

#### **A. Self-Talk Strategy**

Self-talk defines as intrapersonal communication is language use or thought internal to the communicator". It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Self-talk, based on Vygotsky's (1978) theory of the internalization of dialogue as inner speech, is thought itself. It regulates how students feel and act, interprets what they

experience, guides and controls academic achievement, and determines the quality of students' lives. The self develops as a result of repeated everyday events and interactions with parents, teachers, and peers. The self is the mediating variable in human behavior, the filter through which all new phenomena are interpreted. In self-talk, a person discusses many matters of importance with one's own self. The individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life. Anybody can benefit from intelligent self-talk. Our failures in life are due to our lack of knowledge about ourselves. Therefore, knowledge about the self is the first step toward living a full, productive, and happy life. We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves.

Self-talk helps us develop a positive mental attitude. The ability to reassure ourselves that everything will be alright, especially during the trying moments in our lives, fills us with power and self-confidence. In addition, helps us convert negative patterns into uplifting positive patterns of thought and behavior. It gives us the required motivation to maintain our body, mind, and spirit in a healthy condition. This valuable technique enables us to give ourselves a lot of positive feedback, which, in turn, boosts our energy. We feel good about ourselves, and if we feel good about ourselves, our way of life becomes easy and fun filled. We become more productive, have satisfying relationships, and lead a happier life.

**Example :**

Let's take the thought "I'm such a loser". Then, ask yourself:

- a. "Is this really true?" and if so, "Is it true all of the time?"
- b. "What evidence do I have that this thought is true?"
- c. "What are the costs and benefits of believing this?"
- d. "Would I say this to a friend?"

Based on the example above he/she has self talk about his/herself. Self-talk here is comprised of statements said to oneself and not addressed to others. So, it can be positive or negative self-talk like this examples; Is it really true that I am a loser? Well, yes, I believe it to be true. Is it true all of the time? It's true most of the time or a lot of the time, so I don't feel too much better. But has it always been true? I'm not sure, maybe not. I might have felt better than this at one time.

**B. Types of Self Talk Strategy**

Self talk strategy can be divided into two types namely: (1) Positive self talk strategy and (2) negative self talk strategy. According to Gaskins (2005 : 79) states positive self-talk is fostered when individual differences are appreciated, rules are fair, mistakes are accepted, and nurturance is pervasive. As students come to define themselves in positive ways, they face each day with greater confidence and assurance, accepting their limitations and recognizing their potential. Caring teachers structure situations that provide authentic, successful experiences, and they avoid placing students in situations in which repeated failure is likely. They point out areas of accomplishment rather than focus on mistakes. They find something special that each student can do or is interested in, and invite students to see themselves as able, valuable, and responsible. A caring teacher also helps young people develop a positive, yet realistic, image of what he or she can become or do, because the "possible self" is the essential link between self-concept and motivation. In a caring environment young people experience respect, trust, and confidence from caregivers and, as a result, develop self-respect, self-trust, and self-confidence.

Positive self-talk can do a lot to give you the confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: "You can do it. You've done it well before". Braiker (1987) states a positive

attitude and positively worded self-talk affect behavior more than many people realize because of the nature of the mind-body connection. In language learning English of speaking skill, many good things result from developing a habit of positive self-talk. The students can raise their enthusiasm and focus on the task at hand by thinking about what to do (not what to avoid).

Negative self-talk is self-critical or represents an inability to succeed. Negative self-talk is exemplified by comments such as “Stupid mistake” and “This is too hard” (Hardy, et al., 2001). Most of students used this negative self talk so they didn’t have the confidence, negative feelings or anxiety. It also takes your focus away from what you should be doing, which makes it more likely that you will miss something important or make a mistake. So, when we talk negatively to ourselves, it affects other important mental skills such as intensity regulation, confidence, and concentration. In negative self-talk is self-blame. Obviously, what we blame ourselves about or even that we are self-blaming can be traced to our early experiences. But all of us think in blaming ways automatically. In effect, it is built into our software. In addition, negative self-talk can occur so quickly in our heads that it sometimes slips by our awareness. We’re going to practice pausing to notice and catch these thoughts, so that we can each shrink our own negative self talk and protect our self confidence. We need to appreciate that we all make mistakes; it is what makes us human. Mistakes are part of the process of learning anything, and we all need to learn how to accept them when they occur. When we are not able to accept our mistakes and move on, we can get stuck in a rut and become afraid to keep trying.

### **C. Speaking Skill**

Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. In language teaching, the four skills are described in terms of their direction language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Either four or five components are generally recognized in analyses of the speech process: (1) Pronunciation (including the segmental features – vowels and consonants – and the stress and intonation patterns), (2) Grammar, (3) Vocabulary, (4) Fluency (the ease and speed of the flow of speech), (5) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.”

### **D. Hypothesis of the Research**

The hypothesis of the research is in the following:

- Ha: There is a significant effect of using self talk strategy on the students’ability in public speaking as EFL classroom
- Ho: There is no significant effect self talk strategy on the students’ability in public speaking as EFL classroom.

## **III. Research Methodology**

### **A. Research Design**

The research was conducted by using experimental design which was to find the effect of the independent variable on the dependent variable. There were two group and experimental group. The pre-test was administered to both groups before treatment were given. The post-test was given after treatment. The control group was treated without using self talk strategy while the experimental group was treated by using self talk strategy.

**Table 1 Randomized Groups Pre-Test and Post-Test Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Self talk strategy	√
Control	√	Without using self talk strategy	√

**B. Population and Sample**

There are 200 students academic year (2013). Best and Khoan (2002:14) stated that sample is a small proportion of population selected for observation and analysis. From the whole population 40 students was taken by using random sampling technique as the sample of this research, which consists, 20 students for experimental group and 20 students for control group. There are three groups of the public speaking class at FKIP UHN. The writers use only two classess as the sample of the research. Group A was chosen as experimental group which was taught by using Self-Talk Strategy and group B as control group without using self talk strategy. The reason for taking the number of the sample is based on Arikunto (1998:120) says that if the subject or population consists of a large number, the sample taken from 10-15% or 20-25% or more. It depends on the ability of the researcher. The sample was expected to represent the population.

**C. Instrument of Collecting Data**

The instruments that are used to collect the data are oral production tests. The marking, as well as being reliable, is simple, more rapid and often much more effective than other forms of written test. The writers use 5 criteria to measure data based on Harris’ frame (1969 : 84) that used 1-5 points of rating scale. The speaking class rating is used the range of point 1-10 or 10-100. The amount of maximum scores gained in 25. It is gained from the five elements of speaking. According to the rounding the system, the researcher concludes that 100 is the highest score and 20 is the lowest score gained by the students. This rounding system will be done in pre-test and post-test. The scale rating scores are drawn as follows:

<b>Criteria</b>	<b>Rating Score</b>	<b>Comments</b>
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase

		sentences and/or restrict himself to basic patterns.
Vocabulary	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
Fluency	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
Comprehension	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what, is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

#### D. Technique of Analyzing Data

There are two groups of data, those of the control and experimental groups. To analyze the data, mean of variable, standard deviation and the t-test formula are shown below:

Seeking gained score symbolized with  $d$  from the students' speaking test and describing it in the tables. The gained score ( $d$ ) of experimental class are variable I and the gained score ( $d$ ) of control class are variable II.

1. Determining mean of variable of experimental class with formula:  $Ma = \frac{\sum d}{Na}$

2. Determining mean of variable of control class with formula:  $Mb = \frac{\sum d}{Nb}$

3. Arikunto, 2006:307 Determining standard deviation score of experimental class with formula:

$$da^2 = \sum d^2 - \left( \frac{(\sum d)^2}{Na} \right)$$

4. Determining standard deviation score of control class with formula:  $db^2 = \sum d^2 - \left( \frac{(\sum d)^2}{Nb} \right)$

5. Arikunto, 2006 : 308 Analyzing the data result by using statistic of t-test with formula:

$$t = \frac{M_a - M_b}{\sqrt{\left[ \frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

(Arikunto, 2006 : 311)Where:  $M_a$  = Mean of experimental class,  $M_b$  = Mean of control class  
 $d_a$  = The standard deviation of experimental class,  $d_b$  = The standard deviation of control class

$N_a$  = Total students of experimental class.  $N_b$  = Total students of control class

$da^2$  = Standard Deviation of experimental class,  $db^2$  = Standard Deviation of control class ,

t = t-value

#### IV. Findings and Discussion

##### Experimental group

No.	Students	Pre-Test	Post-Test	d	d <sup>2</sup>
1.	A D	60	76	16	256
2.	A N T	60	68	8	64
3.	A A S	72	96	24	576
4.	B I S S	68	80	12	144
5.	C S P	76	100	24	576
6.	C B N	32	60	28	784
7.	D T A	76	96	20	400
8.	G L H	36	60	24	576
9.	R L S	48	60	12	144
10.	M H	68	76	8	64
11.	M A A S	64	72	8	64
12.	P D I	68	100	32	1024
13.	P M H	32	60	28	784
14.	R W	72	80	8	64
15.	S P A	72	76	4	16
16.	T J S	56	72	16	256
17.	Y V	76	84	8	64
18.	A	40	92	52	2704
19.	M N P P	52	68	16	256
20.	D W	40	60	20	400
	<b>Na = 20</b>			<b>∑d = 368</b>	<b>∑d<sup>2</sup> = 9216</b>

Determining Mean of variable of experimental class with formula:

$$Ma = \frac{\sum d}{Na}$$

So, the result was:

$$Ma = \frac{368}{20}$$

$$Ma = 18.4$$

After getting the result of Mean variable of experimental class, the writer calculated the standard deviation score as follows:

Determining standard deviation score of variable I (experimental class) with formula:

$$da^2 = \sum d^2 - \left( \frac{(\sum d)^2}{Na} \right)$$

So, the calculation and result were:

$$da^2 = 9216 - \left( \frac{(368)^2}{20} \right)$$

$$= 9216 - \left( \frac{(135424)}{20} \right)$$

$$= 9216 - 6771.2$$

$$da^2 = 2444.8$$

From the calculation above, the results of experimental class were:

a. Total number of the students (Na) = 20

b. Mean of variable (Ma) = 18.4

c. Standard deviation score (da<sup>2</sup>) = 2444.8

The result above will be calculated again after find the calculation in control class to find out the comparison scores in two classes and then find out the significant influence of the students' speaking ability taught by self-talk strategy with t-test formula.

### Control group

No.	Students	Pre-Test	Post-Test	d	d <sup>2</sup>
1.	A A A	76	80	4	16
2.	A S S	68	68	0	0
3.	A S R	56	72	16	256
4.	C N T	72	80	8	64
5.	C A	64	72	8	64
6.	E M G	68	84	16	256
7.	E M S	76	80	4	16
8.	F A	60	80	20	400
9.	I H	68	76	8	64
10.	J A S	60	80	20	400
11.	M H W	60	76	16	256
12.	M Z	52	60	8	64
13.	R S A	60	72	12	144
14.	T C	68	76	8	64
15.	U K	68	84	16	256



16.	V F	60	60	0	0
17.	W H	60	68	8	64
18.	W M M	60	76	16	256
19.	A K	52	72	20	400
20.	M F S	68	72	4	16
	<b>Nb = 20</b>			<b><math>\sum d = 212</math></b>	<b><math>\sum d^2 = 3056</math></b>

Note: Nb is the total number of the students in control class.

$\sum d$  is the gained score in control class from pre-test and post-test.

$\sum d^2$  is the result's score from gained score and it will be calculated to find the significant score in t-test formula.

a. Determining Mean of variable of control class with formula:

$$Mb = \frac{\sum d}{Nb}$$

So, the result was:

$$Mb = \frac{212}{20}$$

$$Mb = 10.6$$

After getting the result of Mean variable of control class, the writer calculated the standard deviation score as follows:

b. Determining standard deviation score of variable II (control class) with formula:

$$db^2 = \sum d^2 - \left( \frac{(\sum d)^2}{Nb} \right)$$

So, the calculation and result were:

$$db^2 = 3056 - \left( \frac{(212)^2}{20} \right)$$

$$= 3056 - \left( \frac{(449444)}{20} \right)$$

$$= 3056 - 2247.2$$

$$db^2 = 808.8$$

From the calculation above, the results of control class were:

a. Total number of the students (Nb) = 20

b. Mean of variable (Mb) = 10.6

c. Standard deviation score ( $db^2$ ) = 808.8

The results above will be calculated again in t-test formula. And from the results, it can be seen that the experimental class has a high mean variable and standard deviation than in control class. The total number both of the class (Na and Nb) are the same so that it is easy to calculate the two classes by using t-test formula which proposed by Arikunto (2006 : 311). Before doing the calculation of t-test formula, the writer must find the degree of freedom (df) with the formula:

$$df = Na + Nb - 2$$

$$= 20 + 20 - 2$$

$$= 38$$

Based on the data calculation above from experimental class and control class, the results were:

$$Ma = 18.4$$

$$Na = 20$$

$$Mb = 10.6$$

$$Nb = 20$$

$$da^2 = 2444.8$$

$$db^2 = 808.8$$

$$df = 38$$

$$t = \frac{M_{a-M_b}}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right] \left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$18.4 - 10.6$$

$$t = \frac{18.4 - 10.6}{\sqrt{\left[\frac{2444.8 + 808.8}{[20 + 20] - 2}\right] \left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$t = 2.671$$

The result of the data analysis was 2.671 with the degree of freedom (df) in calculating two tails is 38. So, the t-table result is 1.686. It is shown that t-test is higher than t-table (2.671 > 1.686) at the level of significance (0.05) with two tails. So, from the results it can be seen that there is significant influence by using Self-Talk Strategy on the students' speaking ability.

### Findings

As stated above that if t-test was higher than t-table, so the alternative hypothesis is accepted. According to the explanation about the analysis of the results on the table above, the writer can conclude that there is a significant influence of the students' speaking ability taught by using Self-Talk Strategy. With the research data and results findings of the calculation below:

1. Na and Nb = 20 and 20

There are 20 students in Experimental Class and 20 students in Control Class. The writer will include the score of data research in this thesis findings, they are:

- a. **Pre-test (Experimental Class):** the lowest score of pre-test is 32. There are two students who got 32 (the ability is low). There are one students who got 36 (the ability is low), two students who got 40 (the ability is low), one students who got 48 (the ability is fair), and one students who got 56 (the ability is fair). And the highest score is 76 (the ability is high). There are three students who got 76 (the ability is high). There are three students who got 72 (the ability is high), three students who got 68 (the ability is high), one students who got 64 (the ability is fair) and two students who got 60 (the ability is fair).
- b. **Post-test (Experimental Class):** The highest score is 100. There are two students who got 100 (the ability is very high), two students who got 96 (the ability is very high), one student who got 92 (the ability is very high), one student who got 84 (the ability is high), two students who got 80 (the ability is high), two students who got 76 (the ability is high), three students who got 72 (the ability is high), two students who got 68 (the ability is high), and five students who got 60 (the ability is fair).
- c. **Pre-test (Control Class):** the lowest score of pre-test is 52. There are two students who got 52 (the ability is fair) and one student who got 56 (the ability is fair). The highest score is 76. There are two students who got 76 (the ability is high), one student who got 72 (the ability is high), six students who got 68 (the ability is high), one student who got 64 (the ability is fair), and seven students who got 60 (the ability is fair).
- d. **Post-test (Control Class):** the highest score is 84. There are two students who got 84 (the ability is high), five students who got 80 (the ability is high), four students who got 76 (the ability is high), five students who got 72 (the ability is high), two students who got 68 (the ability is high), and two students who got 60 (the ability is fair).

2. The writer found the mean score in Experimental Class from pre-test and post-test were ( $Ma_1$  and  $Mb_2$ ) = 58.4 and 76.8.
3. The writer found the mean score in Control Class from pre-test and post-test were ( $Ma_1$  and  $Mb_2$ ) = 63.8 and 74.4.
4. The writer found the total mean score from Experimental Class ( $Ma$ ) was 18.4.
5. The writer found the total mean score from Control Class ( $Ma$ ) was 10.6.
6. Df (degree of freedom) was 38.
7. The writer found the total standard deviation from Experimental Class ( $da^2$ ) was 2444.8.
8. The writer found the total standard deviation from Control Class ( $db^2$ ) was 808.8.
9. After calculated the data from the previous point, the writer found the t-table score with  $df\ 38 = 1.686$  from William Knight.
10. After calculated the data from the previous point, the writer got the t-test score = 2.671 from the t-test formula.

### Discussion

Speaking is a productive skill. It involves putting a message together, communicating the message and interacting with other people. Thornburry (2005 : 1) defines speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like politicians or auctioneers may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Harmer (2007 : 345) students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. So, speaking activities in class and helping students to improve their speaking skill is part of teacher's job. Therefore, the teacher must be applying one way of strategy on the students' speaking skill. The strategy is self-talk to increase their confidence be better. As O' Malley, Chamot (2002 : 139) defines self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task. This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. How students feel about themselves depends on how their minds filter and interpret everyday experiences. How students define themselves depends on how they think others define them. So, it is expected that self-talk strategy in teaching speaking skill can increase the students' confidence be better.

### V. Conclusion

1. By self-talk strategy the students can help them to come closer to themselves and to learn to trust their actions.
2. Having been analyzed, the data showed a significant effect of the students' speaking ability taught by Self-Talk Strategy in Experimental Class and no significant effect of the students' speaking ability taught by Conventional Method in Control Class. The value t-table was 1.686 while the value of t-test was 2.671.
3. It means that t-test (2.671) was higher than t-table at the level of significant of 0.05 (1.686), or  $2.671 > 1.686$ .

4. It can be concluded that there is a significant effect of using Self-Talk Strategy of the students' speaking ability. It can be seen on the table of the students' speaking scores that the students who learn speaking through Self-Talk Strategy and Conventional Method. In other words, the effect of Self-Talk Strategy has a significant influence on the students' speaking ability of students in Public Speaking class at FKIP Universitas HKBP Nommensen.

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## THE STUDENTS' SPEAKING ABILITY THROUGH GROUP WORK

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### **Abstract**

*This research was designed on the Students' Speaking ability Through Group Work. The participants were 20 students of grade eleven at SMK GKPI-1 Pematangsiantar. The instrument for collecting the data was oral test. The data divided 3 data, every group consists of four in one group. Every data was analyzed and followed some steps: transcribe the utterance, and then analyze in grammar and comprehension. The researcher found from twelve (12) students, only two (2) students who got very good in speaking ability and the other (10) students got good in speaking ability. And found that grammar and comprehension is good. The researcher concluded using group work can help the students to improve speaking ability, make the students is more active, and the process of learning would be effective and efficient.*

**Keywords:** Ability, Speaking, Group Work

### **I. Introduction**

English is an international language in the world. Therefore many people from different countries in the world use English as the language of international communication. Considering this fact, it is important to learn English for communication. In Indonesia, English is learned as a foreign language. It is learned from elementary school to senior high school. In English curriculum, there are four skills that must be mastered by the students, namely listening, speaking, reading, and writing.

Speaking is very important skill because the ability to speak is one of the keys in communication. As we know that the objective of English Language Teaching based on curriculum is that the students have to be able to speak English. If their speaking ability is good, they can carry out conversation with other people. They can express their idea and know the information that happen in the world nowadays.

Speaking is an important element in communication in school. It needs more attention from both students and the teacher. Speaking is a productive skill where the speaker produces and uses language by expressing a sequence of ideas and at the same time the speaker wants to try, to get the message across. In this case we can say that there is a process when people speak, that is the process of conveying and understanding the message. It also means that we can communicate with others by means of this language skill. People can also transfer some information, answer the question from others, and ask what they want to know by speaking.

According to Brown (2004: 140) speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Students need to be mastered in speaking to express feeling, give opinion, etc.

According to Harmer (2003:87) by speaking the students will understand ideas, opinions and information from other people. It seems that speaking is one of ways to introduce each other and something, such as knowledge, technology, how to make relationship, or a good communication in a society.

Based on the researcher's experience when teaching practice at SMK GKPI-1 Pematangsiantar the researcher asked the students made a conversation. The students were afraid of producing a sentence. They were failed openly communicate well. Despite all these attempts, they still face many problems in expressing themselves when it comes to real situation of speaking. Many students are lack remember of vocabulary. They take so much time thinking what they are going to say, some of them did not say anything. They had to think when they wanted to speak. In learning activity, the students just did the exercise in the class, they were not given sufficient opportunities to practice speaking in the class so, only few students who got the good scores.

Based on the problem stated above to make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. The researcher use group work to present the students' conversation. According to Brown (2000:177) group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. Note that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies "small"-group work, that is, students in groups of perhaps six or fewer. Large grouping defeat one of the major purposes for doing group work: gives students more opportunities to speak. According to Caruso & Woolley (2008:86) group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders. Group work can make the students active. Group work is one of ways to motivate practice English in front of class. In group work, students learn listen to different ideas, learn to discuss and to negotiate. Students become brave to say what they ideas and students have self confidence to speak which consider whether it is true or not.

From the explanation above, the researcher uses group work in teaching speaking and it is hoped that it can be applied in class effectively. Therefore, the research focuses on finding out whether group work can be used to increase students speaking ability. The researcher would like to conduct a research the title "The Students' Speaking ability Through Group Work at grade eleven of SMK GKPI-1 Pematangsiantar".

### **The Scope of the Research**

In this research, the researcher will analyze the students' students' speaking ability where the conversation has used Group Work to the expression asking price and bargaining. Teaching of speaking ability namely, pronunciation, grammar, fluency, vocabulary, and comprehension. But the researcher focus on grammar particularly in tense usage and comprehension of the students grade XI TKJ of SMK GKPI-1 Pematangsiantar.

### **The Problems of the Research**

Based on the background of research above, the problem of the research is formulated as follows:

1. What is the students speaking ability through group work at grade XI SMK GKPI-1 Pematangsiantar?

### **The Objective of the Research**

This research is conducted in order to know the students' speaking ability at grade XI of SMK GKPI-1 Pematangsiantar can be stated to the analyze the students' in conversation to the expression asking price and bargaining by using Group Work .

## II. Literature Review

### Speaking

According to Brown (2004:140) Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

According to Harmer (2003:87) by speaking the students will understand ideas, opinions and information from other people. It seems that speaking is one of ways to introduce each other and something, such as knowledge, technology, how to make relationship, or a good communication in a society.

Thornburry (2005:iv) said speaking is the ability to speak fluently followed grammar, vocabulary, and pronunciation, besides that speaking is more complex that involves both a command of certain skills and several different types of knowledge.

Speaking is the basic communication at least between two people. We can know what people say by speaking, we can understand what people mean by speaking. Speaking is a process to share meaning the use verbal and non verbal ways. Speaking is an action to deliver information or expressing to talk of thought something or feeling in spoken language.

### Speaking Ability

Speaking ability is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently. Speaking happens when two people are engaged in talking to each other. It involves using speech to express meanings to other people. It means that speaking is one of crucial abilities to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with other in the classroom.

### Components of Speaking

According to Syakur (1987:3), there are at least five components of speaking skill concerned with. The following five components are generally recognized in analysis of speech process.

a) Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

b) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer.

c) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her.

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

### Teaching Speaking

Some important points are applied in teaching speaking process. They are :

**a) The Elements of Speaking**

Harmer (2001:269-271) mentions some elements of speaking, that is language feature and mental/ social processing.

- Language Features

There are four elements applied in the language features. The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English.

The second elements is expressive devices. A speaker should be able to do as what native speakers of English do.

The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases, especially in the performance of certain language functions.

The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

- Mental/ social Processing

There are three components in mental/ social processing. The first component is language processing. Speakers needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meanings that are inherited.

The second component is interacting with others. Speaking involves a good deal of listening to other participants, understanding or how they are feeling, and also the ability on how to take turns or allow to do so. The third component is information processing.

### Group Work

According to Dornyei & Murphey (2003:13) a group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another. According to Oxford dictionary (2005:595) group is number of people or things that are put together or considered as a unit.

According to Bertcher in Benjamin et al book's (1997:7) A group is a dynamic social entity composed of two or more individuals, interacting independently in relation to one or more common goals that are valued by its members, so that each member influences and is influenced by each other member, to some degree, through face to face communication. Over time, if the individuals who comprise the group continue to assemble, they tend to develop means for determining who is and who is not a member, statuses and roles for members, and values and norms that regulate behavior of consequence to the group.

According to Caruso & Woolley (2008:86) Group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders.



Group work can make the students active. Group work is one of ways to motivate practice English in front of class. In group work, students learn listen to different ideas, learn to discuss and to negotiate. Students become brave to say what they ideas and they have self confidence to speak which consider whether it is true or not.

According to Brown (2000:177) group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. Note that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies “small”-group work, that is, students in groups of perhaps six or fewer. Large grouping defeat one of the major purposes for doing group work: gives students more opportunities to speak.

### **Advantages of Group Work**

According to Brown (2000:177) there are 4 advantages of group work as follows:

- a) Group work generates interactive language.
- b) Group work offers an embracing affective climate.
- c) Group work promote learner responsibility and autonomy.
- d) Group is a step toward individualizing instruction.

### **Disadvantages of Group Work**

According to Brown (2000:179) there are 5 disadvantages of group work as follows:

- a) The teacher is no longer in control of the class.
- b) Students will use their native language.
- c) Students’ errors will be reinforced in small group.
- d) Teachers cannot monitor all group at once.
- e) Some learners prefer to work alone.

### **Asking Price and Bargaining**

Bargaining is type of negotiation in which the buyer and seller of a good or service dispute the price which will be paid and the exact nature of the transaction that will take place, and eventually come to an agreement.

### **The Previous Relevant Research**

Hamzah, and Ting. 2005. Teaching Speaking Skills through Group Work Activities: A Case Study in SMK DAMAI JAYA

This study generally attempted to look at some issues of students’ speaking in an ESL classroom. Students’ perspectives with regards to their involvement in oral group activities were identified. Besides, the potential implications of group work activities on the students’ individual performance in speaking assessment were also determined. To achieve these objectives, 33 Form 2 students of SMK Damai Jaya were involved. The data were obtained through the analysis of students’ questionnaire, interviews with three language teachers as well as the observations in class during group work activities. The findings show students’ positive attitude towards group work activities in class. This contributes to a significant increase in students’ participation in their groups. The general results obtained also indicate some improvements in students’ speaking when they are assessed individually. Hence, group work activities could have significant pedagogical implications and could be a practical technique if they are carefully planned to teach speaking skills among the students.

### III. Research Methods

According to Stake (2010:3) Qualitative research is directed at the problems of professional practice. It looks at poverty and discrimination and standardized testing, and those are good problems for critical study. This research that does library research, observation and recording. The design of qualitative refers to the methodology that focus on the analysis process. The term of the process, which is used by the researcher deals with the work that is done by the researcher on the direct investigation with interpretation of social interpretation.

The subject of the research was the students of SMK GKPI-1 Pematangsiantar at grade XI TKJ. They were 20 students in the classroom. The researcher only focused 12 students to analyzed ability in speaking in asking price and bargaining through group work.

The object of the research was the students' ability in speaking in asking price and bargaining through group work. The researcher was in the classroom to observe them when the researcher made a research in SMK GKPI-1 Pematangsiantar.

The instrument of this research was oral test which was distributed to the students as the tools to collect data.

#### Collecting Data

The researcher asked the students to create conversation about asking price and bargaining. The researcher asked the students to practice in front of class. And the last the researcher recorded the conversation.

#### Technique of Analyzing Data

1. Transcribed the students utterances
2. Analyzed the grammar of the students utterances
3. Analyzed the comprehension of the students utterances
4. Interpreted the conversation.

According to Harris (1969) the Scoring Speaking :

1. Grammar	5. Makes few (if any) noticeable errors of grammar of word order.
	4. Occasionally makes grammatically and/or word order errors which not, however, obscure meaning.
	3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2. Grammar and word order errors make comprehension difficult. But often rephrase sentence and /or restrict himself to basic patterns.
	1. Errors in grammar and word order so server as to make speech virtually unintelligible.
2. Comprehension	5. Appears to understand everything without difficulty.
	4. Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3. Understands most of what is said at slower-than-normal speed with repetitions.
	2. Has great difficulty following what is said Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1. Cannot be said to understand even simple conversation english.

#### IV. Result

The researcher took the data by participant observation that divided into three groups in English conversation. As mention in Chapter III the data is analyzed based on Grammar and Comprehension.

Based on the research on SMK GKPI-1 Pematangsiantar the researcher found that group work make the students be more active and can develop the students ability in speaking. Based on analysis of the data, the researcher found that analysis conversation by using group work as the table below:

No.	Name of the Students	Components of Speaking		Total	Criteria
		Grammar	Comprehension		
1.	Rodearni	3	4	3,5	Good
2.	Dita	4	3	3,5	Good
3.	Bonni	3	4	3,5	Good
4.	Mariati	4	4	4	Very Good
5.	Alentina	3	3	3	Good
6.	Visan	3	3	3	Good
7.	Ramot	3	3	3	Good
8.	Rahel	4	3	3,5	Good
9.	Maria	4	4	4	Very Good
10.	Aldi	3	4	3,5	Good
11.	Ruth	3	4	3,5	Good
12.	Wendy	3	3	3	Good
		3,3	3,4		Good

From the table above, only two students who got **very good** and the others got **good**, and the total of the components were **good**.

#### Discussion

Based on findings above, the researcher got the data on the classroom realities. The researcher needed to give some point to be discussed, in teaching english. According to the researcher learning process in speaking must has variation technique to develop students speaking ability, one of the technique was group work.

Group work could make the students active. Group work was one of ways to motivate practice English i front of class. In group work, students learned listen to different ideas, learn to discuss and to negotiate. Students became brave to say what they ideas and students have self confidence to speak which consider whether it was true or not. So group work was the good technique to the students.

#### V. Conclusion

Using group work can help the students to improve students' speaking ability. Make the students is more active. And the process of learning would be effective and efficient. The students' grammar is good and the students' compression is also good in speaking ability. Comprehension has highest score, and as we know if the students have a good comprehension the students can make the good connection and has a good feedback also because both of speaker and listener can understand about the conversation.

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## AN ANALYSIS ON STUDENTS' SPEAKING ANXIETY

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### **Abstract**

*This study describes 1) the factors of students' speaking anxiety, and 2) the strategies of students to solve their anxiety at Grade Ten of SMK Kesehatan Sahata Pematangsiantar. The researcher found that the factors of students' speaking anxiety are: presentation in the classroom, fear of making mistake, formal classroom environment, social environment, social status and status identity, self-perception and self-esteem, cultural differences, and gender. Students strategies to solve their speaking anxiety are: relaxation, positive thinking, resignation, preparation, and peer seeking. Finally, the researcher concludes that the result of this research shows that anxiety make the students difficult to develop their speaking in English. Anxiety could block of students's speaking, and lead to becoming passive learners in the class.*

**Keywords:** *classroom, speaking anxiety, strategies.*

### **I. Introduction**

Human being are highest position the entire God creation. They have society to take interaction each other and they use language for communication (Brown, 2007:6). It means by language the people can express their ideas, opinions, feelings, suggestions, advices, and they can share their experience by using language. Language helps people understand themselves and the world around them. The knowledge can be taught and learn through language. Whenever people think about language, they will think that language is very important in their life. The people use language everywhere and every time they do activities.

One of the languages which are the internationals language is English. English is a language which is used by the most country in the world. Therefore, using English is the easiest way to communicate with other countries about many aspects in human life such as education, technology, economy, social, and politics. In learning English, there are four basic language skills which are listening, speaking, reading and writing. All skills are important but in this research, the researcher focuses on speaking. English speaking skill is considered to be an important skill. Speaking demands the students to use the language to create a meaningful communication. Speaking is the active use of language to express meanings so that other people can make sense of them. Speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. According to Turk (2003:9), "Speaking is direct route from one mind to another, and is the way are usually choose when we want to ask a question, or given explanation."

Students should have a good command of communication skills in English so as to prepare their future careers and lives. They faced many problems in speaking ability such as: limited vocabulary, inaccurate grammar, Lack of fluency, imperfect pronunciation, lack of active listening, fear of speaking in public, fear of expressing certain views, diminishing confidence, dominance of hesitation, lack of group skills , anxiety of making mistakes. Most of time, students could only develop their speaking ability in the classroom. But they usually don't use this chance to enhance their speaking ability. It happens because of many causes that the students are not comfortable to speak in front of others students.

Spielberger defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system (as cited in Mahmoodzadeh, 2012). According to Spencer (2003:11), “Anxiety describe the thoughts, feelings and behaviour that occurs when person has the perception of serious danger in situation where the other people do not percieve danger”. The anxiety of many students to speak in class has become a major factor that could influence their ability in language learning. In the classroom, students tend to be silent if they are asked by their teacher. Many times they keep silence even if they understand the questions and could actually answer the questions from their teacher. They will lose their opportunities in using English in classroom context to enhance their speaking ability.

Based on the researcher’s observation at the first grade at at Grade Ten of SMK Kesehatan Sahata Pematangsiantar, the researcher found that the students is anxiety to speak in front of their friend in the classroom.. They also might develop other kinds of negative behaviors such as becoming passive learners in the class. Anxiety plays an important role in students’ speaking ability. It shows that the higher students’ anxiety, the more they tend to gain low speaking proficiency.

## **II. Literature Riview**

### **Speaking**

Speaking is one of the skills needed in learning a language. The form meaning of speaking is dependent in the context which it occurs, includes speaker, listeners experiences, environment and the purpose of speaking. Therefore, speaking is defined as an interactive process of constructing meaning that involves producing and receiving and processing information. According to Hinkel (2005:485), “Speaking is a process of oral language production”. According to Turk (2003:9), “Speaking is direct route from one mind to another, and is the way are usually choose when we want to ask a question, or given explanation”.

### **Characteristic of Speaking**

To make students communicate and to become aware of their language use can not only be achieved by input from the teacher. Teachers need to create situations where students get the chance to speak and communicate with each other. Speaking activities in the classroom are an important part of teaching English since they help students to develop their language and fluency when talking. The speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language.

According to Penny Ur (2009:120), there are four characteristics for a successful speaking activity :

1. Learners talk a lot.
2. Participation is even.
3. Motivation is high.
4. Language is of an acceptable level.

### **Students’ problem in speaking in the class**

Speaking in the class mostly depends on a good atmosphere where students get along with each other. Sometimes students may get problems in a speaking activity and it is important that the teacher helps out in a discrete way without exposing the student. Before the teacher help out the students’ problems, the first teacher must know what the students’ problems.

There are some students problem that they face in the classroom (Ansari, 2015) : Limited vocabulary, Inaccurate grammar, Lack of fluency, Imperfect pronunciation, Lack of active listening, Fear of speaking in public, Fear of expressing certain views, Diminishing confidence, Dominance of hesitation, Lack of group skills, Anxiety of making mistakes : Some students anxiety to speak because them affraid to make some mistaken. So that it make they lazy to spaek in the classroom, Lack of exposure and practicing plat forms : The students difficult to speak English because some of them did not know the vocabulary and rules of grammar.

### **Anxiety**

Anxiety is an emotion that affects every person. Many factors can cause a person to experience feelings of anxiety. Adults may experience anxiety caused by their jobs while students may experience heightened levels of anxiety as a result of peer pressure or an impending important test or project. According to Mayer (2008:5), “Anxiety is defined as a state of intension agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger”.

The exprience of anxiety is unique for each person, but it does have general physical and emotional characteristics. Spielberger defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system (as cited in Mahmoodzadeh, 2012). According to Spencer (2003:11), “Anxiety describe the thoughts, feelings, and behaviour that occur when a person has the perception of serious danger in situations where the other people do not percieve danger. Anxiety means worrying that something really, really bad might happen at many minute”.

### **Component of Foreign Language Anxiety**

Brown (2007:162) stated that, there are three componen of foreign language anxiety :

1. Communication apprehension, arising from learner’s inability to adequately express thought and ideas.
2. Fear of negative social evaluation, arising from learner’s need to make positive social impression on others.
3. Test anxiety, or apprehension over academic evaluation.

### **The Factors of Speaking Anxiety**

According to Tseng (2012), “There are several factors of speaking anxiety in foreign language class : Self perception, Social Environment and Limited Experience to the Target Language, Cultural Differences, Social Status and self identity, Gender, Strict and Formal Classroom environment, Presentation in the classroom, and Fear of Making Mistakes and apprehension about others’ evaluation”.

#### **a) Self perception**

Self-perception is a person’s judgment of their own assessment or value, based on a feeling of “efficacy”, a sense of interacting effectively with one’s own environment. People with low self-esteem worry about what their peers think; they are concerned with pleasing others.

#### **b) Social Environment and Limited Experience to the Target Language.**

We know that the learners will practice English if they are in the classroom but if the class finished, they will not practice the English again, they will speak their own language. The learners shall practice their English with a group of English; it is to minimize to use their own language.

c) Cultural Differences

The difference of culture appeared to be an important anxiety factor. One culture may be different from other culture when they are talking. From that argument we know that anxiety also will happen in the different culture.

d) Social Status and self identity

Social status is a factor of anxiety in foreign language learning. When the lowers status talks to the higher status they will feel anxious because they think the higher status has good knowledge. The example is when the student talks to teacher in English, they feel down because they do not have enough knowledge and they think the teacher have perfect English.

e) Gender

Gender as a factor of anxiety will be analyzed referring to the certain speaking activity. Gender is related to the anxiety while communicating in foreign language. The subject appeared to have different experiences of feeling anxious while talking the opposite sex; people are more likely to feel communication anxiety when they are talking to the opposite sex.

f) Strict and Formal Classroom environment

Formal classroom environment is a significant cause of language anxiety. The learners view the classroom a place where their mistakes are noticed and their deficiencies are point out. In the class if you say "I do not know" about language you will be blamed, because you do not study hard. You are feeling more anxious when you are in the classroom because it is more formal and you will feel stress when you are in the classroom. It is different condition when you are out of the class and talk to your friends, you feel relax and happy and not afraid to make mistakes.

g) Presentation in the classroom.

It has been mention previously; the classroom situation is possibly stressing and awful. A presentation is also as a factor that makes anxiety happen because when the learners talk in front of class they will lose confidence and lose knowledge. Most of the learners agree that speaking in front of class grow the anxiety.

h) Fear of Making Mistakes and apprehension about others' evaluation.

Learners even feel more stressful and anxious when they are making mistakes in front of others who have good knowledge. Learning in foreign language in front of others in the classroom has always been a problem, because they think if they make mistakes they feel that they still do not have knowledge. A student is afraid of making mistakes, because other students will correct and laugh at that student. The best way for that student is just keep silent, keep quiet, so nobody will correct him. But, those students do not get anything because they do not do anything else.

### **Strategies for Coping Language Anxiety for Speaking Skill**

According to Kondo and Ling (2004), there are five strategies that can use by students to solve their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

The first strategy is Preparation, in this strategy students attempts to control their own self by improving learning and study strategies (example: study hard, trying to obtain good summaries of teacher notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.



b. Relaxation

The second is Relaxation, the goal of this strategy to solve anxiety symptoms. Making relax the body by doing something (example: take a deep breath' and try to calm down).The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat.

c. Positive Thinking

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. It is also important to realize that perfection is an impossible goal and that is not a requisite for success.

d. Peer Seeking

The fourth strategy is Peer Seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the student, the realization that others are having the same problem may anxious serve as a source of emotional regulation by social comparison.

e. Resignation

The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class)

### III. Research Methodology

In this research, qualitative descriptive is used by the researcher. Qualitative descriptive is a type of research method that does not include any calculates. It means that qualitative research is a research in which the analysis is interpretative. The qualitative method is used in analyzing the data in the form of the speaking anxiety.

The subject of this research is students on first year student at grade ten of SMK Kesehatan Sahata Pematangsiantar, which consisted 30 students. The object of this research is the students' speaking anxiety in Pharmacy class of first year at grade ten of SMK Kesehatan Sahata Pematangsiantar.

The technique of collecting data deals with how the data is relevant to the theories given in this research. To get the data for this research, the researcher analyze the students' speaking anxiety at grade ten of SMK Kesehatan Sahata Pematangsiantar. There are some step of collecting the data :

1. Collecting the data from students' questionnaires.
2. The questionnaire adopted from the factors of speaking anxiety based on Tseng theory (2012). And strategies for coping language anxiety for speaking skill based on Kondo and Ling theory ( 2004).

After the data are collected, there are several steps to be done by researcher in processing the data :

1. Identify the data from students' s questionare.
2. The data that have been obtained, will be classified according to the factors of speaking anxiety (self perception, social envirotnment and limited exprience to the target language, culture differences, social status and self identity, gender, strict and forml classrom envirotnment, presentation in the classroom, fear making mistakes and apprehension about others' evaluation.) and strategies for coping language anxiety for speaking skill ( preparation,relaxiation, positive thinking, peer seeking and resignation.)
3. The data which have been classified will be analyze based on qualilative descriptive

accordance by the sources of speaking anxiety and strategies for coping language anxiety for speaking skill.

4. The researcher interpreted the data and analyze the students' questionnaire based on the factors of speaking anxiety and strategies for coping language anxiety for speaking skill.

#### **IV. Findings**

1. Some factors of speaking anxiety are:
  - a. Presentation in the classroom: The students feel anxious in front of the classroom because they will lose confidence.
  - b. Fear of making mistakes: The students feel afraid and panic because fear of making mistakes in front of others.
  - c. Formal classroom environment: The students feel anxious when the learner are in the classroom that formal, because they think that a place where their mistakes are noticed.
  - d. Social environment: The students feeling anxious because of the environment doesn't use English as daily language.
  - e. Social status and self identity: The students feel anxious because they think that the higher class is understand more about English language, for example: student talk to the teacher.
  - f. Self-perception and self-esteem: The students in individual perception with low self-esteem of himself that make them anxious.
  - g. Cultural differences: The students feel anxious because friends of other culture may not understand what they are saying.
  - h. Gender: The students feel anxious when they are talking to the opposite sex.
2. Strategies to solve their speaking anxiety are:
  - a. Relaxation: Trying to be relax,
  - b. Positive thinking: The learners think that everything will be ok.
  - c. Resignation: The learns give up without any effort , the e.g : sleeping in the class, just silent and bowed their head.
  - d. Preparation: The learners study their lesson before come to the school, the e.g: practice the lesson, study hard and trying more and more.
  - e. Peer Seeking: The learners communicated with another friends.

#### **V. Conclusion**

The researcher interpret that the first grade students class X-1 pharmacy of SMK Kesehatan Sahata Pematangsiantar is anxiety to speak in front of class especially in English. Based on the interpretation, we can see that the students was more silent in the classroom, bowed their head, fear making of mistake, feeling shy to another friends and do not have self confidence more.

We can also see that the students still anxiety speaking English in front of other people. This is the reason that influence speaking ability of the students. Anxiety make the students difficult to develop their speaking in English. Anxiety could be block of students's speaking, becoming passive learners in the class.

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## THE EFFECT OF TALKING CHIPS TECHNIQUE ON STUDENTS' SPEAKING ABILITY IN DESCRIPTIVE TEXT

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### Abstract

*This research examined the Effect of Talking Chips on students' speaking ability in descriptive text which is focused in describing animals. This research design has done with quantitative research. The sample of this research was taken from two classes. The researcher found that the mean of post-test in experimental group is 72.59 and the mean of post-test in control group is 61.48 and the researcher also found that t-test is higher than t-table. It can be seen from df: 52 (27+27-2) with the table is 1.67 and the calculate value is 10.79. It means that t-test is higher than t-table (10.79 > 1.67). After analyzing the data, the researcher concluded that Talking Chips technique could develop the students' speaking ability in descriptive text.*

**Key Words:** *Descriptive text, talking chips technique, speaking ability,.*

### I. Introduction

According to Brown (2000:5), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Language is a very important for human to communicate with others because all of people cannot stand itself without the people in their surroundings. By using language people can express ideas, experiences, thought, and so on to others.

People come from different countries using different languages because there are so many languages in this world such as; Indonesian, Mandarin, Batak, Javanese, Korean, Italian, English, etc. English is one of international language. In the world of globalization era, English has increasingly become the medium in every domain communication, both in local and global contexts. To make communication become better students need skills.

There are four major skills which have to be taught during English teaching and learning process, they are listening, speaking, reading, and writing. Although all four skills are equally important, the researcher mainly focuses on speaking skill because in our daily life we do speaking and to face the globalization era, students need communication competence with others in order to express their ideas and feeling. One of ways to communicate with others is through speaking.

According to Syafryadin (2013:33), most of Indonesian students could not speak English well due to several reasons. Those were lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. Those kinds of condition also happened during the teaching practice (PPL) done by the researcher found out the students of SMPN 1 Tanah Jawa were still lack on speaking ability. When researcher asked them to act out a conversation in front of class, they were still shy and afraid to do what they were asked to do. Most of students said that they were afraid to mispronounce words and had low motivation on challenging themselves. They were also lack on vocabulary because students asked the teacher directly when they found the difficult word without they looked on

dictionary firstly. And the last, they got low score, their average score was 60 while their KKM for English subject is 68.

Teacher needs a technique to solve students' problem in speaking during the lesson in order to keep them on track and maintain the students' motivation. The researcher focuses on apply Talking Chips during the learning process. Talking chips is the one technique of cooperative learning method.

Talking Chips is a type of cooperative learning that was developed by Spencer Kagan in 1992 for the first time. Kagan and Kagan (2009) pointed out that Talking Chips technique could be applied to improve the students' interest during the process of teaching and learning speaking.

Based on the explanation above, the researcher is interested to conduct a research with entitle 'The Effect of Talking Chips Technique on Students' Speaking Ability in Descriptive Text.'

## II. Literature Review

### A. Speaking

#### 1. Definition of Speaking

Thornbury (2005:20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities.

Nunan (2003:48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. Such as, they may want to retell stories, to give information, to express feeling, to give command, to make jokes, to agree or complain about something. We generally use speaking as a mean for communication in daily interaction to build up a mutual communication in speaking ability.

From some definitions above, it could be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers' ideas to the listeners.

#### 2. The Aspect of Speaking

According to Harris (1969:81), there are five aspects components are generally recognized in analysis of the speech process, they are:

- a) Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.
- b) Pronunciation is a use of a sound system in speaking and listening on our goals. Obviously is not to have the students talk about the sounds of the language but to use them in utterances for communication all language teaching involves pronunciation.
- c) Grammar consists of a set of rules, what is of interest to the functional grammarian is not that the rules generate grammatical sentences, but rather that the production of part of speech to arrange the sentences is the means to coherent communication.
- d) Fluency is simply the ability to speak fast. It can be defined as the ability to speak fluently and accurately suitable with professional necessary.
- e) Comprehension is discussed by both speakers because comprehension can make people getting the information what they want.

## **B. Talking Chips Technique**

### **1. Definition of Talking Chips Technique**

Talking Chips is one of kinds on cooperative learning that can increase motivation and students learning outcome. Kagan and Kagan (2009) pointed out that Talking Chips technique could be applied to improve the students' interest during the process of teaching and learning speaking. Talking Chips can be used in larger or small group activities as a concentrate procedure for turn talking. Chips can be small squares of construction paper, coins, plastics shapes, poker chips, pencils, cardboard chips, etc.

### **2. The Procedures of Talking Chips Technique**

In applying talking chips technique, teachers should know the steps and procedure to apply this technique in the teaching speaking. The procedures of Talking Chips will be explained as follows:

- a) The teacher presents a topic and time to think. It would help the students to maintain their ideas to be shared.
- b) Some students started the discussion by putting one of their chips in the middle of the table.
- c) Other students began to issue an opinion using their chips.
- d) When all the chips have been used, chips are subdivided into individual members of the group and continue the discussion using the card Talking Chips (Kagan and Kagan, 2009).

## **C. Descriptive Text**

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance; our pets or a person we know well (Gerot, 1994).

## **III. Research Methodology**

This research designs with quantitative research aimed to know the effect of technique that given, whether it influenced to the object or not. The subject of this research is students at grade eight of SMP Negeri 1 Tanah Jawa consist of two classes, the total of sample 54 students, for experimental group, they are 27 students and control group, they are 27 students. For collecting the data, this research used instrument oral test. The data from speaking test were conducted by giving the scoring.

In conducting the test, there were three steps applied: doing pre-test, treatment and doing post test. And technique of analyzing data: the researcher calculates means of pre-test and post-test from each group, analyzes the level of ability of the students both two groups by calculating the raw score of students, calculates the means of experimental group ( $M_y$ ) and control group ( $M_x$ ), calculates the standard deviation of experimental group ( $d_y$ ) and the standard deviation of control group ( $d_x$ ), and the last calculates testing the T-Test formula.

## **IV. Finding and Interpretation**

### **A. Finding**

Based on the data analysis, the researcher found that the effect of Talking Chips technique on students' speaking ability in descriptive text was good enough and successful. By using chips, every student had same chances to speak about the topic, so they felt enthusiasm to use their chips, they felt enjoyable to work together to complete the

conversation about descriptive text. The data showed the score of the students that use Talking Chips technique was higher than the student's score without Talking Chips technique. It could be proved from the mean of post-test in experimental group was 72.59 and the mean of post-test in control group was 61.48. So based on the analysis of the data, T- test was higher than T-table ( $10.79 > 1.67$ ) at the level of significant. It showed that there was an effect of using Talking Chips technique on students' speaking ability in descriptive text.

### **B. Interpretation**

From the data analysis, the researcher found the answer of this thesis problem that had been stated in chapter 1. The researcher used two classes from the eleven classes as the sample that consists of 27 students of each class. One class was chosen to be the experimental group that the group that received treatment by using Talking Chips technique and the other one as the control group that the group was received a different treatment or without Talking Chips technique.

There was the effect of using Talking Chips technique on students' speaking ability in descriptive text. It showed from the score of the students' by using Talking Chips technique was higher than the pre test and it was shown significantly.

From the analysis of the data, the researcher found that the mean of experimental group was 72.59 and the mean of control group was 61.48, the validity of the students in experimental group was 0.90 and the validity of the students in control group was 0.89. It showed that the mean and validity of the students in experimental group were higher than the students in control group. Then, t-test was higher than T-table ( $10.79 > 1.67$ ) at the level of significant was 0.05 with  $df = 54$  ( $N_x + N_y - 2 = 27 + 27 - 2 = 52$ ), it showed that there was an effect of using Talking Chips technique on the students' speaking ability in descriptive text.

Based on the result of the research, the researcher concluded that in teaching speaking by using Talking Chips technique on the students' speaking ability in descriptive text was effective than without using Talking Chips technique.

### **V. Conclusion**

Based on the data analysis, the researcher makes conclusion that applying Talking Chips technique make the students become enjoy in speak English without fear and hesitate to share their opinion, students were more confidence to speak English because both of them helped each other, and the result of t-test shows that  $t_{obs}$  is higher than  $t_{table}$   $10.79 > 1.67$ ;  $p = 0.05$ , it can be concluded that Talking Chips technique significantly affects on students' speaking ability. It comes from the analyzing of data, where the experimental group got the higher score than the students of control group. In post-test, the experimental group got 1960 point and the mean was 72.59 while in the control group got 1660 point and the mean was 61.48. The result of the test showed that using Talking Chips technique on students speaking ability in descriptive text is more effective than without using Talking Chips Technique on students speaking ability in descriptive text.

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## THE STUDENTS SPEAKING ABILITY THROUGH ROLE PLAY

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### **Abstract**

*This research was designed to find the students speaking ability through role play. This research is qualitative descriptive. The subject of the research is the students of SMP Negeri 7 Pematangsiantar of grade Nine. The researcher concluded that the students speaking ability in expression in giving suggestion through role play is work well from score that adapted by Harris, From eighteen students there are three (3) students who got very good, fourteen (14) students who got good and one (1) student who got satisfactory in comprehension almost of the students can make a good connection with their partner and the understanding of students in responding using english very good.*

**Keywords:** *Speaking, Role play*

### **I. Introduction**

Speaking is very important skill in studying English, people need to speak in or to communicate each other and make a good communication. Speaking is a way to show the intention through spoken words. The elements of speaking might be learned in formal or informal education. Speaking english is very difficult for indonesian, especially for the students.

According to McDonough and Shaw (1993: 151) stated speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skill which, added together, constitute and overall competence in the spoken language. Another word speaking is the capacity of the people put ideas into words talking about feeling they want to other people to understand. Speaking is communication between speaker and listener. The researcher found the students' problem in speaking based on the writer researcher when having teaching practice in SMP N 7 Pematangsiantar. It was also based on the speaking test that was used by the English teacher in that school. Almost all of the students were confused and just keep silent when teaching learning process occurred. They did not dare to speak because of afraid of making mistakes.

There are many words in their mind but they lost the word when they try to speak the language. Many teachers find any other problems in learning english especially in speaking. Less opportunity and confidence in speaking are other problems. By mastering speaking, they can carry out conversation with others, give ideas and change the information with their friends. They also could not express or respond something for example on the conversation they can not express their opinions whether they agree or disagree on a thing they only give a short answer like yes or no because no media to help them in developing their speaking activity. The researcher also found that students comprehension in giving responsisstill low. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good to speak using English. The main objective of teaching English is to enable students to use the language effectively, either in speaking or writing. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking. As Ur, Penny (1996: 131) stated role play is all sort of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate in the new context. "What is the students speaking ability through role play at grade IX SMP Negeri 7

Pematangsiantar?. To find out the students speaking ability at third grade students of SMP N 7 Pematangsiantar after using role play method. By using role play later, students will know how to give the suggestion and make a good conversation. The researcher limits the study by using role play method to analyze students speaking ability at third grade of SMP N 7 Pematangsiantar. The researcher limit to the expression giving suggestion that focused on the comprehension of the students.

## II. Literature Review

### A. Speaking

#### 1. The Definition of Speaking

Speaking is the way to carry out our feeling through words, conversation with other. Nunan (1991: 39) stated Speaking is the single most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in the language. Speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important thing is speaking can be seen in people daily activities. English has four skill that have difficulty in each skill including speaking.

Speaking is increasingly important in second or foreign language. As Widdowson in McDonough and Shaw (1993: 153) comment: 'what is said is dependent on an understanding of what else has been said in the interaction.' It means that if we are wrong in pronouncing a word that can lead the listener does not understand or even misunderstanding about what we want to convey to the listeners.

#### 2. Component of Speaking

There are some components of speaking to be mastered:

a) Pronunciation

According to Pollard (2008: 65) stated Pronunciation is an essential aspect of learning to speak foreign language. If a student do not pronounce word correctly, it can be very difficult to understand him/her. For example when learners says good luck to energize her/his friends where they should have said good luck the inaccurate production of a phoneme can lead to misunderstanding.

b) Grammar

According to Ur, Penny (1996: 75), Grammar is the way words are put together to make correct sentences. Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning Ur, Penny (1996: 76).

c) Vocabulary

Vocabulary can be defined , as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word for example, *post office* and *mother-in-law*, which are made of two or three words but express a single idea. There are also multi-word idiom such as call a day, where the meaning of the phrase can not be deduce from an analysis the component words Ur, Penny (1996: 60).

d) Fluency

In Oxford Advanced Learner's Dictionary said that fluency is the quality of being language easily and well and other definition fluency is defined as the ability to read with speed, accuracy and proper expression, by the good fluency we can easy to understand what they want to say.

e) Comprehension

In Oxford Advanced Learner's Dictionary said that comprehension is the ability to understand of the meaning(written or spoken). It can be means that comprehension is the action or capability of understanding something.

### 3. Problem in Learning Speaking

Learning speaking is one of the difficult skill in english language. Many student's can write well what they want to write but it is different in speaking the student's can't speak well even though they had to prepare the material. According to Ur, Penny (1996: 121 ) stated many some problems is getting learners to talk in the classroom there are:

- a) **Inhibition.** Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b) **Nothing to say.** Even they are not inhibited, you often hear learners complain that that they can't think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c) **Low or uneven participation.** Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d) **Mother-tongue use.** In classes where all, or number of, the learners share the some mother tongue, they may tend to use it: because it is easier it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones – to keep to the target language.

## B. Role play

### Definition of Role Play

Role play is consist of short scene which can be realistic, acting, fantasy and the others. In addition Klippel (1984:121) stated Realistic role play have been common features of situational language teaching for a long time and catered for by suitable dialogues in most beginners textbooks. Role play is fun method in teaching learning english because by using role play students can improve their english and build their self confident by playing eye contact and body language.

Kagan (2009: 300) comment Role play is a very natural mode of learning. In a chance to play with behavior to try them on, and practice. To support the statement Klippel (1984: 121) stated role play makes use types of material into role cards and cue cards. Role card is a card that teacher would give to a student that gives them instructions on what they should do, or more specially, what role they will be playing while cue cards is which guide the players as to what they should say in detail.

### Procedure of Teaching Speaking Through Role Play

Huang (2008) applies six major steps in the procedure for the role play activities in her classes.

- a) Decide on The Teaching Material

The teacher must decide which teaching materials will be used for role play activities. The teaching materials will be taken from non-textbook teaching materials such as role card.

- b) **Select Situation and Create Dialogs**  
Then a situation or situations to be role played should be selected. For every role plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.
- c) **Teach the Dialogs for role plays**  
The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations.
- d) **Have Students Practice the Role Plays.** Students can practice in pairs or in small groups. After they have played their own roles a few times. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.
- e) **Have Students Modify the Situations and Dialogs**  
Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.
- f) **Evaluate and Check Students' Comprehension**  
Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs.

### **The Teachers Roles in Role Play**

One of the teacher's function is being a facilitator. As learners practise role-play they may discover that they lack words or phrases (Budden 2004) in Kusnierek (2015: 86). They may need new language to be given by the educator. This role makes the teacher act as a kind of a „walking dictionary“, evaluating the class and offering help when it is necessary.

However, if rehearsal time is long enough, offering assistance might not be required. At times, teachers may want to become involved in a speaking activity. This way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking (Harmer 2001: 276) in Kusnierek (2015: 86). Although educators have to bear in their minds that they should not participate too much, that is, take control over the task and draw all the attention to themselves.

The third role of the teacher is being a spectator. His or her task is to watch the role-play and then give remarks and advice at the end of the performances (Budden 2004) in Kusnierek (2015: 86). The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed (Ladousse 1987: 15).

## **III. Research Method**

### **A. Design of The Research**

This study is a qualitative research. Creswell (2009: 22) stated qualitative is testing objective theories by examining the relationship among variables. This study will focus on the analysis the data. Direct investigation will be start from collecting data up to analysis. This study will find the problem at the present time.

### **B. Subject of The Research**

This research will be done in SMP Negeri 7 Pematangsiantar which is located in Sisingamangaraja Street. The researcher will choose grade IX-3 as a subject of the study and analyzed on 18 students in the classroom.

### C. Instrument of The Research

The instrument of this research is test. The researcher distributed the role cards to the students as the tools to collect the data. The test is about expressing giving suggestion depends on the role cards.

### D. Technique of Analyzing The Data

The collected data in this research will analyze in the form of qualitative data. Here are some steps to analyze the data:

1. Transcribe the students utterances.
2. Analyze the expressing of giving suggestion.
3. Analyze the comprehension of the students utterances.
4. And the last, the researcher interpreting the conversation.

Sample oral english sheet adapted by Harris 2002

1.	Comprehension	5. Appears to understand everything in conversation
		4. Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3. Understand most of what is said at slower than normal speed with repetition.
		2. Difficult to follow what is said. Can comrehend only social conversation spoken slowly and with frequent repetition.
		1. Cannot be said to undersatnd even simple conversation in english.

Assement criteria for speaking:

- 5 :Excellent
- 4 :Very Good
- 3 : Good
- 2 : Satisfactory
- 1 : Poor

## IV. Findings and Discussion

### A. Research Findings

Based on the esearch on SMP Negeri 7 Pematangsiantar the researcher found that role play make the students be more active and can develop the students ability in speaking. The researcher found that the speaking ability through role play as the table below :

Table 1.1

NO	Name of students	Comprehension	Grade
1	Ester Zebua	2	Satisfactory
2	Redina Rumahorbo	3	Good
3	Angelica Sitanggung	4	Very Good
4	Siti Nurhaliza Munthe	3	Good
5	Theresia	3	Good
6	Junita	3	Good
7	Rizki Adila	4	Very Good
8	Angela Christina Amaral	3	Good

9	Junedy Silalahi	3	Good
10	Raja Purba	3	Good
11	Mutiara Rumapea	3	Good
12	Aina Manjura	3	Good
13	Egonardo Tampubolon	3	Good
14	Moses Alexon Pinayungan	4	Very Good
15	Liza Hartiwi	3	Good
16	Sriwahyuni	3	Good
17	Dhea	3	Good
18	Anisa	3	Good
X		$56 : 10 = 3.1$ Good	Good

Based on the table above, only three students who got very good, fourteen students got good and one student got satisfactory.

### B. Interpretation and Discussion

Based on finding above, the researcher interprets the data on the classroom realities. The researcher found some problem when doing research at grade IX-3. Learning english doesn't always use handout as a media but we can make varition to make learning english more interesting and to developstudents ability in speaking, one of the is role play.

Role play can make students more excited and able to interact with others by using role play students can also be someone elsa or play role in accordance with the situation and conditions suggested.

By seeing at the conversations of almost all pairs it can be concluded that most of students choosed the first role card about doctor and patient, few choosed the third and fourth role card and no one chooses the second role cards it means that students only choose topics that they are experiencing or that they understand or they find it easy so they can easily develop the idea what they want to convey. By seeing the analysis of the data, the researcher found that only two students who got very good, one student got satisfactory and the others got good actually most of them understant the interaction by using role card and can make a good connection with the partner but the problem that they faced mostly is lack of confidence and lack of vocabulary. most of them shy of showing their speaking ability in front of the class. To be a successfull in speaking ability the students must learns a lot always practice and gain high motivation. At the end of course, students should be able to make use English expressions conveyed in asking for and giving suggestion accurately and fluently according to the situation given.

### V. Conclusion

Based on the data analysis and interpretation which had been stated in chapter IV (four) it can be concluded that from ten students only two (3) students who got very good, one (1) satisfactory and seven (14) who got good in comprehension almost of the students can make a good connection with their partner but in developing the idea and express of giving suggestion still low or just know the ordinary conversation .

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## THE EFFECT OF DIRECT TEACHING METHOD TO THE STUDENTS' SPEAKING ABILITY

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### **Abstract**

*The objective of the research was designed to find out the effect of direct teaching method to the students' speaking ability of Grade IX at SMP Negeri 1 Siantar. The researcher formulates the problem as follow : What is the effect of Direct Teaching Method to the students' speaking ability of Grade IX at SMP Negeri 1 Siantar. This research is designed as a quantitative research. As experimental research, aimed to know the effect of method that given, whether it has an influence to the students or not. Then, quantitave data were obtained from the students' intonation score of pre-test and post test. The finding of this study showed that there was improvement on the students' ability in speaking ability specially in intonation. After analyzing the data, the researcher concluded that Direct Teaching Method could improve the students' speaking ability of grade IX at SMP Negeri 1 Siantar.*

**Keywords:** Ability, direct teaching method, effect, intonation, speaking

### **I. Introduction**

Language is got first by people from listening the words from the people around them, and imitating the words constantly they could produce and utterance them, so from listening and then they tried to speak, thus they could understand each other. According to Harmer (2007: 76) "A language function is a purpose you wish to achieve when you say or write something. By performing the function, you are performing an act of communication." So the function of language is used for communication. As stated by Hornby (1990:170) "Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information." Furthermore two kinds of communication namely oral and written, oral means verbal or telling directly it includes speaker and listener and written means by using text or writing it includes writer and reader.

English has been a global language, the status of English on the internasional level is a major factor that all over the world is learning english. In English there are four skills those are learnt by students, there are namely listening, speaking, reading and writing, which should be mastered by students. Those skills are taught in subject of English lesson in schools. The objective of English subject in Junior high school covers the ability to understand and produce speech or written texts which are realized in those skills.

In agreement with Oradee (2012:533) "Ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners'. Speaking is meant to teach the student oral facility." In speaking the sounds of English are to be taught within the context of conversation and structure. Then speaking is to teach the students to read and write the words and sentences that they can speak and understand. Speech precedes reading and writing, and students are never to be asked to read or write anything that they cannot first understand and say. although many of the students understand the language and know a lot about its grammar and lexicon, but when they have to speak, they seem to be at a loss for words. It seems that many students have difficulties in speaking English skill. Stated by Baker & Westrup (2003:1) "Throughout the world today, and especially in developing countries, there is a great need for people to speak English well."



Teachers always try to do the best method and the technique in teaching in order to make the students understand the lesson well. But the constant question that whether the method and the technique have been successfully done by the teachers or not if the learning process does not run well, this is either the mistake of the teacher or the opposite, but a teacher should know the strength and the weakness of its students. So the teachers should recognise the students well. As stated by Baker & Westrup (2003:1) "Many employers look for good English speakers. So it is important for students to learn to speak English well and for teachers to know how to teach speaking well."

One of the ways in teaching English that is done by teachers is deciding method to be applied. Method is the quality of being well planned and organized, it is designed to achieve a particular goal.

## **II. Literature Review**

### **A. Definition of Speaking**

In this chapter, Speaking will be discussed more detail. As the researcher wrote in the previous chapter that according to Hornby (1990:827) "Speaking is uttering words or articulating sounds with the ordinary voice in order to express thoughts, opinions or feelings orally and verbally, it happens naturally."

Furthermore as reported by Bashir (2011:35) "By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth." This skill is also neglected in our class rooms. Students do not get any chance either in the class room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. The teacher can give them certain structures and ask them to repeat. This will remove their shyness, the teacher can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill. According to Holder (1972:8) "Speaking is often labelled 'speech', and dealt with as a separate subject. But it is so essential to communication that it should be a part of every class, especially every English class."

### **B. Intonation**

As stated by Harmer (2001:185) "for many teachers the most problematic area of pronunciation is intonation, some of us find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones."

According to Kumaki (2003:15) "Intonation is traditionally regarded as variations in the pitch of the speaking voice. However, pitch can be perceived in almost everything we utter and can continuously vary moment by moment. The pitch variation can be extremely complex to describe accurately and would not reveal anything of the significant pattern because not all the variation has the same type of communicative significance."


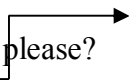
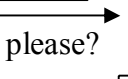
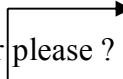
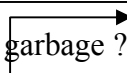
#### **1. Patterns of intonation**

- a. Rising  
Means the pitch of the voice rises over time.
- b. Falling  
Means that the pitch falls with time.
- c. Fall-rise  
Means that the pitch falls and then rises.
- d. Rise-fall

Means that the pitch rises and then falls.

## 2. Intonation of request

According to Sinurat (2014:150) “ a request generally has a rising terminal contour, and it is believed as a polite or formal way of asking someone to do something.” These are the examples of intonation of requests:

- a) Will you turn up the fan? 
- b) Could you put down your foot please? 
- c) Can you clean this room please? 
- d) Would you move to another chair please? 
- e) Can you take the garbage? 

## C. Direct Teaching Method

People can learn through many methods. One of the methods is Direct Method. The direct method is not new. Its principle has been applied by language teachers for many years. According to Xing-que (2007:70) “The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association’s psychology.” The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the natural method. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900. The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language

## III. Research Methodology

**Table 3.1 Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Group	✓	X	✓
		T1, T2, T3	
Control Group	✓	Y	✓
		T1, T2, T3	

1. Experimental group = X is teaching speaking by direct method.
2. Control group = Y is teaching speaking without direct method.

- Treatment shows the comparison directly teaching with different methods. Allocation of teaching time is assumed equal.

**Table 3.2 Technique of Scoring the Data**

<b>Polite Requests</b>	$\sqrt{x}$	<b>score</b>
1. Would you please close the window ?	√	20
2. Could you please give me some water ?	√	20
3. Will you open the door ?	√	20
4. Can you turn up the fan ?	√	20
5. Do you mind helping me to bring this ?	√	20
<b>Total</b>		<b>100</b>

#### IV. Findings and Discussions

The total t-test obtained value of the research is 3,01 with degree of freedom (df) is  $(30 + 30) - 2 = 58$  and level of significant 5% (0.05), so the value table of t-table is 1,67. It showed that t-obtained value is higher than t-table ( $3,08 > 1,67$ ). Therefore, the Alternative Hypothesis (ha) is accepted and Null Hypothesis (ho) is rejected

##### A. Research Findings

After analyzing the data and verified the hypothesis, then the researcher came to the research finding. The researcher found that :

- The effect of direct teaching method is the students get used to speak English in saying polite requests with correct intonation. Teaching English by using direct teaching method, the students can speak English better. It can be seen that language learning is hard task that can make frustrating but by direct teaching method the students can speak English well. They are motivated to speak English confidently eventhough sometimes they did mistakes but at least they spoke rather than they never tried to speak.
- The effect of conventional teaching method is the students still have difficulty on pronouncing polite request. Only some of the students have improvement and many of them get stuck. It is caused that the teacher seldom asked them to use the language directly, so they lacked practice.
- The effect of direct teaching method is more significant than the effect of conventional teaching method to the ability of grade IX students of SMP Negeri 1 Siantar. It can be seen from testing T test formula the mean and standard deviation in experimental and control class. In experimental class the mean is 46,66 and the standard deviation is 9066,67, but in control group the mean is 33,33 and the standard deviation is 7138,46. The higher score is in experimental group.

## B. Discussion

After finding the effect of direct teaching method to the ability of grade IX students of SMP Negeri 1 Siantar on pronouncing polite request, it can be discussed that this method is appropriate in teaching speaking especially in pronouncing polite request with correct intonation. It is expected that this method can be continued to teach English speaking. To make students can speak English is hard task, but by direct teaching method students are active to speak. As stated by Hussain (2009) "On a whole, the direct teaching method is more effective as a teaching-learning technique for English as compared to the traditional teaching method. Students in the direct teaching method outscored students working in the traditional learning situation. teaching was found to be a more effective method for teaching English to the low achievers, as compared to the traditional method of teaching." The same as the researcher experienced when doing the research by applying direct teaching method. In addition according to Mart (2013) "the direct method, which is also known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language." Therefore the teacher always speaks in the target language when teaching process.

## V. Conclusion

Direct teaching method significantly affects the ability of grade IX students of SMP Negeri 1 Siantar on pronouncing polite request. The effect of direct teaching method produces change of the students' ability in speaking specially in intonation of polite request. we can see from the students' post test result. Direct teaching method had changed the students' speaking ability in pronunciation. Now the students can speak English better in a good intonation without making misunderstanding in polite expression to request something.

The researcher had got many experiences when doing this research and based on her experiences many students had difficulties in studying English specially in speaking. They were difficult to pronounce English words, this made them hard to speak English. Moreover the teacher rarely practiced them to speak English directly in the class. After doing this research many suggestions can be addressed to the teachers, students, and other researchers and for all people who read this research. In order to improve the students' speaking ability in the school, English teachers are suggested to apply direct teaching method in the class. Teachers are suggested to be more creative and innovative in using various kind of interesting teaching method which accompanies the materials, so that the students will be more active and encouraged to learn and they do not get difficulty in speaking. Specially students are suggested to apply Direct teaching method in speaking. Students are suggested to speak more by applying the method so they will be more skillful in speaking and they will get used to speak English directly.

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## THE EFFECTIVENESS OF N-H-T IN TEACHING INTERPERSONAL SPEAKING

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### **Abstract**

*This research is focussed in interpersonal speaking and the expression of asking and giving direction. The research design is qualitative research. The sample of the research is VII-2 in SMP Negeri 12 Pematangsiantar. There are 8 students as the sample. The result of observation shows that in teaching English, the teacher taught the students by applying the Numbered Heads Together (N-H-T) as the teaching technique step by step. The process of the teaching process is based the teaching procedure which has been arranged by the teacher. The students' difficulties are because they are seldom using English when they are speaking with somebody. The students' knowledge about traffic sign is not too much. In teaching speaking, the teacher seldom uses English more when he/she explains the material. After analyzing the data, the researcher concluded Numbered Heads Together can develop the students' interpersonal speaking in the expression of asking and giving direction.*

**Keywords:** *Effectiveness, interpersonal, numbered heads together, speaking*

### **I. Introduction**

Interpersonal communication which is called interpersonal speaking is communication done to other parties to get feedback, either directly (face to face) or with the media (Burgon & Huffner, 2002). When two or more people are aware of each other being there, then the communication is said to be taking place, no matter how subtitle it may be.

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of the situations in the world. People who have ability will be better in sending and receiving information or message to another.

In learning interpersonal speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language, because of motivation lack to practice the second language in daily conversation, they are afraid to give a statement or an opinion in English, and they are also too shy and afraid to take part in the conversation.

Numbered Heads Together (NHT) is one type of cooperative learning that emphasizes in special structures designed to affect the pattern of interaction of students and has a goal to increase academic mastery. Students do not just sit and listen to the teacher explains the lesson only. By using this technique, the students will be more active in learning with their partners. It is related to the curriculum which is used in the school, it is curriculum of 2013. The curriculum expects the students be more active than the teacher. Based on the background above, the problem of this study is "How is the effectiveness of the teaching strategy of Numbered Heads Together in teaching interpersonal speaking for seventh grade students of SMP Negeri 12 Pematangsiantar?"

## II. Literature Review

According to Devito (1997), interpersonal communication is a communication that exists between one person and another person they have a relationship, according to which interpersonal communication includes what happens between children with parents, two brothers, between a teacher and students, two People who love each other, or between two friends and so forth.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Richard (in Nunan, 1989) provides characteristics of communicative competence including: a) knowledge of grammar and vocabulary of the language, b) knowledge of rule of speaking e.g., knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and d) knowledge of how to use language appropriately.

Devito (1997) describes five aspects that affect interpersonal communication, namely:

1. Openness: Attitudes of openness at least (pointing to two aspects of interpersonal communication First, open to others who interact with it, what matters is the willingness to open up to common problems so that others can know our thoughts, ideas, or thoughts, So communication will be easy, secondly, from openness refers to the willingness to respond to others honestly and frankly to everything it says.
2. Empathy: Empathy is the ability of a person to put himself in the position or role of others. In the sense that a person is emotionally or intellectually able to understand what is felt and experienced by others.
3. Support: Any opinions, ideas, or ideas conveyed have the support of those who communicate. Thus the desire or desire of which is motivated to achieve it. Support helps one to be more eager in carrying out activities as well as achieving the desired goals.
4. Positive Feeling: If each of the talks gets a positive first response, it's easier to continue the next conversation. Positive sense prevents communicating parties from being suspicious or prejudiced that interferes with the interaction.
5. Equality (Similarity): A more intimate communication and interpersonal relationships are stronger, if they have certain similarities such as similarity of views, equality of attitudes, similarities of age, equality of ideology and so forth.

Brown (2001:270) says, spoken language is easy to perform, but in some cases it is difficult, In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

3. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Cooperative learning comes from the word cooperative which means doing something together by helping each other as a group or team. Cooperative learning is a general term for a set of teaching strategies designed to educate group collaboration and interaction between students who emphasize social interaction as a mechanism to support cognitive development (Vygotsky 1978, 1986).

NHT type cooperative learning was developed by Spencer Kagan (1993). In general, NHT is used to involve students in strengthening understanding of learning or check students' understanding of learning materials by prioritizing the cooperation among students in groups.

According to Miftahul (2012:130), "basically NHT (Numbered Heads Together) is a variant of group discussion, the technique is almost the same with group discussion". According to Slavin (1995) in Miftahul (2012:130). "This method is suitable for ensuring individual accountability in group discussions".

The application of NHT type cooperative learning refers to the concept of Kagan in Ibrahim (2000:29), with three steps:

- Group formation;
- Discussion of problems;
- Swap answers between groups

NHT has advantages as proposed by Suwarno (2010) that the learning model Numbered Head Together (NHT) has advantages as follows:

- The occurrence of interaction between students through discussion / students together in solving problems encountered.
- Students of both smart and students benefit equally through cooperative learning activities.
- By working cooperatively, the possibility of knowledge construction will be great/probable for students to arrive at the expected conclusion.
- It can give students the opportunity to use the skills to ask, discuss, and develop leadership talents.

NHT has disadvantages as proposed by Suwarno (2010) that the learning model Numbered Head Together (NHT) has advantages as follows:

- Students who are clever will tend to dominate so as to generate the attitude of the inferior and passive of weak students.
- Discussion process can run smoothly if there are students who just copy a clever student job without having an adequate understanding.
- Student grouping requires different seating arrangements and takes special time.

### **III. Research Methodology**

This research belongs to a qualitative method. The writer used the qualitative method according to Creswell (2009:211) "In qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants." It is expected that the writer is able to apply Numbered Heads Together in teaching students' interpersonal speaking by using Asking and Giving Direction expressions.

Subject of the research is the people who will be studied or have been studied by researcher. In order to get a specific data, the researcher needs limit the subject by sampling.



This research will be conducted in SMP Negeri 12 Pematangsiantar. The writer chooses the one class that is VII-2 class. There are 31 students who will be the subject of this research.

The writer will give the questionnaire for the students' class VII-2. The students do the questionnaires in the classroom as the reference for the researcher. The teacher will teach the students by applying the NHT and the researcher will record the observation data.

In collecting data, the researcher will apply by observation. There are some steps to get the result of students' test, namely:

1. The researcher observes the students who are chosen as the sample.
2. The researcher gives a paper of questionnaires that will be answered by the students at the end of the observation.
3. The researcher observes the teacher in doing learning by using NHT as the teaching technique.
4. The researcher records the students' performance while they're speaking in front of the class.
5. The researcher transcribes the result of the students' conversation and analyzes it based on the interpersonal speaking aspects.

To analyze the data of the students' performances, so the researcher formulated that there are some steps to get the result of students' test, namely:

1. The researcher describes the videos of the teacher's teaching process which were recorded.
2. The researcher transcribes their conversation.
3. The students' conversation which have been transcript will be analyzed based on the aspects and purposes by Devito. The researcher will describe the result based on the transcript descriptively.
4. Data from questionnaires are collected to know the level of the students' knowledge of asking and giving direction in speaking. There are four categories of the answer for each question. The questionnaires will be analyzed descriptively based the table.

#### **IV. Findings and Discussion**

To solve the research problem, the researcher made the research findings and based on the data analysis, the researcher found there are aspects of interpersonal speaking at VII-2 of SMP Negeri 12 Pematangsiantar:

- a. Openness: They are open to make a conversation with others.
- b. Empathy: They are able to understand about what others feel emotionally.
- c. Support: They are eager in the conversation as achieving the desired goals from the conversation.
- d. Positive Feeling: They get response to each other while they are doing discussion in groups, so they easily continue their conversation.
- e. Equality (Similarity): They are enjoying when they speak with their friends.

The researcher observed the teacher in applying Numbered Heads Together as teaching technique in teaching interpersonal speaking at VII-2 of SMP Negeri 12 Pematangsiantar:

- a. Preparation: Preparing lesson plan, material, and students' worksheet
- b. Group Formation: The students worked in pairs.
- c. Discussion of problem: In group, the students discussed about the topic which was given by the teacher.
- d. Numbering: Every student in each group were numbered by the teacher.
- e. Call member number: Two members of each group were called to present their result of discussion.

- f. Conclude: The students together with the teacher concluded the material which was learned.

The researcher interprets that VII-2 of SMP Negeri 12 Pematangsiantar is sometime in speaking English in daily life. Based on the interpretation, we can see that the students was sometimes in starting a conversation with others.

After applying the NHT, we can see that the students are more active in speaking in front of the class. This is the reason why the researcher chooses this teaching technique. According to Ibrahim (2000:29) into six steps as follows: Preparation, Group formation, Discussion of problems, Call member number or give answer and Conclude.

According to Devito (1997) describes five aspects that affect interpersonal communication, namely: Openness, Empathy, Support, Positive Feeling, and Equality (Similarity).

## V. Conclusion

Based on the chapter IV , the researcher concludes that :

1. The result of this research shows that the Numbered Heads Together is effective to the students' in learning speaking.
2. The aspects of interpersonal speaking which are achieved by the students at VII-2of SMP Negeri 12 Pematangsiantar:Preparation, Group formation, Discussion of problems, Call member number or give answer and Conclude.
3. The technique which was chosen by the teacher in increasing the students' ability in interpersonal speaking at VII-2of SMP Negeri 12 Pematangsiantar: Preparation, Group formation, Discussion of problems, Call member number or give answer and Conclude.

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## THE EFFECT OF SMALL GROUP DISCUSSION TECHNIQUE ON STUDENTS' READING COMPREHENSION ABILITY

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### **Abstract**

*This research intends to find out the effect of Small Group Discussion (SGD) on the students' reading comprehension at English Department Students at FKIP UHN Pematangsiantar. The multiple choice tests in form of pre-test and post-test were given to 80 students as the sample of the research. The result indicated that the students in experimental group made the better one than the students of control group. The total range of experimental class is 535 and the total range of control class is 365. Finally the conclusion proposed that using small group discussion method significantly or effectively to increase the students' ability in reading comprehension and the students who were taught by using small group discussion showed the better improvement than those of students who were not taught by using small group discussion method.*

**Key Words:** *Effect, Small Group Discussion, Technique, Reading Comprehension*

### **I. Introduction**

Reading is important so that students need to further develop, refine, extend, and apply their reading strategies to a variety of different text. According to Alderson (2000:13), "Reading is the same sort of activity as listening and the only specific aspect of reading that we need to concern ourselves with as tester is the process of transformation to speech." It means that when we are reading a text, the first thing that we concern is what we read so that we can understand what is the meaning of the text. And according to Smith (2004:13) that we learn to read, and we learn through reading, by elaborating what we know already. Smith defined his idea about reading by giving the real way to do reading. Those words mean that we should able to relate the new things that we have got from the book to what we have already known before, so that our knowledge can increase day by day. Because of that, Reading is very important and useful for us to do for adding our knowledge of something and getting information about something. Moreover, recently science and technology grow well. A lot of information stored in books and other printed sources that require the ability to understand. Students at all levels of education are required to master their ability in reading, because in many subjects, especially in English, students have to read and understand from various sources.

Today almost all of students only know to read, and they do not know how to comprehend. Moreover reading needs more comprehension, because "Reading" is different with "Reading Comprehension". Reading uses eye, and comprehension needs heart. So, Reading comprehension can be defined as reading by the eyes of the heart. To comprehend, a reader also must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. Woolley (2011:15) defined that reading comprehension is the process of making meaning from text. It means that reading does not only read the text, but also understand the text by making conclusion of that text. So, in the end of the reading process, we can know what is described in the text and what is talked in the text. Because of that, the teacher's role is very important in improving student's reading comprehension. A good teacher should be able to teach 'Reading' well and improve

student's skill in Reading Comprehension by using best technique of teaching reading comprehension.

Some English teachers still use traditional or conventional method to teach reading skill. They do not know how to teach reading well for getting student's reading comprehension. *First*, students always are not able to find main idea and identify supporting idea from the text. It is because most of students have limited vocabulary. So, they do not know what the text about is. They can not answer the questions. *Second*, the students can not read loudly by using correct punctuation. *Third*, the students always feel boring when learning about reading, because the teacher still use conventional method in teaching reading. *Fourth*, the students are lazy to read English texts. Many students are not interested to read short or long text, because they don't understand what the meaning of the text is.

Based on the problem mentioned above the researcher is encouraged to do a research by the problem is "Does the Small Group Discussion affect the students' reading comprehension at English Pematangsiantar?"

## II. Review of Related Literature

### A. Reading Comprehension

Reading refers to the ability to comprehend or make the meaning from written text. A dictionary definition of the word *read* also states that it is the ability to examine and comprehend the meaning of written words. The term *comprehend* is derived from the Latin *prehendere* which means "to grasp". The notion of *grasping* suggests that there is an action required of the reader in order to grasp the meaning of the text. And according to Snow (2002:11), there are 3 elements of reading comprehension. They are:

- *The reader* who is doing the comprehending
- *The text* that is to be comprehended
- *The activity* in which comprehension is a part.

*Reading comprehension is the process of making meaning from text* (Woolley 2011:15). It means that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. This definition also suggests that reading comprehension requires an action of the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. But, the problem in reading comprehension is making meaning from the text. The problem must be solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

### B. Small Group Discussion (SGD)

#### 1. Definition

Small group discussion is a discussion within a group consisting of five students. Discussion requires team working and enables the students to express their opinions on a given topic within the group. Small groups give children the chance to hear other students' thinking about their reading process and responses to texts (Serravallo, 2010:5). And the leaders who have chosen lead each group well and the spokesman of each group notifies the conclusion they have reached. This case can arise students' spirit, and the reading lesson also seems can be enjoyable for both students and the teacher.

#### 3 Steps of Using Small Group Discussion

There are some steps that we can do in using Small Group Discussion in teaching-learning process, they are:

1. Divide the students in a class become small group (max: 5 students).  
Choose one student to be a leader, and one student to be a secretary in each group.

2. Give the task that will be done by the students of each group according to the material that is taught by the teacher.
3. Ask every group to discuss the task that is given by the teacher. And make sure that every student being active in each group.
4. The teacher controls the discussion process by visiting every group to help them in facing the problem of the task, but not help the students to answer the task.
5. Ask the leader of each group to show the result of discussion and make the summary according to their group.
6. The teacher concludes the teaching-learning process by giving summary of the discussion.

According to Brewer (1997:23) there are three main steps that can be done in using Small Group Discussion methods, they are:

### **1. Step 1: Introduction**

The presenter must prepare before the discussion for it to be successful. The presenter should try to introduce a topic on which all of the participants have some background knowledge so they have a basis for discussion. If the participants are introduced to a topic that is familiar to them, each will have something to contribute that another participant may not have thought of, thus moving the discussion on its way with many new avenues of thought to explore. The introduction should have four parts:

1. *Instructional Objective*. An instructional objective should be given to the participants at the beginning of the discussion.
2. *Purpose*. The presenter should explain why the groups will be discussing the chosen topic.
3. *Relationship*. The presenter must explain how this information fits in with what has already been learned or what will be learned in the future.
4. *Advanced Organizer*. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the beginning.

The presenter may have to help the participants understand how small group discussion works to help them make the most of their time. Participants must understand the difference between a discussion and an unguided expression of opinion without pertinent information or facts. Participants might have to do a little research beforehand to get acquainted with the presenter's selected topic.

### **2. Step 2: Directing the Discussion**

The presenter is in charge of directing the discussion to get it started. The presenter should ask the participants if they have questions about the topic at hand. These questions can start the discussion, or the presenter may want to ask a few questions from a prepared list to stimulate thought toward the topic. Another way to begin the discussion is to ask the participants to recall and share personal events that have happened in their lives that relate to the topic. This is a good way to get everyone involved. Questions are excellent motivators for discussion.

Sometimes the participants will take different thought paths and deviate from the instructional objective, so the presenter might have to reroute the thinking. Leading questions from the presenter can direct the participants back to the topic. These questions should with a yes-no answer. They should contain key words relate to the objective of the discussion. These presenter guided questions will be a model for participants to ask of the peers in their group.

Once the discussion begins, questions are essential in keeping the discussion moving. They can bring the discussion back on track or emphasize an important concept. They can draw in shy or non-participating individuals and can be the key in checking for understanding.

As the presenter directs the discussion, he or she should decide whether or not the participants are spending too much time on significant points. The presenter should try to keep control of the discussion, yet not dominate it. To avoid having the discussion centered around the presenter, he or she should try to enter in only when necessary.

**3. Step 3: Summarizing the Discussion**

Sometimes the participants may be confused or retain a wrong idea as right. The presenter should summarize to make sure the participants understand what has been discussed. For small group discussions seeking consensus, it is important to summarize to make sure all participants are thinking along the same lines. A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them. The presenter should ask the participants how they would use the information. At times, a discussion will result in the participants’ having incorrect ideas. Basically, summarization is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.

**III. Research Methodology**

**A. Research Design**

Research design plays an important role in a research because the quality of research greatly depends on the design. Quantitative research is used to analyze the data. According to Arikunto (2010:28), “*Quantitative research is the research that applied in population and using the sample as the participants.* The researcher designs this research in two groups, experimental group (using SGD) and control group (using conventional technique) as following:

Experimental group	Pre-Test	Small Group Discussion	Post-Test
Control group	Pre-Test	Conventional	Post-Test

The sample is selected purposively by criteria who have pass related reading subjects at English Department at FKIP UHN Pematangsiantar, such as reading I, critical reading, discourse analysis, and etc. Based on the technique, two classes are chosen to be the sample. There are 80 students become the sample. The data are taken when they are studying Approach, technique, and methods of TEFL in group A and B.

**C. Instrument of Collecting Data**

The instrument that is used to collect the data is test. It will give to the experimental class and control class in 2 steps, they are pre-test and post-test. Test that is chosen by the writer for collecting the data is by multiple choice test consists of 20 questions.

**D. Technique of Collecting Data**

**1. Pre-Test**

Pre-test is conducted to find out the students ability and scores before the treatment is given in experimental group. In this step, the researcher will ask the students to answer the questions of narrative text without giving any explanation before. This step is done in the beginning of lesson before the teacher explains more about the material of the lesson. And the test that is given by the researcher in experimental group will be same with the test in control group.

**2. Treatment**

After conducting the pre-test, the researcher conducts the treatment. The experimental group and control group will be taught the same materials but different ways. The treatment of using Small Group Discussion method is treated to the experimental group. The

conventional method treated to the control group or taught without using Small Group Discussion.

### 3. Post-Test

Post-test is conducted to find out the students ability and scores after the treatment is given in experimental group. In this step, the researcher asks the students to take back position again based of the sketch classroom. Then, the researcher gives the test again as the final test to the students, which is answering by their ability without doing the discussion again. The test in post-test will be same with the test in pre-test. And the researcher gives them a post- test in order to find out the result whether the technique was success or not.

### E. The Technique of Analyzing the Data

To find out the effect of small group discussion method on students' reading comprehension at grade tenth, the difference of mean score of two groups are collected by using t-test. Arikunto (2010:354) defined that the formula of t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

- M = Mean of experimental group
- My = Mean of control group
- x = Standard deviation of experimental group
- y = Standard deviation of control group
- Nx = Total number samples of experimental group
- Ny = Total number samples of control group

## IV. Research Finding

The researcher finds that, there are the effects of using small group discussion method on students' reading comprehension in teaching narrative text in experiment group as followings:

- a. The highest score in the post test is 85 and the lowest score is 55. And in pre-test gets the highest score is 75 and the lowest score is 40.
- b. The total score for the pre test is 2565 and the total score for post test is 3100.
- c. The last, the score of Mean in pre test is 64.125 and the score of Mean in the post test is 77.5.

The research finds that there are effects of without using small group discussion method (conventional method) on the students' reading comprehension in teaching narrative text. We can see in control group gets:

- a. The highest score in the post test is 80 and the lowest score is 35. And the pre test gets the highest score is 75 and the lowest score is 35.
- b. The total score for pre test is 2250 and the totals score for the post test is 2610.
- c. The last, the score of Mean in the pre test is 56.25 and the scores of Mean for post test is 65.25.

## V. Conclusions

From the calculation above, the researcher can conclude that mean for teaching by using of small group discussion method,  $\bar{X} = 77.5$ , is higher than mean for teaching without using small group discussion method (conventional method),  $\bar{X} = 65.25$ . So we can conclude that the using of small group discussion method had a significant effect on the students' reading comprehension. So, the alternative hypothesis ( $H_a$ ) is accepted. In other words, the null hypothesis ( $H_o$ ) is automatically refused. It means that there is a significant effect in using

small group discussion method on the students' reading comprehension in teaching narrative text to improve students' reading comprehension.

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## THE EFFECT OF 3-2-1 SUMMARIZING STRATEGY ON THE STUDENTS' READING COMPREHENSION

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### **Abstract**

*This research intends to know there was any significant increasing or not for the students who have been taught by using 3-2-1 summarizing strategy in reading comprehension. In discussing this research, the writer uses a quantitative research. The samples of this research are the second year students at SMA Negeri 1 Bandar that had been chosen by using random sampling technique and divided into two groups, namely experimental group (30 students), and control group (30 students). The writer used an essay test as the instrument of the research that consists of six questions to be answered. The test are used as the pre-test and post-test in collecting the data. The results of the study showed that 3-2-1 summarizing has an effect in increasing students' reading comprehension. It can be seen based on the value of the T-test is 2.73, and the value of the T-table is 1.67 ( $2.73 > 1.67$ ).*

**Keywords:** Reading Comprehension, Reading strategy.

### **I. Introduction**

English is one of the languages that can be used to communicate with others in order to convey the idea, feelings, emotions, and concept. In Indonesia, English is the second language to be mastered. Because of English as the second language to be mastered, so the students at school should master English and can communicate by using English fluently. In learning English, Reading is one of the skills that should be mastered by the students. Reading is about understanding written text that involves both of perception and comprehension. Reading plays an important role in communicating with others because of reading had become a part of our daily life. Through reading we are able to gain a lot of knowledge, information, and pleasure and problem solution. Hence, the ability to read the texts in any forms will contribute a great deal advantage in our life such as gaining success at school because English has a very long important place and is included as a part of compulsory subjects that is required in national examination. Reading always comes along with comprehension. According to Woolley (2000:15), "Reading comprehension is the process of making meaning from the text". Comprehension in reading becomes important because through comprehending and making meaning from a text, it can help the reader to understand what they have read and the most important thing is the reader gains the knowledge or information from the text that they have read.

Based on the writer's teaching experience, it was found that reading comprehension still became a problem for students although they had done it for many years. The students were difficult in finding the meaning of the text, they also were not able to summarize the text, and they did not know how to comprehend a text and got some information from the text. There are many strategies that can be applied in language teaching. One of them is 3-2-1 summarizing strategy. It is a strategy that requires the students summarizing the key ideas from the text in order to comprehend the text. Coe, et.al, 2005: 381 stated that "There are three vital components of the 3-2-1 summarizing strategy. First, students summarize important point from the text. Second, students share insight about what aspect of the passages are most interesting or intriguing to them. Finally, students are given opportunities to ask questions about the text." In this research the writer will apply 3-2-1 summarizing

strategy in teaching reading skills at the second year students of SMA Negeri 1 Bandar. He chooses 3-2-1 summarizing strategy because He assumes that 3-2-1 summarizing strategy is the most appropriate strategy that can help the students improves their reading comprehension skills. Based on the background above, the problems of this research are stated as the following:

1. What is the effect of using 3-2-1 strategy on the students' reading comprehension?
2. What is the effect of conventional teaching method on the students' reading comprehension?
3. Is the effect of 3-2-1 summarizing strategy significant on the students' reading comprehension in second year students at SMA Negeri 1 Bandar?

The purposes of this research are:

1. To find out the effect of using 3-2-1 strategy on the students' reading comprehension
2. To find the effect of conventional teaching method in reading comprehension.
3. To find out whether effect of 3-2-1 strategy is more significant than the effect of conventional teaching method in reading comprehension.

## **II. Literature Review**

### **Concept of 3-2-1 Summarizing Strategy**

The concept of 3-2-1 summarizing strategy will discuss about the definition of 3-2-1 summarizing strategy, the characteristics of 3-2-1 summarizing strategy, the procedure in using 3-2-1 summarizing strategy, and the advantages of 3-2-1 summarizing strategy.

#### **1. Definition of 3-2-1 Summarizing Strategy**

There are so many kinds of reading strategy. One of them is 3-2-1 summarizing strategy that proposed by Coe, et.al (2005). Coe, et.al (2005:381) defines that 3-2-1- summarizing strategy is the strategy that requires the students to participate in summarizing ideas from the text. It encourages students to think independently and invites them to become personally engaged in the text.

#### **2. The Characteristics of 3-2-1 Summarizing Strategy**

According to Coe, et.al (2005:381), there are three vital components of 3-2-1 strategy. First, students summarize important points from the text. Second, students share insight about what aspects of passages is most interesting or intriguing to them. Finally, students are given opportunities to ask question about the text.

#### **3. The Procedure of 3-2-1 Summarizing Strategy**

In applying 3-2-1 summarizing strategy, there are three steps that will be done. Coe, et.al (2005; 382) explained the steps in applying 3-2-1 summarizing strategy.

##### **a) 3 Things you discovered**

During the first steps, the students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encouraged to pay closer attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers, because they not only gain understandings of text structures but also learn about text conventions, vocabularies, reading flexibility, and self-confidence.

##### **b) 2 Interesting things**

By giving the students opportunities to share what they enjoy most about what they read is an important part of guiding students toward making reading a part of their everyday lives. So, in this second step, students list two things that stood out as being interesting to them. It will make them easy to get the meaning from the text that they read.

**c) 1 Question you still have**

An active questioning engages students while serving to build knowledge of the text. In this final step, students can write a question that they still have about the text they read, such as; conceptual gaps, misunderstood events, or unclear explanation in the text. According to Dodge (2009:23) another variation of the 3-2-1 format is used in reading. Using the Question-Answer Relationship (QAR), teachers of reading can have students focus on four basic question-answer relationship: “Right There” question (the answer is found in one sentence); “Think and Search” question (the answer is found in more than one place; the reader needs to put ideas together); “Author and Me” question (the answer is not in the text, but you need to think about what the author has said in order to respond); “On My Own” question (the answer relies on your background knowledge of a topic, not the text).

**4. 3-2-1 Summarizing Using QAR**

**Provide 3** Right There questions for students to answer:

How many ...?

Who is ...?

Where did ...?

**Provide 2** Think and Search questions for students to answer:

What is the main idea of this passage?

Why do you think ...?

What examples can you find of ...?

Compare and contrast ...

**Provide 1** Author and Me or On My Own question for students to answer:

The author implies ...

The speaker’s attitude is ...

In your opinion

Describe a time when you ...

Relating to the quotation above (Dodge’ view) the writer will use Dodge’ view in testing students’ comprehension by answering the question from the text.

**5. The Advantages of 3-2-1 Summarizing Strategy**

There is a good reason why does the writer use 3-2-1 summarizing strategy is because 3-2-1 summarizing have advantages to support this research. According to Coe, et.al (2005; 382-383), there are some advantages in using 3-2-1 summarizing strategy, such as;

- Set up 3-2-1 chart is useful to concentrate on certain portion of texts. This approach will be especially useful for students who have difficulty identifying focal points in text.
- It will maximize students’ interaction with the text; the more students get involved with the text, the higher the probability of comprehension. It will help the teacher informally assess students’ understanding of key concepts.
- The students are motivated because the discussion is based on the ideas that they found, addressed, and brought to class.

**Teaching Reading by Using 3-2-1 Summarizing Strategy**

Zygouris-Coe et.al (2004) cited in Glasgow& Hicks (2009:177-178) suggest that teacher’s model and provide opportunities for students to interact with the text. The 3-2-1 strategy works as follow for any text or book: Teachers first ask students to discuss three things they discovered after reading the text, then to discuss two interesting things they want to note as result of reading the next, then to ask one question they still have after reading the text.

When discussing three things the students discovered, the teachers must first teach them summary skills, which he or she can do by getting them to summarize small section of the

text to make sure all are participating. A summary of course, is a short, to-the-point of the main ideas in the text. When the students discuss two interesting things about the text they noted, teachers can encourage them to think about what they enjoyed most or what was most relevant to their everyday lives. The final step of 3-2-1 strategy is to get students to write one question they still have about the text. This question can link the text to their everyday lives.

### III. Research Methodology

This study intends to find out the effect of applying 3-2-1 summarizing strategy on the students' reading comprehension in second year students at SMA Negeri 1 Bandar. So the writer uses quantitative research design in this study. Quantitative research is based on the measurement of quantity or amount (Khotari, 1990:3). In conducting this research, the sample of the research is divided into two groups, namely experimental group and control group. The experimental group is the group that will receive treatments by applying 3-2-1 summarizing strategy, while control group is the group that will be taught without applying 3-2-1 summarizing strategy. The population of this research is grade XI of SMA Negeri 1 Bandar. A sample is the partial or representative of the population under the research (Arikunto 2010:174). The sample is selected by using random sampling technique. The writer will choose two classes from the population as the sample of the research. The writer takes six little pieces of paper containing the class of the students and takes two of them. Based on this technique, two classes are chosen sample. There are 60 students become the sample to present the whole population. They divided into two groups. One class as experimental group, namely XI-IPA 1 consists of 30 students and the second class as control group, namely XI-IPS 2 consists of 30 students. In collecting the data, the writer does some steps, such as; the writer makes two classes for experimental group and control group. Then the writer explains "3-2-1 strategy in improving students' reading comprehension". In experimental group the writer explains the material and give a example, and then give test, after that the writer give also a test for homework as the application about the writer method. In control group the writer explains the material and gives an example, and then gives a test. The writer compares the result of the student's in the experimental group and in the control group.

After this research have finished, the result of the two groups observe with compare the two mean. After giving the test to the students, the writer starts to analyze the data; after giving the test to the students, the writer corrects and analyzes each of students answers based on their comprehension of the text, then the writer selects the students based on their value in doing a test of narrative text. According to Arikunto (2010:354) after finished collecting the data, so the result of experimental and control group will be calculated by using T-test formula as follows;

$$T = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{(Nx + Ny) - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

**Note:**

- Mx : mean of experimental group
- My : mean of control group
- X : standard deviation of experimental group
- Y : standard deviation of control group
- Nx : total numbersamples of experimental group
- Ny : total number samples of control group

#### IV. Findings and Discussion

Having finishing analyzing the data, some findings can be formulated as follows in the bellow that the problem of the research can be answered, they are; what is the effect of using 3-2-1 summarizing strategy on the students' reading comprehension, what is the effect of conventional teaching method on the students' reading comprehension, and is the effect of 3-2-1 summarizing strategy significant on the students' reading comprehension in second year students. The findings of the research are;

1. The researcher finds that, there are the effects of using 3-2-1 summarizing strategy on the students' reading comprehension. We can see in experimental group (Table 4.1) gets total score of students in pre-test was 1765. Total score of the students in post-test was 2925. The lowest score of pre-test was 40 for 3 students and highest was 90 for 2 students, while the lowest score of post-test was 80 for 1 students and the highest was 100 for 23 students. It means that 3-2-1 summarizing strategy has significant effect in increasing students' ability in reading comprehension
2. Control group (Table 4.2) gets total score of the students in pre-test was 1725, and total score of the students in post-test was 2635. The lowest score of pre-test was 40 for 6 students and the highest score of post-test was 85 for 1 students, while the lowest score of pre-test was 75 for 5 students and the highest score of post-test was 95 for 13 students. It means that the conventional teaching method had an effect in increasing the students' ability in reading comprehension, but it was not as good as 3-2-1 summarizing strategy.
3. From the calculation, the researcher can conclude that mean for the experimental group that taught by using 3-2-1 summarizing strategy ( $M_x = 41.67$ ) is higher than the mean for the control group that taught without using 3-2-1 summarizing strategy ( $M_y = 30.33$ ); the standard deviation for the experimental group that taught by using 3-2-1 summarizing strategy ( $\sum X^2 = 8941.66$ ) is higher than the standard deviation for the control group that taught without using 3-2-1 summarizing strategy ( $\sum Y^2 = 5996.66$ ); from calculation of T-test and T-table, the writer finds that T-test = 2.73 is higher than T-table = 1.67. It means that there is an effect of using 3-2-1 summarizing strategy on the students' reading comprehension.

#### Interpretation

Based on findings above, the researcher can interpret that 3-2-1 Summarizing Strategy could increased students; reading comprehension in second year students at SMA Negeri 1 Bandar. The students were more active and they felt enjoy and interest in learning process. It can be shown from scores of post-test for experimental group that had been taught by using 3-2-1 summarizing strategy were higher than the score of post test for control group that had been taught without using 3-2-1 summarizing strategy ( $\sum Y_1 = 2925 > \sum Y_2 = 2635$ ), the mean and standard deviation of experimental group were higher than the mean and the standard deviation of control group ( $M_x = 41.67 > M_y = 30.33$ ), and the T-test was higher than the T-table ( T-test = 2.73 > T-table = 1.67).

## V. Conclusions

According to the result of the data analysis which had been stated in the chapter IV, it can be concluded as follows:

1. The use of 3-2-1 Summarizing Strategy can increase the students' reading comprehension ability in second year students at SMA Negeri 1 Bandar. It could be seen by the score of the student that had been taught by using 3-2-1 summarizing strategy and the students that had been taught without using 3-2-1 summarizing strategy. The score of post test was difference. the score of post test for experimental group was higher than the score of the post test for control group ( $\sum Y_1 = 2925 > \sum Y_2 = 2635$ )
2. The conventional teaching method can increased the students' reading comprehension in second year students at SMA Negeri 1 Bandar, but it was not as good as 3-2-1 summarizing strategy. It can be seen in the differences in post test scores between experimental and control group. The score of post test for experimental group was higher than the score of the post test for control group ( $\sum Y_1 = 2925 > \sum Y_2 = 2635$ ).
3. It was found that 3-2-1 summarizing strategy has an effect in increasing students' reading comprehension in second year students at SMA Negeri 1 Bandar. It can be seen in the score of the T-test and the score of the T-table. The score of the T-test was higher than the score of T-table ( $T\text{-test} = 2.73 > T\text{-table} = 1.67$ ). It means that the 3-2-1 summarizing strategy has an effect in increasing students' reading comprehension in second year students at SMA Negeri 1 Bandar.

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## THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT

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### **Abstract**

*This research examined to know the Effect of Student Team Achievement Division (STAD) on Students' Reading Comprehension in Descriptive Text at Grade Eight of SMP Negeri 2 Tanah Jawa. This research has done dealing with quantitative method. The instrument to get data the researcher gave the test in form of multiple choices and used the design pre-test and post-test in Experimental and Control group. From the data analysis the mean of post in control group was 71.66 and the mean of post in experimental group was 80.16. And the researcher also found that t-test was higher than t-table ( $5.35 > 1.67$ ). The researcher concluded that Student Team Achievement Division technique (STAD) could develop and increase the students' reading comprehension in descriptive text.*

**Key words:** Reading Process, Reading Comprehension, STAD, Descriptive Text

### **I. Introduction**

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. And according to Grabe and Stoller (2002:9) defined reading as "the ability to draw meaning from the printed page and interpret this information appropriately. To be able to comprehend the text the students must have a good comprehension in reading. Woolley (2011:15) defines reading comprehension is the process of making meaning from text. Nowadays many students have some problems when they read, sometimes they get difficulties to understand the meaning of sentences because they have a little vocabulary and it makes they do not know the meaning of the text when they read. Because of the problem they become more confused to read a long paragraph. The researcher found some problems came from the teacher, the students, the facility of the school and the government. The teacher just used an explanatory method in every schedule of subject.

The students must be involved and active in the learning process for the effectiveness of learning and for getting the learning objective. Teacher needs a technique to solve student's problem on reading comprehension during the learning process in order to keep them on track and maintain the student's motivation. Many reading strategies need to be used to make the students active in doing reading comprehension. One of the teaching techniques is STAD (Students Team Achievement Division). STAD (Students Team Achievement Division) is one of cooperative learning methods in which students are assigned to four member learning teams that are mixed in performance scores in the scoring system (Slavin, 1991:11-12). These are one of many techniques in cooperative learning, which helps promote collaboration and self-regulating learning skill which emphasizes on team work for achieving learning objectives. It also commits and it is responsible among heterogeneous group members in mastering the materials. The role of group is very important to facilitate their member to do actively and sharing knowledge through peer teaching by the members who own the high achievement. Group member can complete their strength and weakness in learning English reading because each student has a different background and ability in learning English which he or she can bring to the group. Furthermore, slow student will be

benefit from interaction with the better one, and good student will feel proud and they will play an important role in helping their weaker classmates.

Based on the explanation above, teaching reading should encourage the student's cooperation, expressing and sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result and the students will be more active in the class and more spirit to learn English language especially in learning reading comprehension. This technique could help the teacher to make the students more active in the class and each student is required to participate and give contribution during the discussion process. By using this technique the teacher will be easy to teach them.

Based on the explanation above, the researcher is interested in conducting a research with entitle "The Effect of Students Team Achievement Division (STAD) on Students' Reading Comprehension in Descriptive Text at Grade Eight of SMP Negeri 2 Tanah Jawa". It is because through this technique the students will be more active in the class and enjoy reading comprehension activity in the classroom and learn about cooperation in group with their friends.

## **II. Review of Related Literature**

### **a) Definition of Reading**

According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. Grabe and Stoller (2002: 9) also defined reading as the ability to draw meaning from the printed page and interpret this information appropriately. According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

### **b) Reading Comprehension**

Woolley (2011:15) defines reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text.

### **c) Levels of Reading Comprehension**

Levels of reading comprehension according to Westwood (2001:21-22) there are four they are:

#### 1) Literal Level

Literal Comprehension is a result from reading for directly states idea with the purpose of understanding, remembering, or recalling the information explicitly stated in the text. Recognizing stated main ideas details, causes, effects, and sequence as the basic and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

#### 2) Inferential Level

Inferential comprehension is an understanding of ideas and information not explicitly stated in the passage. At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. This states the conclusion of the text.

#### 3) Critical Level

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

#### 4) Creative Level



At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

**d) Definition of STAD Tehnique**

STAD is one of cooperative learning methods in which students are assigned to four member learning teams that are mixed in performance scores in the scoring system (Slavin, 1991:11-12). In Student Teams-Achievement Divisions (STAD) students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teams are made up of high- average, and low-performing students, boys and girls of different racial or ethnic backgrounds, so that each team is a microcosm of the entire class. The team members then study worksheets on the material, they may work problems one at a time in pairs, or take turns quizzing each other, or discuss problems as a group,

**e) Components of STAD**

1. Class Presentation
2. Teams
3. Quizzes
4. Individual Improvement Scores
5. Team Recognition

**f) The Implementing STAD Technique in the classroom**

To apply this technique, teachers should follow the basic steps:

- 1) Form groups of four or five students
- 2) Identifies the objectives and focus on outcomes of course expected
- 3) Explain the process, and present new information to students
- 4) Give the student sufficient time to understanding the materials
- 5) Give worksheets to students so that students may help one another learn materials through quizzing and group discussions
- 6) Test students' understanding in both the individual student and group levels through quizzes to see the expected outcomes
- 7) Score the quizzes and give each individual student in each group an improvement score,
- 8) Add the individual improvement score to give a group score. (Johnson & Johnson, 2008:6).

**g) Definition of Descriptive Text**

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Knapp and Watkins (2005:98). The Social Function of Descriptive Text is to describe a particular person, place, or thing.

**III. Methodology**

In this research, the researcher uses quantitative research. This research is a quantitative research design. According to Cresswell (2009:48), "quantitative research is an approach for testing objective theories by examining the relationship among variables." Quantitative research deals to measure the ability on comprehending the text and to find out the effect of Students Team Achievement Division (STAD) technique on students' reading comprehension in descriptive text. In this research, the researcher uses quasi experimental design in which there are experimental and control groups. The researcher gives different treatments to experimental and control groups. In experimental group, the researcher gives the treatment using STAD, but in control group conventional teaching is used.

Table 3.1. *Research Design*

Group	Pre-Test	Treatment	Post-Test
Control Group	X	-	X2
Experimental Group	Y	√	Y2

The instrument that will be used in this research is a test. The test takes from the text given by the researcher. It is multiple choices that consist of 20 items and consist of four options. The data will be collected by conducting pre-test and post-test to both groups, the experimental group and control group. Pre-test is a test conduct before conducting the treatment. Post-test is a test conducted after conducting the treatment. Researcher will give the text and determine the questions based on the level of reading comprehension to make sure that students can be mastered on reading comprehension. The validity of the test uses the other class.

The population in this research is the students of SMP Negeri 2 Tanah Jawa grade eight. Grade eight students have eight classes and every class consist of 30 students and all the students grade consists of 240 students. The sample of this research is grade VIII<sub>1</sub> as experimental group and grade VIII<sub>2</sub> as control group. The researcher are using pre-test and post-test for both of the groups to collect the data.

#### IV. Findings and Discussion

This section focused on pre-test and post-test scores analysis of both experimental group and control group and the hypothesis testing. The result of pre-test scores of the experimental and control groups were presented in Appendix 1 and 2. The data came from the students' scores of reading comprehension test. The scores were obtained simply by counting the total scores of the correct answer. In collecting the data, the researcher gave the test in multiple choice forms about reading comprehension in descriptive text to the students. The test consists of 20 items. After analyzing the data, the researcher found that the average scores group was different. The pre-test score of experimental group was 61.33 and control group was 60. The post test score of experimental was 80.16 whereas, the control group was 71.66. From the data after the researcher found score of students in experimental and control group, then the researcher found that the t-test was 5.35.

Then, the researcher tested the null hypothesis (Ho) and the alternative hypothesis (H1) whether the score is rejected or accepted. After gaining the result of t-test, the researcher calculated the degree of freedom (df) with the formula as followed:

$$\begin{aligned}
 df &= (N_x + N_y) - 2 \\
 &= (30 + 30) - 2 \\
 &= 58
 \end{aligned}$$

This t-test was later compared to that t-table in 5% = 1.67 and df = 58. Since the value of t-test was higher than t-table (t-test > t-table). It means that 5.35 > 1.67. From the result, it can be seen that there was the significant effect of using Student Team Achievement Division Technique (STAD) Technique that used to teach reading. It can be proved by t-test is higher than t-table. Based on the calculating above, the result shows that  $t_{test}$  is higher than  $t_{table}$  it could be seen as follow:

$$t_{test} > t_{table} \text{ or } 5.35 > 1.67$$

Based on calculation of t-test, it was found out that t-observed (5.35) was higher than t-table (1.67) at the level significance (0.05). It means that there was a significant effect of using Student Team Achievement Division (STAD) technique on the students' reading comprehension in descriptive text. From the result of calculation above, the total t-test obtained value of the research was 5.35 with degree of freedom (df) is (30 + 30) - 2 = 58 and level of significant 5% (0.05), so the value table of t-table was 1.67. It showed that t-obtained

value was higher than t-table ( $5.35 > 1.67$ ). Therefore, the Alternative Hypothesis ( $h_a$ ) was accepted and Null Hypothesis ( $h_0$ ) was rejected.

Based on the data analysis the researcher found that the effect of Student Team Achievement Division (STAD) technique on students' reading comprehension in descriptive text was good enough and successful. This technique was suitable to increase students' comprehending in comprehend the text well. In experimental group using Student Team Achievement Division (STAD) technique, the students were more active and they can share their feeling, idea, and arguments when completed their task that had given by the researcher. By using (STAD) technique, every student had the chance to give their idea and if there were the students did not understand about the lesson the other students in that group must helped them. So, this technique will make them easy to understand the lesson with their teammates.

The research showed the score of the students that use Student Team Achievement Division Technique (STAD) Technique was higher than the student's score without Student Team Achievement Division (STAD) Technique. It can be proved from the mean of post-test in experimental group was 80.16 and the mean of post-test in control group was 71.66. It showed that the score of the students in experimental group was higher than control group. So based on the analysis of the data, T-observed was higher than T-table ( $5.35 > 1.67$ ) at the level of significant. It showed that there was an effect of using Student Team Achievement Division (STAD) technique on students' reading comprehension in descriptive text at grade eight of SMP Negeri 2 Tanah Jawa.

The purpose of this research was to find out whether teaching by using Student Team Achievement Division (STAD) technique was more significant than without using Student Team Achievement Division (STAD) technique on students' reading comprehension in descriptive text. From the result that the researcher got after doing the research it could be concluded that STAD technique was suitable as the teaching technique for the students especially in teaching reading comprehension in descriptive text. It could be seen from the score that the students got in experimental group was higher than the students in control group. This technique was suitable to increase students' comprehending in comprehend the text well. In experimental group using Student Team Achievement Division (STAD) technique, the students were more active and they can share their feeling, idea, and arguments when completed their task that had given by the researcher. By using (STAD) technique, every student had the chance to give their idea and if there were the students did not understand about the lesson the other students in that group must helped them. During the activity, the students needed to discuss certain on topics in a group. Each student should share their ideas when doing the work in group. However, when they already used their opportunity to speak, they needed to be patient and turned to listen the others members' ideas. It indicated that by applying STAD technique, the students' reading comprehension had improved and the problem of students in reading comprehension had been solved.

## **V. Conclusions**

The analysis shows that there are significant difference students' score in reading comprehension both experimental and control group. From the result of analysis in chapter IV, overall, the researcher conclude that there was a significant difference on students' reading comprehension taught by using STAD and those taught by using conventional teaching. It means that the null hypothesis is rejected and the research hypothesis is accepted. From the explanation above, it could be said that teaching English using STAD is more effective than using conventional teaching. In making variation of the activities, the teacher can improve from the original one combine with the new one that is STAD method.

The next suggestion is directed to future researchers. First, the future researchers are expected to take longer time to conduct such study in order to enlarge the treatment and to be

able to improve reading comprehension, besides that she or he should do the research intensively so that the result can be reliable and valid. Then, for the future researchers who use STAD should enlarge his or her understanding about STAD and change the supplementary materials correlated to its classroom activities. The suggestion for the English teacher should think about using STAD in order to get better comprehension as proven from the result of this study. Then the teacher should choose the appropriate materials related to the topic to improve the students' interest and active in the learning process. To make the students become enjoy in learning English.

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## STUDENTS' READING STRATEGIES BETWEEN MALE AND FEMALE IN COMPREHENDING NEWS ITEM TEXT

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### *Abstract*

*This research was aimed to find out reading strategies used by female and male students in comprehending news item text at grade twelve in SMA N 4 Pematangsiantar and to find out whether there was any differences between male and female students in using reading strategies. The design was descriptive qualitative research. The population was students at grade twelve in SMA N 4 Pematangsiantar. The instrument which used was questionnaires which adopted from Metacognitive Awareness of Reading Strategies Inventory by Sheory and Mokhtari. They divided reading strategies into 3 parts, global reading strategies, problem solving reading strategies and support reading strategies. The results were shown that male and female students mostly used problem solving reading strategies, followed by global reading strategies and support reading strategies. From overall strategies, female students were more significant users than male students.*

**Keywords:** *comprehending text, male and female, news item text, reading strategies*

### **I. Introduction**

Reading can open up a new world for the students; it enables to gain the new knowledge and enjoy many kinds of literature, magazine and newspaper. This is in line with the statement of Mariane Celce Murcia (2000: 118) that "reading is very essential for us in order to increase our knowledge. Even in this modern age of multimedia and high-tech environment, it is still the case that most of us rely on our reading ability in order to gain information or expand our knowledge". By reading, people are able to produce the idea through the writing that describes their comprehension about what they have read before. So, reading process not only involve physical processing (by using eyes) but also mental processing (by using brain and prior knowledge). Armbruster (2006: 41) defined that "reading comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really "reading", as reading comprehension is also the ability to identify the meaning of the words and work out between the words to draw meaning from the texts". It involves using prior knowledge, making predictions and drawing out valuable information, among other factors. On the other hand, Jeffries & Mikulecky (2004:259) stated that "reading comprehension is the problem when the teacher asks them to read English text, but since they can read in their own native language". Therefore, they tend to attribute their difficulties in comprehending the English language or they feel the fault lies in their own lack of ability. Many researchers have investigated the use of EFL/ESL reading strategies among learners. For example Gorsuch & Taguchi (2008: 262) found that Vietnamese college EFL students mostly used bottom-up, top-down, and cognitive strategies to assist comprehension in repeated reading sessions. Kummin & Rahman (2010: 8) reported that ESL University students from Kebangsaan, Malaysia, who were proficient in English often used a variety of strategies, but those who were less proficient had little knowledge of metacognition. They were not able to use appropriate strategies to evaluate their own reading comprehension performance. The differences of male and female in

comprehending text is not a new phenomenon. Tannen (1990: 8) has compared gender differences in language as more similar to 'cultural' differences. Comparing conversational goals, she argued that males have report style, aiming to communicate factual information, whereas females have a rapport style, more concerned with building and maintaining relationships. Most studies show that, on average, females do better in school than boys. Lehto and Anttila (2003: 136) found specific differences in listening comprehension, which, according to these researchers, can be a good predictor of an individual's skills in reading comprehension. Second-, fourth-, and sixth-graders listened to six passages read on a compact disk. Then, participants listened to 12 sentences related to the passages and were told to mark on their answer sheets whether each sentence was correct or incorrect. Females' listening comprehension scores were significantly higher than boys' scores, and the difference was comparable to those typically found for females in reading comprehension.

While doing teaching practice, the researcher also found the fact that female students are higher than boys in English language class. When, the researcher asked the students to do reading comprehension, she found that the result of students reading comprehension were different one another. It was caused since every student had their own way to interpret the meaning of the text. Furthermore, female students often did their work in reading well and felt interested in reading text, while male students were not so interested and did it perfunctorily. Therefore, it is necessary to investigate the learners' reading strategies that high school students currently use in order to find out what reading strategies the students need to use in reading strategies, to comprehend what they read, to develop reading skills, and to unconsciously increase their vocabularies and syntactic knowledge.

## **II. Literature Review**

### **A. Reading Skill**

Commonly, reading is a communication between writer and reader. According to Alyousef (2006: 1994), "reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency. Thus, if people do not want to read, they will not get the information". That is why reading activity is very important in our life. Similarly, Carrel (1988: 1) stated that "reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitoring comprehension to build up meaning". In addition, Hung & Tzeng (2001: 3998) stated that "reading is the fastest and simplest way to raise people's educational level. Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. In short, reading is the best and only way to enabling humans to absorb new experience and replace old views". Bennete (2001: 14) also stated that "reading is visual processes, which cover a symbolic process of seeing an item or symbol and translating it in to an idea or image. The image is processed into concepts and whole dimensions of thought". So, reading process not only involve physical processing (by using eyes) but also mental processing (by using brain and prior knowledge). In addition, Grabe & Stoller (2002: 9) stated that "reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text".

### **Reading Strategies**

Mokhtari and Richard (2002: 4) stated there are three strategies which help students to enhance reading comprehension. These are divided into three classes: global reading strategies, problem-solving strategies and support strategies.

### **Global Reading Strategies**

Global reading strategies possess 13 items and are those purposeful, intently planned techniques by which learners are taught how to inform or manage their reading. It refers to pre-reading activities such as having a purpose in mind before reading and thinking about what one already knows about the material before reading. They are: (1) Read with a purpose in mind, (2) Take notes to help in understanding the text, (3) Think about what I know to help me understand what I read, (4) Get an overall view of the text to see what it is about before reading. Decide whether the content of the text fits the reading purpose, (5) Review the text first by noting characteristics including length and organization, (6) When reading decide what to read closely and what to ignore, (7) Use tables, figures, and pictures in the text to increase understanding, (8) Use context clues to help better understand the reading, (9) Use typographical features like bold face and italics to identify key features, (10) Critically analyze and evaluate the information, (11) Guess what the content of the text is about when reading (12) Check to see if guesses about the text are correct

### **Problem Solving Strategies**

Problem solving strategies contain 8 items. It includes functions and manners that readers use when they meet difficulties in comprehending textual information. It refers to functions like as reading hard to understand text and adapting one's reading rate to the difficulty level of what they are reading. They are: (1) Read slowly and carefully to make sure I understand what I am reading, (2) Try to get back on track when distracted or lose concentration, (3) Adjust reading speed according to the reading material, (4) When text becomes difficult, pay closer attention to the material, (5) Stop from time to time and think about the reading, (6) Try to picture or visualize information to assist in remembering, (7) When text becomes difficult, re-read to increase understanding, (8) When reading guess the meaning of unknown words or phrases.

### **Support Reading Strategies**

Support reading strategies comprise 9 items. English language learners need to know that there are other support materials available to them, further to the teacher and the text. It presents the use of producing outside reference materials from the text such as notes in the margins, summarizing, or simple underlining of important information. They are: (1) Take notes while reading to assist in understanding, (2) When text becomes difficult, read aloud to assist in remembering, (3) Summarizing to reflect the important information, (4) Discuss with others to check understanding, (5) Use reference materials (dictionaries, etc), (6) Underline or circle information in the text to help me remember it, (7) Paraphrase/restate to better understand, (8) Go back and forth in the text to find relationships among ideas, (9) Ask self questions to find answers in the text

### **Previous Relevant Studies**

The research has found some relevant studies which related to this research. A journal was from Mohammad Salehi et al in Iran on August 2014. The title of their journal is The effect of gender and genre on language learners' reading comprehension ability. They investigated the effect of gender and genre on text comprehension. To this end, three texts from different genres were labels and signs, informal letter and newspaper. After administering the reading tests, the participants' mean scores were computed and the results showed that altogether females were better text comprehenders than males. The instrument of this study was reading test which was chosen from Test your reading, Dean, M., 2002, Pearson Education. The result was females' scores were not very different in different genres, generally they were better text comprehenders than males.

Mei-Ling Lee in 2012, Taiwan. The title of her journal was *A study of selection of Reading strategies among Genders by EFL college students*. The purpose of her study was aimed to probe the question whether the foreign language reading strategies use among EFL college freshmen differ according to different genders and the differences of frequency using types of reading strategies. Results indicated that the differences between male and female students on the types of reading strategies were significant, male students reported greater strategy use than their female counterparts regarding memory, cognitive, compensation strategies, while fewer males than females used strategies of meta-cognitive and social-affective while reading. The instrument of this study was 39-item questionnaire called "*Strategy Inventory for EFL Students' Reading*". Based on the findings, metacognitive and cognitive strategies were most correlated with overall strategy use; these two types best predicted college EFL students' strategic behaviors of reading. Significant gender effects were found in the use of individual strategies; females significantly employed more underlining and highlighting strategies as noticing subheadings and topic sentences of an article and tried not to translate word-for-word while reading, namely, females were employed more bottom-up strategies and were better in practicing from top to bottom and from bottom to top in their interaction with the reading passages.

Among the five types of reading behaviors, participants in either male or female students showed the use of social-affective reading strategies more frequently, followed by meta-cognitive, and memory reading strategies, with cognitive and compensation reading strategies being the least two employed. However, Females use metacognitive strategies and social/affective strategies more often than males do. It indicated that EFL learners not only knew how to interact with others or self-assurance, or go through the processes of questioning, cooperation, self-talk, and self-reinforcement, but also became aware of multiple strategies using both word analysis and contextual clues to determine the meaning of an unfamiliar word. Namely, implementing both top-down and bottom-up strategies to facilitate their English learning.

Ahmmad Mousa AL-Dawaideh & Ibrahim Abdu Al-Saadi did their research in Jeddah. The title is *Assessing Metacognitive Awareness of Reading Strategy use for students from the Faculty of Education at the University of King Abdulaziz*. Their research aimed to investigate the metacognitive reading used by students from the faculty of Education at the King Abdulaziz University in Jeddah, Saudi Arabia. They also determined whether the strategies varied with gender, area of specialization and academic achievement variables. They use MARSII to achieve the objective of the study. The inventory consisted of 30 items distributed into 3 subscale categories, namely problem solving strategies, global-reading strategies, and support reading strategies. The sample of the study consisted of 550 randomly selected undergraduate students, comprising 269 male and 281 female participants, aged 19 to 22 years. The result demonstrated that female participants read more, and performed better academically, and these results were statistically significant. The overall strategy use explains that both male and female students more frequently use problem-solving reading strategies, the male students (n=269) had a mean of  $M = 3.96$  and a standard deviation of  $SD = .475$ ; the female students (n=281) had a mean of  $M = 4.25$  and a standard deviation of  $SD = .422$ . These findings consistent with the results of previous studies based on gender, that indicated female participants use strategy more frequently than the male participants. The mean difference of the problem-solving strategy approaches statistical significance in favor of the female students. The global reading strategy also approaches statistical significance in favor of the female students, whereas the mean difference in use of the supporting strategy between male and female students is not statistically significant and the mean difference of global strategy between male and female students was not statistically significant.



### **III. Research Methodology**

#### **A. Research Design**

As stated in Problems of the research, this research was conducted to describe students strategies in comprehending news item text. Thus, in this research, the researcher uses descriptive qualitative research method. Ary, Jacobs, Sorensen & Razavieh (2010: 322) stated that “descriptive qualitative research method is used to obtain information about existing conditions and have widely used in educational research”. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation. The researcher used this method because it was appropriate to the objectives of the research which focuses on describing the differences between female and male students’ reading strategies in comprehending news item text and possible causes of the strategies used in comprehending news item text by female and male students. The result of this research emphasized more toward the data intepretation founds in the field.

#### **B. Subjects of the Research.**

The subjects of the research were students at Grade XII at SMA N 4 Pematangsiantar. There were twelve classes of grade XII. Eight classes were science class. The researcher analyzed four classes (XII Science 4, XII Science 6, XII Science 7, XII Science 8) which consists of 30-34 students. The researcher choose 84 students randomly and divide them into 42 male and 42 female students.

#### **C. Data Collection**

The data collection techniques for taking the data on this research were questionnaire. In this research, the researcher adopted MARSII (Metacognitive Awareness of Reading Strategies Inventory) questionnaires. It was developed by Sheorey and Mokhtari in 2002. The researcher uses MARSII due to several reasons:

1. Guided by the principle that constructing meaning from text is an intentional, conscious, and purposeful act.
2. MARSII has been developed and tested by reviewing an extensive body of recent research literature on metacognition and reading comprehension.
3. The items in MARSII were so easy and simply for students to uderstand. The MARSII questionnaires measures three broad categories of reading strategies.
  1. Global Reading Strategies (GLOB), which can be thought of as generalized or global reading strategies aimed at setting the stage for the reading act.
  2. Problem-Solving Strategies (PROB), which are localized, focused Problem Solving Reading Strategieslem-solvin or repair strategies used when Problem Solving Reading Strategieslems develop in understanding textua information
  3. Support Reading Strategies (SUP), which involves using the support mechanisms or tools aimed at sustaining responsiveness to reading.

The MARSII is not intended to be used as a comprehensive measure for students’ comprehension capabilities. Rather, it is designed as a tool for helping students increase metacognition awareness and strategy use while reading. The result obtained can be used for enchancing assesement, planning instruction, or conducting classroom or clinical research.

#### **C. Technique of Data Analysis**

Analyzing MARSII was quite easy and the researcher could be helped by the students because it could be done by the students themselves. Students simply transfered the scores obtained for each strategy to the scoring sheet, which accompanied the inventory. After the individual scores were recorded, they should be added up in each column to obtain a total score, then divided by the number of item to get the average responses for the entire inventory as well as for each strategy subscale. These the scores could be interpreted using the interpretation guidelines provided.

## IV. Findings and Discussions

### A. Research Findings

#### 1. Reported Strategy Use between Female and Male in Comprehending News Item text

Chart 4.1. Problem Solving Reading Strategies Used by Female and Male Students

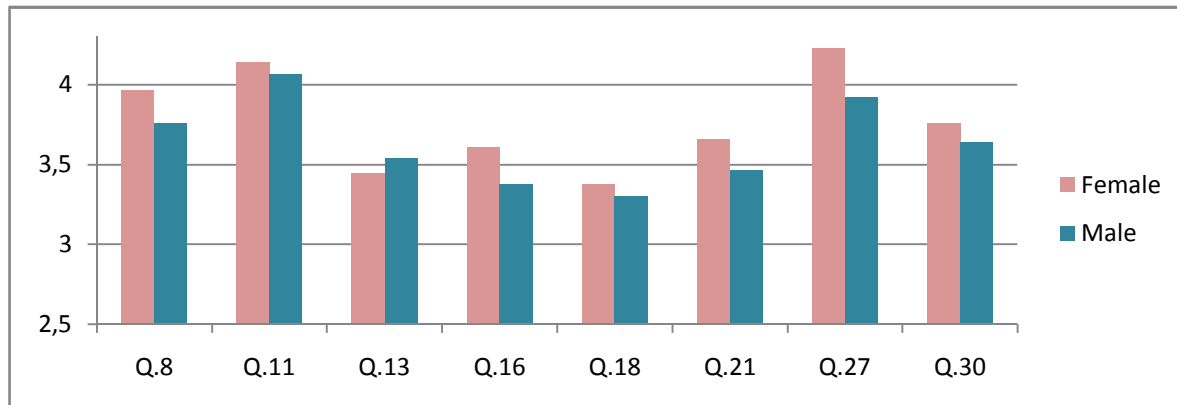


Chart 4.1 showed questions within the category of Problem Solving Reading Strategies. According to the overall means of the MARSIS subscales, the problem solving reading strategies were preferred strategies according to the male and female students' report. Strategies such as "When text becomes difficult, I reread to increase my understanding" (Item #27, Female= 4,23; Male=3,92), "I try to get back on track when I lose concentration" (Item #11, Female= 4,14; Male= 4,07), "I read slowly but carefully to be sure I understand what I'm reading" (Item#8, Female= 3,97;Male= 3,76), "I try to guess the meaning of unknown words or phrases" (Item#30, Female= 3,76; Male= 3,64), "I try to picture to guess what the material is about when I read" (Item#21, Female=3,66; Male= 3,47), "When text becomes difficult, I pay closer attention to what I'm reading" (Item#16, Female= 3,61; Male= 3,38), "I adjust my reading speed according to what I'm reading" (Item#13, Female= 3,45; Male= 3,54), "I stop time to time and think about what I'm reading" (Item#18, Female= 3,38; Male=3,3)

Chart 4.2. Global Reading Strategies Used by Female and Male Students

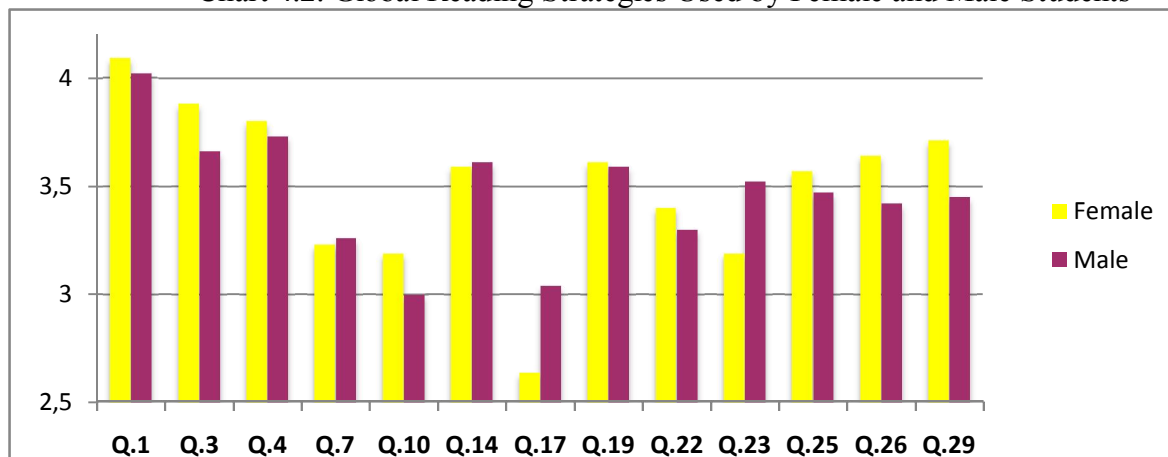
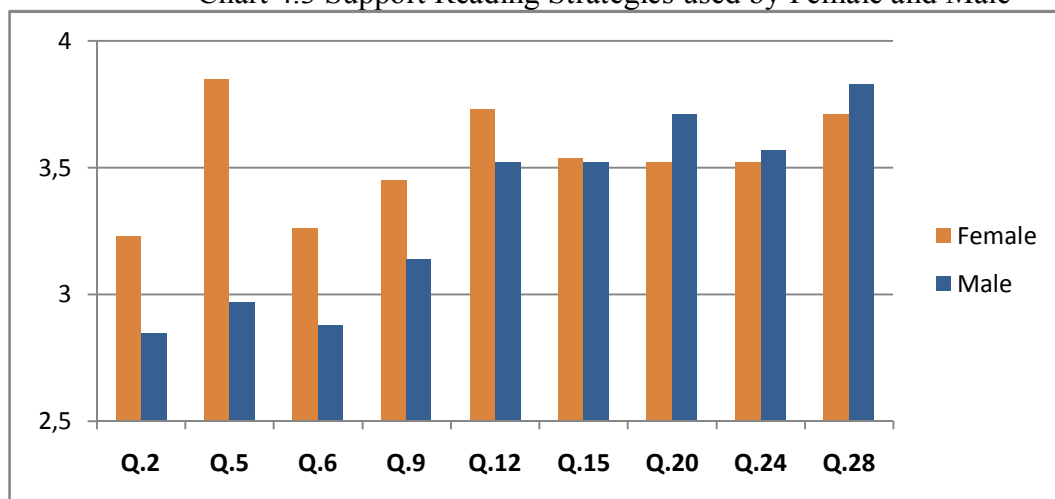


Chart 4.2 presented questions within the category of Global strategies (GLOB). The choice of these strategies as the second most favored category might be interpreted as indicating that the students had the ability to plan and manage their reading comprehension process. Strategies such as "I have a purpose in mind when I read" (Item#1, Female= 4,09; Male= 4,02), "I think about what I know to help me understand what I read" (Item#3, Female= 3,88; Male= 3,66), "I preview the text to see what it's about before reading it

(Item#4, Female= 3,8; Male= 3,73), “I check to see if my guessess about the text are right or wrong” (Item#29, Female= 3,71; Male= 3,45), “I try to guess what the material is about when I read” (Item#26, Female= 3,64; Male= 3,42), “I use context clues to help me better understand what I’m reading” (Item#19, Female= 3,61; Male= 3,59), “I decide what to read closely and what to ignore”(Item#14, Female= 3,59; Male= 3, 61), “I check my understanding when I come across conflicting information” (Item#25, Female= 3,57; Male= 3,47), “I use typographical aids like boldface and italics to identify key information” (Item#22, Female= 3,4; Male= 3,3), “I think about whether the content of the text fits my reading purpose” (Item#7, Female= 3,23; Male= 3,26), “I critically analyze and evaluate the information presented in the test” (Item#23, Female= 3,19; Male= 3, 52), “I skim the text first by noting characteristics like length and organization” (Item#10, Female= 3,19; Male= 3), “I use tables, figures, and pictures in text to increase my understanding (Item#17, Female= 2,64; Male= 3,04).

Chart 4.3 Support Reading Strategies used by Female and Male

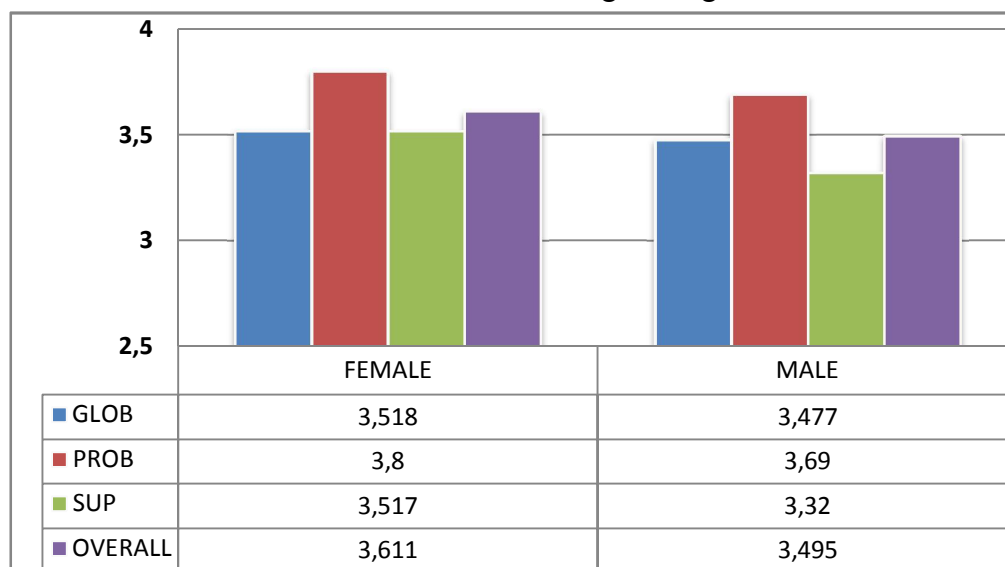


The Support reading strategies (SUP) were the least preferred strategies according to the students’ reports. The reports showed the result “When text becomes difficult, I read aloud to help me understand what I read” (Item#5, Female= 3,85; Male= 2,97) “I underline or circle information in the text to help me remember it (Item#12, Female= 3,73; Male= 3,52), “I use reference material such as dictionaries to help me understand what I read” (Item#15, Female= 3,54; Male= 3,52), “I paraphrase (I restate in my own words) to better understand what I read” (Item#20, Female= 3,52; Male= 3,71), “I go back and forth in the text to find relationships among ideas in it” (Item#24, Female= 3,52; Male= 3,57), “I discuss what I read with other to check my understanding” (Item#9, Female= 3,45; Male= 3,14), “I summarize what I read to reflect on important information in the text (Item#6, Female= 3,26; Male= 2,88).

The result of this research is also partially consistent with research that assessed the metacognitive awareness of reading strategy by using MARSII. A research by Mokhtari and Reichard (2002) indicated that the total average use of reading strategies was moderate, and the prime preference was for Problem-solving reading Strategie, followed by global and support reading strategies.

## 2. The Differences between Male and Female Students in Using Reading Strategies

Chart 4.5 Female and Male's Reading Strategies



As chart 1 indicates, female students ( $M = 3,61$ ) had a higher overall mean than male students ( $M = 3,49$ ) though both genders reported using reading strategies. In addition, there were significant differences between male and female students. The result revealed that Problem Solving Reading Strategies were used often both male and female students, but female students ( $M = 3,8$ ) used them significantly more often than male students ( $M = 3,69$ ). In the use of global reading strategies, there was no significant difference for both male ( $M = 3,47$ ) and female ( $M = 3,51$ ). In Support reading strategies female students ( $M = 3,51$ ) dominated in use than male students ( $M = 3,32$ ). However, overall the reading strategies, female students used them significantly more often than male students.

## B. Interpretation and Discussion

Findings of this research showed that both female and male students are, in general, active reading strategy users. The Problem Solving Reading Strategy (PROB) was the preferred strategy, followed by global reading strategy (GLOB), and support reading strategy (SUP). These results were partially consistent with some researches that assessed reading strategy perceptions using MARSII. A research by Mokhtari and Reichard (2002) demonstrated that the total average of use of reading strategies was moderate and the prime preference was for Problem Solving Reading strategies, followed by global and support reading strategies. Another research by Alhaqbani and Riazi (2012) revealed that the total average use of reading strategies fell under a high usage level, and the primary preference was Problem-solving, followed by global and support strategies. Students preferred Problem-solving reading strategies because the items in this category help readers to overcome difficulties that arise when a text is complicated especially news item text. In addition, students were able to concentrate and understand the meaning of the text effectively. This strategy was associated with skilled reading and strong comprehension, which requires thinking, self – monitoring and going toward and backward in the text. The preferences of the students clearly indicated that they utilized appropriate attention to the text they read. They concentrated more on news item text, in order to understand the purpose of the text. They employed guessing that help them to speed up their reading process and facilitate comprehension of the text.

The results of this research indicated that female students used strategy more frequently than male students did. Only the mean difference of the Problem solving reading

strategy approaches statistical significance. The support reading strategy also approaches statistical significance in favor of the female students whereas the mean difference in use of the global reading strategies between male and female students was not statistically significant. These results are consistent with those of Madhumathi and Ghosh (2012). The results are attributed to the difference between male and female students in reading skills, that is, females are more accustomed to extra reading at home, such as reading books, novels, cookbooks, and newspapers. The regular reading habits might be improved the awareness and employment of reading strategies. Thus, this habit helps the, to enhance their reading strategy and their reading skills. This may be attributed also, to the females beholding generally to reading as a source of material to increase their culture and knowledge; making them more able to cope with instructions and suggestions in text readable compared with males, this indication that they are more aware and conscious, including use reading skills and strategies.

Despite the interesting findings, the research has certain limitations. First, the questionnaire used in this research consists 30 items. It is obviously not enough to cover all the strategies used by female and male in comprehending news item text. This can affect its reliability and the validity of the data in the study. Therefore, a wider variety of assessment method is recommended in future studies e.g. interview, observation, verbal reports and diaries. In the future research, more classes should be involved because a little number of students may influence the results and make it more reliable.

## V. Conclusions

The results of this research show that the students are moderately active strategy users when reading news item text with Problem Solving Reading Strategies. The Problem Solving Reading Strategy (PROB) was the preferred strategy by the students, followed by global reading strategy (GLOB), and support reading strategy (SUP). The presentation shows that females students are significant users for all the strategies. As far as this research is concerned, what is important is not only the ability of being aware of the reading strategies used and report, but also being able to apply them in other practical situations in life.

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## THE EFFECT OF SMALL GROUP DISCUSSION ON STUDENTS' READING COMPREHENSION

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### **Abstract**

*This research examined The Effect of Small Group Discussion on Students' Reading Comprehension at Grade Ten of SMA Negeri 2 Pematangsiantar. The researcher formulates the problem as follow: What is the effect of small group discussion to the students' ability on reading comprehension at grade X of SMA Negeri 2 Pematangsiantar. The sample of this research is taken from two classes that consists of 70 students (35 in experimental group in class X-7 and 35 students in control group in class X-1). The researcher found that the mean of post-test in experimental group is 78.37 and the mean of post-test in control group is 65.7 and the researcher also found that t-test is higher than t-table ( $8.0 > 1.66$ ). After analyzing the data, the researcher concluded small group discussion can develop the students' ability in reading comprehension.*

**Keywords:** Reading comprehension, small group discussion

### **I. Introduction**

Language is a means of communication. Therefore the mastering of English is something which is very essential for everybody who wants to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication. That is why English is very important language. People use the language to express their emotions, feelings, and ideas. Grabe and Stoler (2002: 9) Reading is the ability to draw meaning from the printed page and interpret this information appropriately. The reading process involves both acquisition of meanings which is intended by the writer and the reader's own contributions in the form of interpretation, evaluation and reflection on those meanings.

According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language. Based on the researcher observation, there are some problems that faced by students. Students had the problem on reading comprehension because the text was too long. They did not understand what the content of the text. Beside that, It made the students getting the low score on the result of test because their weakness on reading comprehension.

Small group discussion is one of the technique of teaching English. Small group activities is the students work together in small groups on topics or themes or interest that are being pursued by the whole class or that are of specials interest just to them. By small group discussion, the students can get ideas quickly and read easier.

Based on the researcher experience in practive teaching at senior hight school, the student got some problems in learning reading. In fact, the students have difficulties in comprehend the text. They just read the text without knowing the meaning. The students are difficult to find the fact and the ideas from the text and they are also difficult to understand the difficult word of the text. The researcher chooses small group discussion because in

teaching reading because it is considered that teaching reading should be emphasized in raising students' motivation so that teaching learning process of reading result will get better achievement. By applying this technique, students' problem is hopefully solved. Based on the research background above, the research propose the main problems as follows: What is the effect of small group discussion to the students' ability on reading comprehension at grade X of SMA Negeri 2 Pematangsiantar? The purpose of this research is: To find out the effect of applying small group discussion on students' reading comprehension at grade X of SMA Negeri 2 Pematangsiantar.

## **II. Literature Review**

### **Definition of Reading**

The nature of the concern and controversy reflects a more complex and deeply rooted dilemma about reading, its nature and its function. On the one hand we see reading depicted as a 'basic skill', a functional activity to be mastered at an early age. This skill is demanded in our education system and in our society at large. On the other hand we see reading in terms of books or literature. It is linked then to a literary heritage, to a canon of texts. This leads on to a consideration of what and how children should be reading. Brindley (1994:81) In defining the nature of reading and readers we must also consider the role reading plays in our society. We live in a society that assumes print literacy (it also increasingly assumes other forms of media literacy such as computer and television literacy). Every day demands are placed on us as readers of print. We read at work, as we drive, as we shop. There are few aspects of our lives that are not linked in one way or another to the reading of print.

### **Reading Comprehension**

In reading, comprehension is needed. Without comprehension, the readers cannot get information. Sheng (2000:1) defines comprehension as getting ideas of the written material and using the strategies that help the readers to understand it. It can be said that comprehension happens when the readers get the message of a text by using appropriate strategies. Furthermore, the RAND Reading Study Group in Reutzel and Cooter (2009:154) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." He suggests four components in a comprehension process. They are (1) the reader, (2) the text, (3) the activity, and (4) the situational context. Thus it is an ability to interact with the text by understanding its complete meaning and the concept behind it. Reading will be useless if the reader does not comprehend what he or she reads.

### **Definition of Small Group Discussion**

Whenever groups of people congregate in the same place, they will talk with one another. It is human nature to be curious about our surrounding and other people, and the best way to find out the answers to our questions is to talk with one another. A discussion may be information based, concentrating on facts, or it may focus on personal opinion and feelings. People enjoy discussions and the arenas of thought they uncover. Talking with friends reveals attitudes and values and offers insight into ways of solving personal problems. Brewer (1997:22) small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Small group according to Barker (1987:159), is three or more people discussing face to face, with or without an assigned leader, in such a way that each person influences, and is influenced by every other person in the group. Johnson and Roger (1975:78) gives solution that students



should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups.

### **III. Research Methodology**

The researcher applies quantitative research for this research. According to Cohen et al (2005:306) “Quantitative research tends to have a small field of focus, fragmenting the observed into minute chunks that can subsequently be aggregated into a variable. The experimental group is taught by using small group discussion, while the control group is taught by conventional technique. The teacher taught the reading comprehension by reading text and answering the questions. Here the researcher takes two classes (X PMIA 1 and X PMIA 7) from seven classes as the samples that consist of 35 students of each class. One class will be control class (grade X PMIA 1) and the other as experimental class (X PMIA 7). In experimental group the researcher will apply small group discussion and in control group the researcher does not use small group discussion. The test took from text given by the researcher. It was multiple choices that consist of 30 items consist of five options. This test is prepared in order to know the effect of small group discussion technique on the students’ ability in comprehending the text. In conducting the test, there will be applied into 3 steps : pretest, treatment, and post-test.

#### **a. Pre-Test**

At the beginning of the research, every participant both experimental group and control group are taken pre-test in order to find out if they are the same level at the starting point.

#### **b. Treatment**

The researcher conduct a treatment, the experimental group and control group will be taught by using the same materials but different treatment. The experimental group will be taught by using small group discussion and control group will be taught without using small group discussion

#### **c. Post Test**

Experimental group and control group at the end of the research are given the same test. It aims to see if there are differences between the two groups.

### **IV. Findings and Discussion**

Based on analyzed the data, the finding can be formulated as follows :

1. The finding is the students’ scores with that use small group discussion higher than the student’s score without small group discussion. It can be proved from the mean of post-test in experimental group was 78.37 and the mean of post-test in control group was 65.7. It showed that the score of the students in experimental group was higher than control group.
2. T-observed is higher than T-table ( $8.0 > 1.66$ ) at the level of significance. It shows that there is an effect of using small group discussion on student’s reading comprehension in recount text at grade ten of SMA Negeri 2 Pematangsiantar.

Arends (1997: 201) states that discussion gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. Jones (2007: 14) adds that the students’ confidence will grow little by little as students successfully share ideas and experience when they do work together. The above statements show that SGD provides more opportunity for students to exchange their opinion, ideas, information among all members of group in a discussion, and take chance in process of understanding: (1) main idea; (2) details information; (3) word meaning; (4) reference; (5) social function/generic structure. The important thing is that the learners can participate actively, more confident, and their motivation improve in joining reading class.

## V. Conclusion

Based on the data analysis, the researcher makes conclusion as follows:

1. Small group discussion gives chance for the students to become more active in process of understanding English text, it gives opportunity for the students to participate in discussing reading text, and it makes the students' motivation improve in joining reading class.
2. The result of the test showed that using small group discussion on student's reading comprehension in recount is more effective than without using small group discussion on student's reading comprehension in recount text.

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## APPLYING METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS' ABILITY IN READING COMPREHENSION

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### **Abstract**

*Reading comprehension is one of four skills which plays a vital role for students in the classroom. Therefore, applying a strategy to master reading comprehension is necessary. This research was aimed to find out the effect of applying metacognitive strategy to improve students' ability in reading comprehension. It was quasi-experimental design which the population of the research was all students on the eleventh grade in SMA Negeri 2 Pematangsiantar. By using cluster random sampling technique, two classes had been chosen as sample of the research. After doing research, there was significant score improvement in experimental group rather than control group. Then, independent sample t-test which was analyzed by using SPSS 22 showed t-test result was higher than t-table in the level of significance was 0.05. In conclusion, metacognitive strategy can significantly improve students' ability in reading comprehension.*

**Keywords :** *metacognitive strategy, reading comprehension*

## **I. Introduction**

### **1.1. Background of Study**

The development of education in the world requires every country to have curriculum that supports English as one of languages to be learned. In Indonesia, curriculum has been altered several times adapting the progress of education in the world. Nowadays, Indonesia implements the newest curriculum called K-13 (Kurikulum 2013) or 2013 Curriculum which has been implemented in most regions. Permendikbud No. 59 Tahun 2014: 1 established that "curriculum which has been implemented in all senior high schools since academic year of 2013/ 2014 is mentioned as 2013 Curriculum of Senior High School". One of lesson which has to be learned and taught in all grades of school, from primary up to senior high school is English. English as an international language is one of important languages to learn because it can be used to communicate, get knowledge or information among people from many countries in the world. English fluency in both oral and written forms is also needed in educational field or for language mastery. Therefore, mastering English is one of important duties which the teacher should teach in the school.

In fact, there are four skills that should be mastered in English. As Elmadwi & Shepherd (2014: 29) stated that "Learners need the four skills that are listening, speaking, reading, and writing. But of all these four skills, reading plays a vital role for students in the classroom". In addition, Dechant cited in Hamra & Syatriana (2012: 2) stated that "Reading as a process of decoding where students are trained to pronounce the printed words, and to find meaning where the focus of reading is for comprehension or reading for comprehension". Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas. Meanwhile, Dallmann et al., Harris & Sipay, Smith & Robinson cited in Hamra & Syatriana (2012: 2) argued that "Reading which means comprehension is actually a process of thinking to get appropriate meaning. Our ability to understand what we read is highly dependent upon the background knowledge that we bring

to the act of reading”. How the readers can maximize their ability in comprehending the text is very important in this case.

On the other hand, in education system of Indonesia, there is mark determination of each lesson which is known as KKM (Kriteria Ketuntasan Minimal) or Minimum Completeness Criteria. It is implemented by all schools from primary up to senior high school. KKM or Minimum Completeness Criteria is usually determined by teachers in the school, especially in SMA N 2 Pematangsiantar and its KKM is 70 for every students on grade eleven. But in the reality, 50 of 80 students in two classes just achieve mark under 70. It means most of them failed to achieve average mark. The researcher found some problems which caused the students cannot achieve average mark which has been determined by the teacher. The students had low proficiency in reading comprehension. The problems related to the students, the learning materials, and the teaching technique.

Therefore, the researcher suggested one of the techniques that the teacher could use in such learning activity, that was Metacognitive Strategy. In metacognitive strategy, the teacher should teach not only how to use strategies, but rather when and why strategies are used in certain learning contexts. This strategy needs students’ cognitive view to achieve the target of learning. According to Flavell cited in Cubukcu (2008: 1), “Metacognitive knowledge is one’s knowledge concerning one’s own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data”. As Woolfolk cited in Philip & Tan (2006: 3) stated that “The cognitive view of learning is that it is an active mental process of acquiring, remembering, and using knowledge”. Woolfolk elaborated that in a cognitive view of learning, readers are active processors of information who seek out information to solve problems and reorganise what they already know to achieve new learning, through the use of learning strategies.

In addition, Sheorey and Mokhtari cited in Philip & Tan (2006: 4) suggested that “A reader’s metacognitive knowledge about reading includes an awareness of a variety of reading strategies and that reading is influenced by this metacognitive awareness”. They believed that metacognitive knowledge is the combination of conscious awareness of the strategic reading processes and the actual utilization of reading strategies that distinguishes the skilled from unskilled readers. Metacognition includes assessing the requirements of the problem, constructing a solution plan, selecting an appropriate solution strategy, monitoring progress towards the goal, and modifying the solution when necessary.

Finally, the researcher focused the study about the effect of applying metacognitive strategy to improve students’ ability in reading comprehension on the eleventh grade students of SMA N 2 Pematangsiantar.

## **1.2. Problem of the Study**

The problems of the study are written as follows :

1. “Is there any significant effect of applying metacognitive strategy to improve students’ ability in reading comprehension on the eleventh grade students of SMA N 2 Pematangsiantar ?”
2. “What is the effect of applying metacognitive strategy in improving students’ ability in reading comprehension on the eleventh grade students of SMA N 2 Pematangsiantar?”

## II. Literature Review

### 2.1. Reading Comprehension

Dechant cited in Hamra&Syatriana (2012: 2) defined “reading as a process of decoding where students are trained to pronounce the printed words, and to find meaning where the focus of reading is for comprehension or reading for comprehension”. Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas. Meanwhile, Dallmann et al., Harris & Sipay, Smith & Robinson cited in Hamra&Syatriana (2012: 2) argued that “reading which means comprehension is actually a process of thinking to get appropriate meaning. Finally, based on Collins English Dictionary (2017) “reading comprehension is defined as a text that students use to help them improve their reading skills, by reading it and answering questions relating to the text”. From definition above reading comprehension can be defined as process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer’s message.

### 2.2. Levels of Reading Comprehension

There are three levels of reading comprehension (Lapp & Flood cited in Hamra&Syatriana, 2012: 2), as follows :

- a. Literal Comprehension/ Reading on the Line  
Literal comprehension is an understanding the ideas and information explicitly state in the passage.
- b. Inferential Comprehension/ Reading between the Lines  
Inferential comprehension is an understanding of ideas and information not explicitly stated in the passage.
- c. Critical Comprehension/ Reading beyond the Lines  
Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage.

### 2.3. Metacognitive Strategy

#### a. Definition of Metacognition

Metacognition was first defined by Flavell cited in Cubukcu (2008: 1) as “knowledge that takes as its object or regulates any aspect of any cognitive endeavor”. Metacognition refers to the ability to reflect on their own thinking and use of strategies to overcome learning difficulties. In other words, it is a cognitive process where one is aware of his or her own thinking. Brown cited in Sonleitner (2001: 17) specifically defined “Metacognition and its relationship to reading as evaluation of the comprehension process while reading and ability to take action when comprehension fails.” Students know very well regarding their thinking, including awareness, conscious thought and reasoning. Metacognition is important in reading because it helps readers keep comprehension processing and realise what they can do.

#### b. Components of Metacognition

Metacognition is classified into 3 components :

- 1) Metacognitive Knowledge or Metacognitive Awareness

It is what individuals know about themselves and others as cognitive processes, knowledge that can be used to control cognitive processes. Dantonio&Beisenherz cited in Stuever (2006: 8) stated “Cognitive psychologists refer to metacognition as consisting of three types of knowledge: declarative, procedural and conditional”.

- 2) Metacognitive Regulation/ Strategies

Jayapraba (2013: 165-166) stated “Metacognitive strategies are designed to monitor cognitive process”. Metacognitive strategies are ordered processes used to control one’s own cognitive activities and to ensure that a cognitive goal has been met. It is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

Metacognitive Experiences

3. Flavell cited in Larkin (2010: 12) stated “Metacognitive experiences may be fleeting, e.g. feeling puzzled for a moment or may be longer lasting, e.g. when you think hard about whether or not you really understand something”. Metacognitive experiences can occur at any time and may be related to your progress towards a goal or may be more related to metacognitive knowledge.

### c. Types of Metacognitive Strategy

Metacognitive strategy used to aid reading comprehension can be divided into three types: planning strategies (P), monitoring strategies (M), and evaluation strategies (E) (Pressley & Afflerbach cited in Israel (2007: 6-7). This metacognitive reading framework should be familiar to teachers who integrate before-, during-, and after-reading processes when teaching students effective comprehension strategies.

#### 1) Planning Strategies

Planning strategies are metacognitive strategies that the reader does early on in the reading process—before reading—to increase reading comprehension. The following planning strategies are utilized by metacognitive readers **before** reading: (a) Activating Prior Knowledge, (b) Overviewing Information in the Text, (c) Relating Text-to-Text, (d) Relating Text-to-Self

#### 2) Monitoring Strategies

Monitoring strategies—usually occurring during the reading of a text—help the reader pay attention to meaning construction as well as correct breakdowns in comprehension. The following monitoring strategies are utilized by metacognitive readers **during** reading: (a) Determining Word Meaning, (b) Questioning, (c) Reflecting, (d) Monitoring, (e) Summarizing, (f) Looking for Important Information

#### 3) Evaluating Strategies

Evaluation strategies—used after reading—allow the reader to think critically about the text and make a cognitive or affective judgment. The following evaluating strategies are utilized by metacognitive readers **after** reading: (a) Thinking Like the Author, (b) Evaluating the Text, (c) Anticipating Use of Knowledge

## 2.4. Relevant Studies

The researcher sorts 3 previous studies related to the use of metacognitive knowledge in reading comprehension to support next research. The first is a research which was conducted by Bromley Philip & Tan Kim Hua (2006) in their journal entitled **Metacognitive Strategy Instruction (MSI) for Reading : Co-regulation of Cognition**. Philip & Tan (2006: 20) stated that “Metacognitive Strategy Instruction (MSI) provides not only instruction in strategies, but also a learning space where learners can actually experiment using the strategies in real academic contexts”. Their research finding showed that HP (High Proficient) learners in their text-processing process, seemed to indicate a strong sense of metacognitive awareness, manifestations of strategic behaviours, traits of a metacognitively sophisticated reader, and ultimately characteristics of autonomous strategic readers/learners.

The second is a research which was conducted by Kendra M. Benedict (2012) in his journal entitled **Instruction in Metacognitive Strategies to Increase Deaf and Hard of Hearing Students’ Reading Comprehension**. This study investigated the effect of instruction in a metacognitive strategy on reading behavior and reading comprehension for

D/HH students in grades four and five. Students A& B both showed decreases in non-strategic reading behavior, and increases in strategic reading behavior and reading comprehension. Treatment integrity data showed that the intervention was implemented with the highest degree of integrity for Students A and B. Student C showed increases in strategic reading behavior, but not in reading comprehension.

The last research was conducted by Mansoor Ahmed Channa & Zaimuariffudin Shukri Nordin (2014) in their journal entitled **Identifying Metacognitive Strategies through Learners' Reading Comprehension : A Review of Related Studies**. The main objective of this research was to judge whether teaching metacognitive strategies to students would benefit in developing metacognitive knowledge of students at all levels means from primary level to undergraduate and graduate levels, and would work in improving the comprehension levels of students in all fields as well. Their research findings (Channa&Nordin, 2014: 2459) showed "there are two conclusions come to the surface. First, teachers should teach metacognitive strategies, and the students should use actively for developing their reading comprehensions. Second, an increase in metacognitive knowledge leads to improvement of reading comprehension". They also revealed that teachers play pivoitol role to develop reading comprehension abilities among students at all levels.

### **III. Research Methodology**

#### **3.1. Research Design**

This research is quantitative research because it focuses on the product (result of the test) not a process. It is based on quasi-experimental design in which two groups are involved with one group receiving treatment. Two groups are a control and an experiment group. After the treatment, the test scores of two groups were compared to find out the effectiveness of the treatment in the experimental group. The researcher gave the students a pre-test to identify their prior-knowledge.

#### **3.2. Setting and Participants**

The research was conducted in SMA N 2 Pematangsiantar. It is located in Jln. PatuanAnggi No. 8 Pematangsiantar, North Sumatera, Indonesia. The population of the research was the eleventh grade students which was divided into eleven classes, distributed from XI Science 1 up to XI Science 7 and XI Social 1 up to XI Social 4 with total number of students was 400 students,. Therefore, the researcher used cluster random sampling technique and chose 2 classes as sample. Those classes were XI Science 2 as experimental group and XI Science 7 as control group.

#### **3.3. Technique of Data Collection**

The researcher collected the data in four steps, they were observation, observation, pre-test, treatment and post-test. The first, observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. Then, the researcher applied a pre-test. It is aimed to discover the students' prior knowledge before getting any treatment. It is reading comprehension test with total questions are 30 items. It is multiple choice test. Next, the treatment was the applying of metacognitive strategy. It was only given to students in the experimental group. Meanwhile, conventional method was applied in control group. The skill was developed is reading comprehension. The last, the researcher distributed the post-test. The post-test was conducted to find out the students' achievement and their progress after giving the treatment about the use of metacognitive strategy in reading comprehension. The content of the pretest was same as the post test.

### 3.4. Technique of Data Analysis

To analyze the data, the researcher used Independent sample t-test was applied using SPSS version 22 to analyze possible differences in reading comprehension performance between the two groups involved in reading comprehension test.

## IV. Findings and Discussion

### 4.1. Findings

Descriptive Statistics of Experimental Group						
Group	Score	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	Pre-test	40	43	87	62.52	12.637
	Post-test	40	60	97	80.27	10.355
	Valid N (listwise)	40				

Descriptive statistics table shows about test score of experimental group. From the table, it can be seen that total number of students who did the test are 40 students. There are two test which have been analyzed. The first is pre-test. In pre-test result, minimum score is 43, maximum score is 87, mean is 62.52 and std. deviation is 12.637. The second is post-test. In post-test result, minimum score is 60, maximum score is 97, mean is 80.27 and std. deviation is 10.355. So, this table presents score list briefly and clearly to show the score improvement of experimental group after having treatment. It can be seen that there is significant improvement especially mean of this group from 62.52 to be 80.27.

### Descriptive Statistics of Control Group

Group	Score	N	Minimum	Maximum	Mean	Std. Deviation
Control	Pre-test	40	43	73	56.35	6.689
	Post-test	40	57	90	67.62	8.353
	Valid N (listwise)	40				

Descriptive statistics table shows about test score of control group. From the table, it can be seen that total number of students who did the test are 40 students. There are two test which have been analyzed. The first is pre-test. In pre-test result, minimum score is 43, maximum score is 73, mean is 56.35 and std. deviation is 6.689. The second is post-test. In post-test result, minimum score is 57, maximum score is 90, mean is 67.62 and std. deviation is 8.353. So, this table presents score list briefly and clearly to show the score improvement of control group without having treatment. It can be seen that there is no significant improvement especially mean of this group is from 56.36 to be 67.62.



**Frequency Statistics of Post-Test Score in Experimental Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	7.5	7.5	7.5
	63	1	2.5	2.5	10.0
	70	5	12.5	12.5	22.5
	73	4	10.0	10.0	32.5
	77	2	5.0	5.0	37.5
	80	6	15.0	15.0	52.5
	83	5	12.5	12.5	65.0
	87	5	12.5	12.5	77.5
	90	1	2.5	2.5	80.0
	93	6	15.0	15.0	95.0
	97	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

This is the frequency statistics score table of experimental group after they had treatment, only 4 students who got score lower than 70 and others got score same with or higher than 70. It means metacognitive strategy is successful to be applied in the classroom.

**Frequency Statistics of Post-test Score in Control Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	2.5	2.5	2.5
	60	10	25.0	25.0	27.5
	63	7	17.5	17.5	45.0
	67	10	25.0	25.0	70.0
	70	3	7.5	7.5	77.5
	73	2	5.0	5.0	82.5
	77	1	2.5	2.5	85.0
	80	3	7.5	7.5	92.5
	87	2	5.0	5.0	97.5
	90	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Meanwhile, students in control group after studying by applying conventional method, there is score improvement but not significant. Total number of students who cannot pass minimum completeness criteria is more than experimental group.

**Group Statistics of Independent Sample T-Test**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score Improvement	Experimental	40	80.28	10.355	1.637
	Control	40	67.63	8.353	1.321

From this table, it can be seen that there is significant difference of experimental and control's mean. It is based on post-test score where experimental group had been given any treatment and control group had studied by using conventional method. Experimental group

has higher mean than control group and its mean is higher than minimum completeness criteria.

**The Result of Variance Homogeneity Test**

		Levene's Test for Equality of Variances	
		F	Sig.
Score Improvement	Equal variances assumed	2.609	.110
	Equal variances not assumed		

In this table, it can be seen that significance value (Sig.) is 0.110. To identify whether the variance of test result is homogeneous or not, F and Sig. value must be higher than 0.05 (level of significance). F value is  $2.609 > 0.05$  and Sig. value is  $0.110 > 0.05$ . Based on the result of F and Sig. value which are higher than level of significance (0.05), so it can be interpreted that both samples (experimental and control group) have homogeneous variance.

**b) The Result of T-Test**

Because two groups have homogeneous variance, so value that is used is t and Sig. (2-tailed) in line **Equal variances assumed**. For value of t is compared with t-table in level of significance is 5 % (0.05) and degree of freedom (df). The calculation of ttable is  $df = N - 2$ . Because total students of two groups is 80, so  $df = 80 - 2 = 78$ , it can be seen in df column. In table Distribution of ttable Value, in line  $df = 78$ , significance of t0.05, the value of ttable is 1.665.

**The Result of T-Test**

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Improve ment Score	Equal variances assumed	6.013	78	.000	12.650	2.104	8.462	16.838
	Equal variances not assumed	6.013	74.658	.000	12.650	2.104	8.459	16.841

To identify there is effect of strategy used in the group, there must be the improvement score of experimental group which is higher than control group. It can be seen from t and Sig. (2-tailed) column in line Equal variances assumed. The calculation of t should be higher than t-table meanwhile Sig. (2-tailed) value should be lower than level of significance (0.05). After analyzing data, there are two result of Independent Sample t-test data output. The first, the value of  $t > t_{table} = 6.013 > 1.665$ . The second, Sig. (2-tailed) value  $< 0.05 = 0.000 < 0.05$ . It can be concluded that there is significant means difference of experimental and control group. It means that there is significant effect of using metacognitive strategy in reading comprehension.

#### 4.2. Discussion

The researcher had conducted the research and analyzed the data. All data which are analyzed by using SPSS 22 software are presented in table form as the output of analysis. After analyzing the data, the researcher found the effect of applying metacognitive strategy to improve students' ability in reading comprehension on the eleventh grade students in SMA N 2 Pematangsiantar. This strategy was useful to be applied in the classroom. The students could improve their reading comprehension ability by applying three types of metacognitive strategy. This strategy helped improving their ability of thinking significantly. The students became more concentrated and calm in teaching-learning process because this strategy made them to do anything individually and focus on what they are learning. The strategy which was applied in the classroom helped the students to think more critically and use time on doing test appropriately.

Next, three previous relevant studies related to the applying metacognitive strategy which became proponent materials of this research were enough to prove that the research of applying metacognitive strategy to improve students' ability in reading comprehension on the eleventh grade students in SMA N 2 Pematangsiantar was successful to be conducted. There was significant effect after applying metacognitive strategy to the students in experimental group. It can be seen from students' improvement score and total number of students who passed Minimum Completeness Criteria between experimental and control group. The students in experimental group became more aware of what they are reading to get the meaning of the text. The students were also more calm because they understand to make this strategy to be successful they have to concentrate individually and try to not disturb other students.

#### V. Conclusion

After conducting the research, collecting and analyzing the data, the researcher gets two conclusions. The first, the effect of applying metacognitive strategy is significant to improve students' ability in reading comprehension on the eleventh grade students in SMA N 2 Pematangsiantar. It is shown from pre-test and post-test score table of experimental group which significantly increase rather than in control group. The second, there is no significant effect without applying metacognitive strategy in control group, by using conventional method the researcher find that it cannot increase students' ability in reading comprehension significantly. It is shown from students' pre-test and post-test score table of control group which not significantly increase rather than in experimental group.

The result of this research shows that the applying of metacognitive strategy can improve students' ability in reading comprehension. Therefore, the researcher gives the suggestions to the English teacher and students.

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## THE EFFECT OF JIGSAW TO THE STUDENTS' ABILITY IN READING COMPREHENSION

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### **Abstract**

*This research examined the The Effect of Jigsaw to the students' ability in reading comprehension at grade X of SMK Negeri 2 Pematangsiantar. The sample of this research was taken from two classes that consists of 60 students (30 in experimental group in class X TKR<sub>1</sub> and 30 students in control group in class X TKR<sub>2</sub>). The researcher found that the effect of jigsaw technique on students' ability in reading comprehension in descriptive text was good enough and successful. In experimental class, the students were more active and they could share their feeling, idea, and arguments when completed their task that had given by the researcher. The data showed the score of the students that use jigsaw technique was higher than the student's score without jigsaw technique. It could be proved from t- test was higher than t-table ( $5.50 > 1.67$ ). There was an effect of using jigsaw technique to the students' ability in reading comprehension in descriptive text.*

**Keywords:** *jigsaw, reading comprehension, descriptive text*

### **I. Introduction**

Reading is a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Therefore, students are always asked to comprehend reading texts by their teacher.

In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently. Meanwhile the students have some problems when they read, sometimes they get difficulties to understand the meaning of sentences and they become more confused to read a long paragraph. So they feel reading is a boring subject. Many students have the difficulties to comprehend the text because they don't know the meaning of the text. reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency".

Based on the writer's experience during teaching practice in SMK Negeri 2 Pematangsiantar, the writer found that the students had some problems in reading comprehension such as: The students' lack of vocabulary, lack of students' ability towards reading. The other problem is the teacher just used an explanatory method in every schedule subject. Students just listen to the teacher's explanation and then do some matters given by the teacher until the teacher gave a score for them and so on. Additionally, teaching and learning processes took more time only in reading the texts and answering some questions related to the texts. Sometimes they were confused because they didn't understand the meaning of the text. It made the students are passive in the class and always felt bored.

Since students often feel bored in doing the reading activity above, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. There are many kinds of methods applied by English teacher in teaching English. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class. Kagan and Kagan (2009:442) explained that there are some kinds of techniques in student team learning, one of them is Jigsaw. Kagan and Kagan (2009:442) stated that jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion, and ability. Then in this team work format every student is forced to be active. Actually, group member can complete the students' strength and weakness in learning English reading because each student has a different background and ability in learning.

Based on the explanation above, teaching reading should encourage the student's cooperation, in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result. That is why a new strategy or method to improve the students' reading skill is needed to overcome the above problems. Based on the explanation above, the researcher is interested in conducting a research with title "The Effect of Jigsaw to the Students' Ability in Reading Comprehension at Grade X of SMK Negeri 2 Pematangsiantar". It is because through this method the students will be more active in the class and enjoy the reading comprehension activity in the classroom and learns about cooperation in group with their friends.

## **II. Literature Review**

In this chapter the writer describes the theories that relates to this research in order to give relevant knowledge to the topic, such as: reading, types of reading, purpose of reading, reading comprehension, level of reading comprehension, teaching reading, teaching reading comprehension, cooperative learning, jigsaw technique, history of jigsaw technique, steps of jigsaw technique, advantages and disadvantages of jigsaw technique, teaching reading by using jigsaw technique, descriptive text, generic structure of descriptive text, language features of descriptive text, relevant research.

### **Definition of Reading**

Reading is a basic tool of learning. Reading is an accurate tool in promoting life-long learning. By mastering reading skill, learners have a technique to explore "world" and a chance to achieve their goals in life. There are many definitions of reading according to many language experts. Pang, et al (2003:6), states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. According to Brassell, et al (2008:15), that reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words.

### **The Purposes of Reading**

Reading is an activity with a purpose. A person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, etc. William classifies some purposes for reading namely getting general information from the text, getting specific information from the text and for pleasure or for interest.

### **Reading Comprehension**

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (Brassell, et al, 2008:15). According to Harris and Hodges in Brassell (2008:16), reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

### **Cooperative Learning Method**

Cooperative learning method can be an appropriate method to use in teaching learning process to improve students in reading skill. Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own self and their team member, can increase motivation and student learning outcomes.

### **Jigsaw Technique**

The jigsaw classroom, originally developed by Elliot Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes. As a cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects. Several modifications have been introduced to account for concerns of both teachers and students who have participated in the classroom technique {adapted from the journal Mengduo & Xiaoling,2010, vol 33 (113)}. In Aronson's Jigsaw method, students are assigned to six-member teams to work on academic material broken down into five sections.

### **Descriptive Text**

Gerot and wignell (1994:165) stated that, "Descriptive text is to describe a particular person, place or thing". It is clearly explaining that descriptive text is the text which describes something, someone, situation, etc. Descriptive text has two elements, they are: generic structure and significant lexicogrammatical features.

## **III. Research Methodology**

### **Research Design**

This research is a quantitative research design. According to Cresswell (2009:48), "quantitative research is an approach for testing objective theories by examining the relationship among variables".

### **Population**

Population is defined as all members of any well-defined class of people, events, or objects (Jacobs, et al, 2014:148). A population is a set or collection of all people, which is research in a certain place. The population in this research is the students of SMK Negeri 2 Pematangsiantar grade X.

### **Sample**

According to Jacobs, et al (2010:148), a sample is a portion of a population. There are many types of sample, namely cluster sample, simple random sample, stratified sample, etc. In obtaining the sample, this research will use simple random sampling. According to Cohen, et al (2007:110), simple random samples is each members of the population, they are each selection is entirely independent of the next.

### Technique of Collecting Data

In conducting the test, there were three steps applied: doing pre-test, treatment and doing post test.

### Technique of Analyzing Data

After the researcher collected the data, and then the researcher analyzed the data by the following steps:

1. The researcher scored the students' reading test in pretest and in post test
2. The researcher listed the score of experimental class as variable X and control class as variable Y in the table.
3. The researcher calculated the mean (M) of variable X and Y by using the following formula :

$$1. Mx = \frac{\sum x}{Nx}$$

$$2. My = \frac{\sum y}{Ny}$$

4. The researcher calculated the Standard Deviation of each class or variable by using the following formula:

$$SD = \frac{1}{N} \sqrt{N (\sum x^2) - (\sum x)^2}$$

5. After that, counting t-test to know the effect of jigsaw technique in reading comprehension. The t-test formula (Arikunto, 2010:354) is as follow:

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right) \left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

## IV. Findings and Discussion

### Research Finding

Based on the data analysis, the researcher found that the effect of jigsaw technique on students' ability in reading comprehension in descriptive text was good enough and successful. Using jigsaw technique was suitable to increase students' ability in reading comprehension. The data showed the score of the students that use jigsaw technique was higher than the student's score without jigsaw technique. It could be proved from the mean of post-test in experimental group was 78.6 and the mean of post-test in control group was 69.6. It showed that the score of the students in experimental group was higher than control group. So based on the analysis of the data, T- test was higher than T-table ( $5.50 > 1.67$ ) at the level of significant. It showed that there was an effect of using jigsaw technique to the students' ability in reading comprehension in descriptive text.

### Discussion

The main subject that is discussed on this thesis is about the effect of jigsaw technique to the students' ability in reading comprehension at grade X of SMK Negeri 2 Pematangsiantar. As the theory of this strategy, Kagan and Kagan, (2009:442), jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion. Each participant was given some of the informations necessary to solve a problem, so they had to cooperate to be successful.

Based on the researcher's experience when taught by using jigsaw, the writer found that there was a difficulty in applying jigsaw in the classroom. That was when the researcher divided the students into groups, the students to long to made their group and it took a long time. But, actually in class that using jigsaw technique, the students were more active and they could share their feeling, idea, and arguments when completed their task that had given



by the researcher. By using jigsaw, every student had same chances to comprehend the topic, so they felt enthusiasm, enjoyable to work together to answer the questions about descriptive text.

## V. Conclusion

Based on the data analysis, the researcher makes conclusion that applying jigsaw technique make the students become enjoy in reading English without fear and hesitate to share their opinion, students were more active in comprehend the English text because both of them helped each other and the result of t-test shows that  $t_{obs}$  is higher than  $t_{table}$   $5.50 > 1.67$  ;  $p = 0,05$ , it can be concluded that jigsaw technique significantly affects on students' ability in reading comprehension. It comes from the analyzing of data, where the experimental group got the higher score than the students of control group. In post-test, the experimental group got 2359 point and the mean was 78.6 while in the control group got 2090 point and the mean was 69.6. The result of the test showed that using jigsaw technique on students' ability in reading comprehension in descriptive text is more effective than without using jigsaw technique on students's ability in reading comprehension in descriptive text.

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## THE EFFECT OF S-T-A-D TECHNIQUE IN IMPROVING STUDENTS READING ABILITY

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### **Abstract**

*This research is aimed to find out the description on students' ability in reading skill. The population of this research were the seventh grade students of SMP Negeri 1 Tiga Dolok and the sample were class VII-E which taught by using conventional method and VII-F which taught by using STAD technique. The finding indicates that STAD technique gives an effect on achievement of students reading ability. The result of t-test is 5.02 higher than t-table (2.02). English teachers should use STAD technique to improve students' reading ability and to make the process of teaching and learning more enjoyable and interesting.*

**Key Answer:** *descriptive, reading, STAD, technique*

### **I. Introduction**

In teaching reading, the teacher will know the ability of students in reading skill. The teacher will know how far and to what extent the ability of students in reading. Ability is the physical or mental power or skill needed to do something. It means that the students are expected are able to read with good comprehension so that the students can get best achievement.

Based on the experience of the researcher when studied from the junior high school and senior high school, teaching reading was monotonous. The students are passive and feel bored in reading learning process. The teacher often uses conventional method, such as teacher only gives the lesson material and the students answer the questions based on the book. Besides, the teacher also dominates in reading class activity. This teacher center technique makes class not interesting and fun.

Based on the information above, the researcher choose the seventh grade of SMP Negeri 1 Tiga Dolok because the researcher want to know the ability of the students in reading skill by using STAD technique.

There are many problems in teaching reading.

1. The students motivation is low.
2. The students are lack vocabulary.
3. The students usually are bored while they are reading.
4. The students are difficult to understand the meaning of the text.

From the problems above, the rearcher tries to find a solution for the teacher in teaching learning technique. There is a technique of teaching learning which is interesting and it can improve students' reading ability namely Student Team Achievement Divisions (STAD) technique. Slavin (2005:14) said that STAD is a cooperative learning strategy in which small group of learners with different levels of ability to work together to accomplish a shared learning goal.

Student Team Achievement Divisions (STAD) consist of five major components, there are:

1. Class presentation. Material in STAD is initially introduced in class presentation. This is most often direct instruction or a lecture discussion conducted by the teacher but include audiovisual presentation.

2. Team. Teams are composed of four or five students who represent a cross sections of the class in terms of academic performance, sex, and race or ethnicity.
3. Quizzes. After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individually quizzes.
4. Individual Improvement Scores. The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past.
5. Team Recognition. Teams may earn certificates or other rewards if their average scores exceed a certain criterion. (Slavin, 2005:143-145).

The advantage of STAD compared to the traditional learning, in STAD, students share the idea that they work together to learn and they are responsible for their own teammates' learning and their own to achievement a goal.

## II. Literature Review

Student Team Achievement Divisions (STAD) technique is a cooperative learning strategy in which small group of learners with different level of ability work together to accomplish a shared learning goal. This chapter presents some relevant literature about reading and Student Team Achievement Divisions (STAD) technique. It can be categorized into two sections. The first section explains the definitions of reading, the purpose of reading, the types of reading, the cycles of teaching reading the principles of reading and reading ability. The second section explains about Student Team Achievement Divisions (STAD) technique, steps in Students Team Achievement Division (STAD), and the advantages of Students Team Achievement Division (STAD).

Harris (2002:58) says "reading is generally built around the grammatical structure and lexical items which the students will need to communicate orally and the content of the material is regarded as relatively unimportant."

Rivers (1968:220) says "reading is sometimes referred to as a passive skill, but if we examine the abilities to be develop from fluent direct passive during this activity."

Abbot (1981:81) says "reading is a silent and individual activity, since the writer's expectation was that the text would be read, not heard."

Cook (2004:6) says "reading is a dinamic interactive process of meaning by combining the reader's exciting knowledge with the text information within the context of the reading situation.

Rivers quoted in Nunan (1999:59) suggest that there are seven main purposes for reading:

- 1) To obtain information for some purpose or because we are some topic.
- 2) To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- 3) To act in a play, play agame, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when and where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspapers, magazines, reports).
- 7) For enjoyment or excitement.

The types of reading will be determined predominantly by the purpose for reading (Abbot 1989:92). Types of reading can be categorized as reading skills, they are skimming, scanning, extensive and intensive.

**1. skimming**

Skimming is reading method in which the reader read quickly running over the text and the purpose of the reader is to get meaning of the text. The reading glancing rapidly through a text determine its gist, for example to decide whether the research paper is relevant to him own work (not just to determine its field, which he can find out by scanning) in order to keep himself superficially informed about masters that are not great importance to him.

**2. scanning**

scanning is reading method in which the reader reads quickly going through a text and the purpose of the reader is to find a particular piece of information.

It means glancing rapidly through a text either to research for a specific piece of information (e.g. name, a date) or to get impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with cultivation) of a particular regrettable. Reseachr has shown that one of the characteristicof good reader is his efficiency.

**3. Intensive Reading**

Intensive Reading under the teacher’s supervision is more analysis and is the source of material for grammaticalstudy, for the acquisition of vocabulary and for training complete sentence for comprehension.

**4. Extensive Reading**

For extensive reading, the students read entirely on this many pages of concreted discourse graded to level of achievement. Special reader is published which conforms on specific level of world. The system of extensive reading gave students the opportunity to progress at their own rate, students within the same class could work with readers at different levels of difficult (Rivers 1971:23).

**III. Research Methodology**

The writer used quantitative research as the design of research. The instrument for collecting data was a test. Test is a way to measure a student’s performance. The test consists of 30 items and the form of the test is multiple choices. There are several techniques of collecting data, they are test, questionnaire, interview, observation and documentation (Arikunto, 2010:192). In this research, the writer used test as her technique of data collection. Therefore, the writer conducted reading test of descriptive text. it was conducted to know the ability of the students in reading skill by using Student Team Achievement Divisions (STAD) technique. There are three of teaching procedures

1. Pre-Test
2. Treatment
3. Post-Test

The Validity is the measurement to show up the levels of validity of the instrument (Arikunto, 2010:111). To know the validity of the test. The writer used coeficient correlation product moment formula (Arikunto, 2010:213).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X^2))(N \sum Y^2 - (N \sum Y^2))}}$$

#### IV. Findings and Discussion

Having finished analyzing the data, some findings can be formulated as follows:

1. The students who were taught by using STAD technique (experimental group) got score of pre-test and post test of experimental group are 1720 and 2295 and mean score are 53.33 and 76.5, the validity of experimental group is 0.57 and the reliability of experimental group is 0.72. it means the test was valid and reliable.
2. The students who were taught by using conventional method (control group) got score of pre-test and post-test of control are 1305 and 1630 and the mean score are 43.5 and 54.33 the validity of control group is 0.50 and the reliability of control group is to 0.50. it means the test was valid and reliability.
3. The score of t-observed is 5.20  $t$ -observed >  $t$ -table 5.20 > 2.00. it can be concluded that 111 is accepted which means that the effect of using Student Team Achievement Divisions (STAD) technique is more significant than the effect of using conventional method in improving students' reading ability at the grade seventh of SMP Negeri 1 Tiga Dolok.

After doing research, the researcher finds the differences between teaching by using Student Team Achievement Divisions (STAD) technique and without Student Team Achievement Divisions (STAD) technique. There is significant effect of STAD technique in teaching reading skill in regarding an descriptive text than by using conventional method. it can be seen from the score of them after giving test and exercise.

When applying Student Team Achievement Divisions (STAD) technique the researcher observed the students were enjoy and fun, they were enthusiasm to study with their teammates. They discussed and asked to their teammates if they had problems.

But in other hand, the researcher seen there are some students can not do exercises well, they just cheat to their teammates. Some of them are lazy to do exercise, they just talk about the other topic. Although there is a group can not work and study together well, but the other groups are fun and enthusiasm to study and discuss the material with their teammates.

Most of the students do exercise with their teammates well. It means that Student Team Achievement Divisions (STAD) technique is a good technique to improve the reading skill of students. Therefore, teaching by using Student Team Achievement Divisions (STAD) technique is a good decision to improve the students' reading ability.

#### V. Conclusion

Based on the data analysis and interpretation and the research finding which has been stated in chapter IV, there are some conclusion they are follows:

1. Student Team Achievement Divisions (STAD) technique can give a significant effect on students' reading ability in SMP Negeri 1 Tiga Dolok.
2. Student Team Achievement Divisions (STAD) technique is a good technique to teach reading skill to improve the students' reading ability. By utilization of Student Team Achievement Divisions (STAD), the students can be motivated because they study with others, they discuss the material of lesson with their teammates in group.
3. Student Team Achievement Division (STAD) technique is suitable used by the teacher, because it can improve the achievement of students in reading skill.

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## USING STAD TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

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### **Abstract**

*The purpose of the study was to find out the effects of STAD to the reading comprehension of grade X students of SMA Kartika Pematangsiantar on a narrative text. The sample of this research is taken from X-3 as the experimental class that consist of 30 students and X-4 as control class consist of 30 students. The finding of this study showed that there was improvement on the students' ability in reading narrative text. The researcher found that the t-test was higher than t-table  $6.78 > 1.67$ . Finally, the researcher made conclusion that STAD is effective for encouraging and guiding students' involvement in learning.*

**Keywords:** Narrative text, reading comprehension, STAD

### **1. Introduction**

Language is not only a study of language and culture, but ultimately on the world of relations and influence, Edward Sapir (1921:1). English is one of some international languages which is used by most people around the world. Learning a foreign language is related to learn one or more language skills, namely listening, reading, speaking, and writing. But in fact they cannot be released from difficulties in mastering the four skills above, because of the wide differences between English and Indonesia. Reading ability will be developed best in association with writing, listening, and speaking activities. So, the researcher focuses on reading skill.

Reading for many years has large portion of time in teaching-learning activities in school. By reading, the students' are able to get the basic information and they are able to improve their knowledge. In teaching-learning reading, the main goal of reading process is comprehension. By comprehending the text that they read, the students' are able to get the main ideas and the detail information from the text well. There are the importance of reading skill.

But In reading, it is often found the difficulties in teaching reading to the students. The students did not able to find the main idea of a text. The students also felt bored in reading subject because the teacher could not teach reading with interesting technique to attract the students to be able to understand in learning reading so when the students were asked to read a text and answered the question of the text, some of them did not give attention and just played without listening to teacher's explanation. They were also less of vocabularies, so most of the students got the bad scores because they did not do it well.

Based on the researcher's experience during the teaching practice program (PPL) at grade X students at SMA Kartika Pematangsiantar in the year 2016, the writer found there were many problems in teaching reading. The students had difficulties in learning reading skill especially in comprehending and understanding the information of the reading text in narrative. In addition, the researcher found that there were two main factors that influenced the students' ability in comprehending reading text. Firstly, the students' were lack in vocabulary especially in translating unfamiliar word that is found in reading text, so they found difficulty to understand and found main idea or information that is applied in the text. Secondly, the students were not interested in learning reading, when the teacher told them to

tell some information for their reading text, most of them did not have some ideas or opinions to clarify the information in the reading text. So the process of teaching reading did not run well. This situation happened because the technique that is used was not suitable. Therefore, it is needed a good way and good techniques that are effective, efficient and innovative to overcome the problems faced by students in teaching and learning process in the classroom.

There are many techniques to solve the problems. According to Slavin (1991: 20), there are many techniques of cooperative learning such as; student team learning, student teams achievement divisions (STAD), jigsaw, teams-games-tournaments (TGT), and etc. Here, the researcher uses student teams achievement divisions that can help students in reading and develop students' ability in reading so that the students are more interested in studying reading and encourage them to get a high achievement in reading. Student teams achievement divisions is one of Slavin's basic methods of cooperative learning. Slavin (1991:7) said that "Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content".

In Student teams achievement divisions students are assigned to four or five members learning teams. Each team has representative of sexes, various racial or ethnic group, and high, average, low achievers. Each team works in group to discuss problems together before doing individual quizzes. The students take individual quizzes to make sure every student is individually responsible for knowing the material. After that, the students get individual improvement from individual quiz score. Furthermore, students receive an improvement and influence their group's performance. The last, teams receive reward for the sum of the improvement scores of the team members. Three teams which have highest score is announced and awarded by the teacher. Therefore by this technique, the students who have low achievement in reading comprehension are not anxious because they are assisted by their friends who have higher achievement. Moreover, it helps students become more active and enthusiastic in teaching learning process.

Based on the problem that was found, the researcher is interested in the study of effect of student teams achievement divisions on students' achievement in reading comprehension.

## **II. Literature Review**

### **A. Reading**

#### **1. The understanding of Reading**

Reading is one of English skills besides speaking, listening, and writing. It is the way to understand written messages. According to Alderson (2000:5) reading means a result of interaction between the researcher's mind and the reader mind. It is the way how the reader tries to get meaning from the researcher. In this process, it is called the other way to communicate between reader and researcher, which the reader will get meaning or sense meaning of the researcher.

According to Pang (2003:6), reading is defined as understanding written text. He said that reading is consists of two related process: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text

The goal of reading is understand the meaning. Based on definitions above reading can be defined as the way to understand the meaning of the written text or sense of the researcher. While even though the goal of reading is comprehend the meaning of the text, the reader should recognize the written symbol and then the researcher will get meaning in comprehending the messages of the text.



## 2. The Purpose of Reading

There are many reasons and purposes people read. Some people read for obligation, for example in education for students and teacher and business for businessman. Other people read for enjoyment to entertain and know the actual information.

Grabe and Stoller (2002: 11-15) state the purpose of reading as follow:

### a. Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

### b. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and than using basic reading comprehension skills on those segments of the text until a general idea is formed.

### c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

### d. Reading to integrate information, write and critiques texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

### e. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

## 3. Reading Comprehension

Comprehension is a special kind of thinking process. A reader comprehends by actively constructing meaning internally from interacting with the material that is really. Successful comprehension involves the reader's discovery the meaning needed to achieve the particular purposes. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understand the text in the first place.

Snow (2002:11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting and constructing meaning of reading comprehension is to emphasize both the importance and the insufficiency of the text as a determinant in reading comprehension.

Nunan (2005:71) also say that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skill and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

## 4. Levels of Comprehension

Reading comprehension is considered to occur at three levels of complexity. Clymer in Danny & Timothy 2008: 17 point out that there are three level of comprehension, namely:

### a. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text.

**b. Inferential Comprehension**

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain.

**c. Critical Comprehension**

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy appropriateness and timelines.

**d. Student Team Achievement Divisions (STAD)**

**1. The understanding of STAD**

STAD is one of the simplest of all cooperative learning methods and it is a good model to begin with for teachers who are new to the cooperative approach. Kagan 2009: 460 state that, STAD is an extremely well-researched, effective approach to mastery of basic facts and information. Research of STAD has also revealed very positive effects on ethnic relations and various types of prosocial development. The use of STAD includes enduring teams (usually lasting about six weeks) and an improvement point scoring system, which provides high motivation for students across the range of ability levels.

Slavin 1991: 8, said that STAD is the simplest of the Student Team Learning methods in which students are assigned to four- or five-member learning teams that are mixed in performance scores in the scoring system. Based on the description above, it can be concluded that STAD is one of the simplest of all cooperative learning method, and is a good model to begin with for teachers who are new to cooperative approach. STAD is a cooperative learning method which emphasizes on students mastering the materials through group learning, and the group has responsibility for their members. Pointed out that STAD is not meant as a comprehensive teaching method, but rather as a way to organize classes, with the principal goal being to accelerate the achievement of all students.

**2. Characteristic of STAD**

According to Slavin 1991: 8, there are characteristic of STAD:

- Students in groups learn cooperatively resolve the matter according to the basic competencies to be achieved.
- The group was formed of students who have different skills, good level of high, medium, and low. If possible, group members are from different ethnic or religious and gender quality.
- Award more emphasis on group rather than individual.

**3. The Components of STAD**

According to Slavin in Kagan 2009: 460, STAD consists of five major components, namely class presentation, teams, quizzes, individual improvement scores and team recognition.

**a. Class Presentation**

Material in STAD Technique is initially introduced in a class presentation. This is most often direct instruction or a lecture discussion conducted by the teacher.

**b. Teams**

Teams are composed of four or five students who represent a cross section of the class in term of academic performance, sex and race or ethnicity.

c. Quizzes

After teacher presentation and team practice, the students who take individual quizzes are not permitted to help one another during the quizzes.

d. Individual Improvement Score

Each student is given a “base” score, derived from the students average past performance on similar quizzes.

e. Team Recognition

Team may earn certificate or other rewards if their average scores exceed a certain criterion. It is based on:

- 1) Improvement point. Students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score.
- 2) Recognizing Team Accomplishments. Three levels of awards are given.

#### 4. Steps in STAD

According to Slavin (1991:26) STAD consists of a regular cycle of instructional activities, as follows:

1. Teach, the teacher present the lesson. Each lesson in student teams achievement divisions begins with a class presentation done by the teacher.
2. Team study. During team study, team members’ tasks are to master the material teacher presented in your lesson and to help their teammates master the material. Students have worksheets and answer sheets they can use to practice the skill being taught and to asses themselves and their teammates
3. Test, the main idea of giving test is individual quiz. Teacher distributes the quiz and gives students adequate time to complete it. This time, students are not allowed to work together on the quiz, at this point students must show what they have learned as individuals.
4. Team recognition, it figures individual improvement scores and team scores and awarding certificates or other team rewards.
5. Team Scores. Record each team member’s improvement points and divide team member’s improvement points by the number of team members who are present.
6. Recognizing Team Accomplishment. Three levels of awards are given. These are based on average team score (team average = total team score ÷ number of team members).

#### 5. The Advantages and Disadvantages of STAD

Slavin (1987:12) stated, there are some advantages of STAD:

- a) Student work together in achieving its objectives by upholding the norms of the group.
- b) Actively assist and motivate students to succeed shared passion.
- c) Active role as a peer tutor to furtherenhance the success of the group.
- d) Interaction among students with increasing their ability to argue.

In addition, STAD also has disadvantages, concluded as follows:

- a) Require a longer time for students, so it is difficult to achieve the target curriculum.
- b) Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
- c) Require special skills of teachers so that not all teachers can do cooperative learning.
- d) Specific nature of students’ demand such as the nature of love to work together.

### III. Research Methodology

#### A. Design of The Study

Based on the explanation in the previous chapter which is said that this research is to find out the effect of STAD technique to the students' reading comprehension in narrative text, so that the researcher designs this research as a quantitative research.

According to Ary (2010:22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". In this research the researcher wants to see the numeric data, that is a score of Students in Reading Comprehension using STAD. It is the reason the researcher used quantitative research. There are two groups in this study, namely experimental group and control group. Experimental group is the group that will receive treatment by using STAD. While the control group is the group that will receive a different treatment namely conventional teaching method (lecture method).

#### B. Technique of Collecting Data

When the researcher enters to the class there were three steps that should be done by the writer in collecting data, namely:

1. Pre Test

At the beginning of the research, every participant both experimental group and control group are taken pre-test in order to find out if they are the same level at the starting point.

2. Treatment

After conducting the pre test, the researcher conduct a treatment, the experimental group and control group will be taught by using the same materials but different treatment. The experimental group will be taught by using STAD Technique and control group will be taught using Conventional Method

3. Post Test

After give treatment, all of the research subject give a post test as the pre test before. The post test use to know the effect of using STAD technique in experimental group.

#### C. Technique of Analyzing Data

After, the data are collected, and then the writer analyzes the data by the following steps:

1. The researcher scored the students' reading test in pretest and in post test
2. The researcher listed the score of experimental class as variable X and control class as variable Y in the table.
3. The researcher calculated the mean (M) of variable X and Y by using the following formula :

1.  $Mx = \frac{\sum X}{N}$
2.  $My = \frac{\sum Y}{N}$

4. The researcher calculated the Standard Deviation of each class or variable by using the following formula:

The formula :

- a)  $SDx = \sqrt{\frac{N \sum x^2 - (\sum X)^2}{N(N-1)}}$

- b)  $SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$

5. After that, counting t-test to know the effect of using STAD to the students' ability in reading narrative text. The researcher uses t-test formula (Arikunto 2013: 354)

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

Mx : Mean of Experimental class

My : Mean of control group

$\sum x^2$  : The standard deviation of experimental group

$\sum y^2$  : The standard deviation of control group

Nx : The total sample of experimental group

Ny : The total sample of control group.

#### IV. Findings and Discussion

The posttest was administered to both the experimental and the control groups where the experimental group had been taught reading by using STAD technique, and the control group had been taught reading using conventional method. The scores of the posttest were used to investigate the significant difference between the experimental and the control groups. The results of the posttest were statistically analyzed by using Independent Samples T-test to investigate whether the mean difference between the experimental and the control groups was significant or not.

In this research, the researcher formulated the null hypothesis ( $H_0$ ) that the use of STAD Technique is not significantly affect to the students' ability in reading narrative text at grade ten of SMA KartikaPematangsiantar. ( $H_a$ ) that the effect of STAD Technique is more significant than the effect of Conventional teaching method on students' ability in reading narrative text at grade ten of SMA KartikaPematangsiantar. From the result of calculation, the total t-test obtained value of the research is 6.78 with degree of freedom (df) is  $(30 + 30) - 2 = 58$  and level of significant 5% (0.05), so the value table of t-table is 1.67. It shows that t-obtained value is higher than t-table ( $6,78 > 1.67$ ). Therefore, the Alternate Hypothesis ( $h_a$ ) is accepted and Null Hypothesis ( $h_0$ ) is rejected.

As stated previously, the objective of this research was to prove if the effect of using STAD Technique in teaching reading comprehension was more significant than with using Conventional method. In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students' reading ability before being taught using STAD. Then, the second step given treatments to the students. The treatment here was teaching reading by using STAD. In this treatment, the researcher divided the students into a group. And every group work together with their teams and make their group must be master about the test that the researcher gave for them. After that the researcher gave them post-test.

Based on the result of the research, the researcher concludes that in teaching reading by using STAD technique in comprehending narrative text is more effective than with using Conventional method. Regarding on the result of data analysis, it is strongly related to some advantages served by using STAD. As the theory of this Technique has been discussed in chapter II. According to Slavin (1982:8) STAD is a teaching Technique of cooperative learning in which students are assigned to four or five member learning teams that are mixed in performance scores in the scoring system. The main idea behind STAD is to motivate students to encourage and other master's skill present by the teacher. Using STAD can help teacher so that the students work together in achievement its objectives by upholding the

norms of the group, actively assist and motivate students to succeed to share passion and active role as a peer tutor to further enhance the success of group.

## V. Conclusion

STAD technique taught to grade ten at SMA KartikaPematangsiantar has significant effect to the students' ability in comprehending narrative text. It could be seen by the score of the students who taught by using STAD Technique was higher than without using STAD Technique. The students who were taught by using STAD technique are more active, because they study actively to read a narrative to solve their problem. They struggled to comprehend the material. The result of t-test has proved the significant means of experimental class and control class. The result of t-test higher than t-table with the level of significant  $\alpha = 0.05$ , it is concluded that using STAD technique affect significantly to the students' ability in comprehending narrative text. To make the students become enjoy in learning English, the teacher should find out the suitable technique to teach the students, so that the students could increase their ability in English lesson. To increase the students ability in comprehending narrative text, the teacher used STAD technique because was a suitable technique that can be used to help the students are successful in their learning process.

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## THE EFFECT OF JIGSAW TECHNIQUE TO THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT

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### **Abstract**

*The objectives of the research is to find out the effect of Jigsaw technique to the students' ability in comprehending narrative text at grade ten of SMA Negeri 2 Pematangsiantar. The research design is quantitative research. The sample of this research is taken from two classes that consist of 72 students (36 students in experimental group in class X PMIA-5 and 36 students in control group in class X-PMIA 2). The researcher found that the mean of post-test in experimental group is 83.05 and the mean of post-test in control group is 74.02 and the researcher also found that t-test is higher than t-table. It shows that t-test is higher than t-table ( $5.26 > 1.66$ ). The conclusion is there was significant effect of Jigsaw technique to the students' ability in comprehending narrative text. Jigsaw technique could develop the students' ability in comprehending narrative text.*

**Keywords:** *Jigsaw technique, reading comprehension, narrative text*

### **I. Introduction**

Learning English in a foreign language is now one of the most important subjects. Learning English is never considered an easy task, and some students struggle more than others. There are four skills that are needed to draw on specialized functional components within general language system, they are listening, speaking, reading, and writing.

Reading is one of language skills that should be mastered by the students. By reading students can add their knowledge and get much new information from the text. The point of all students' problem in reading activities is about reading comprehension. The students get difficulty in comprehending the meaning and understanding the story of the text. This problem can be caused because students are slow reading. Students cannot recognize the words: get the main idea and specific information of the text.

Reading in English as a foreign language has some difficulties for the students. They have difficulties in phonetic, vocabulary, fluency and structures. Reading is a thinking process to get the comprehension. In order to get the comprehension, the readers should have prior knowledge about the text. If the students accustom to read lots of book, newspapers, magazines or novels, they will have much information in their mind as their prior knowledge.

According to Pang (1986:6), Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. For the students of senior high school, reading comprehension is really an important matter. They usually learn many kinds of genre to determine the genre of the text. They have to read the text and comprehend it.

The researcher found, many students had the difficulties to comprehend the text, and they were very low in it. The researcher found some problems came from the teacher, the students, the facility of the school and the government. The teacher's teaching way is another factor that makes the students fail in understanding the content of the text because the teacher

cannot create a good condition in the classroom activities. The common ways that the teacher uses in teaching reading is to ask the students to read the text individually, then read aloud the text and translate the sentences of the passage one by one. The teacher also just used an explanatory method in every schedule of subject. Explanatory method in which the teacher just explained the material of the study to the students without knowing the students understand or not about the lesson, sometimes the teacher explained the material just once and it made the students did not understand about the study and they felt bored in the subject. The teaching learning processes only focused on the teacher and the learners did not pay attention to the teacher. Students just listen to the teacher's explanation do some matters given by the teacher until the teacher gave a score for them and so on.

The students must be involved and active in the learning process for the effectiveness of learning and for getting the learning objective. Many reading strategies need to be used to make the students active in doing reading comprehension activity. There are many kinds of methods applied by English teacher in teaching English. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class. Kagan (2009:442) explained that there are some kinds of techniques in cooperative learning method, one of them is Jigsaw.

Jigsaw is the students work in small group without paying attention of gender, ethnicity, religion, and ability. Then in this team work format every student is forced to be active. Actually, group member can complete the students' strength and weakness in learning English reading because each student has a different background and ability in learning.

## II. Literature Review

### 1. Definition of Reading Comprehension

Literally, reading comprehension includes taking in ideas that is stated directly in a selection. The main ideas directly stated in the text. Reading comprehension is not a passive activity in which meaning "magically" appears once the reader the words in the text. Harris and Hodges in Brassell (2008:16) state Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. This definition also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

In classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their study whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed, reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. "Comprehension entails three elements: the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part includes by Snow (2002:11)." From the statement above it is important to bear in mind that reading is not an invariant skill. They are different types of reading skill that correspond to the many different purposes we have for reading.



## A. Narrative Text

Narrative text is one of the most powerful ways of communicating with other. They not only understand the event, but they can almost feel it. The action, detail, and dialogue put the reader in these seem and make it happen for them. Moreover, narrative is a piece of text tell a story and doing so, entertain, or inform the reader or listener.

In curriculum 2004 narrative is defined a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

## C. Jigsaw Technique

### 1. Definition of Jigsaw Technique

According to (Kagan, 2009:442), Jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion. Each participant was given some of the information necessary to solve a problem, so they had to cooperate to be successful. It means that the team work forced to be active. Slavin (1982:14) states that jigsaw technique is students are assigned to six-member teams to work on academic material broken down into five sections. For example, a biography might be divided into early life, first accomplishments, major setbacks, later life, and impact on history. Each team member reads his or her unique section, except for two students who share a section.

Next, members of different teams who have studied the same sections meet in "expert groups" to discuss their sections. Then the students return to their teams and take turns teaching their teammates about their sections since the only way students can learn other sections than their own is to listen carefully to their teammates, they are motivated to support and show interest in one another's work.

### 2. The Steps of Jigsaw Technique

The Jigsaw technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. The teaching procedures in English classroom by Jigsaw technique might be sequenced as follows:

- a) Students are divided into 5 or 6 persons of a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
- b) One student should be appointed as the group leader. This person should initially be the most mature student in the group.
- c) The day's lesson is divided into 5 - 6 segments (one for each member).  
For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into standalone segments on:
  - 1) Her childhood,
  - 2) Her family life with Franklin and their children,
  - 3) Her life after Franklin contracted polio,
  - 4) Her work in the White House as First Lady, and
  - 5) Her life and work after Franklin's death.
- d) Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
- e) Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
- f) Temporary experts groups should be formed in which one student from each Jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation which they are going to make to their Jigsaw group.
- g) Students come back to their Jigsaw group.

- h) Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
- i) The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
- j) A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

### **III. Research Methodology**

This chapter discusses about the method and the procedure to answer the problem of this research. Methodology is a specific set of procedure of researching. It explains the design of the research, the subject of the research, the object of the research, the technique of collecting data and the technique of analyzing data (Cohen et al 2007:96).

#### **A. Research Design**

This research is a quantitative research design. According to Cresswell (2009:48), "Quantitative research is an approach for testing objective theories by examining the relationship among variables." These variables, in turn can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. This research is conducted by using experimental research. According to Cohen (2007:272), the essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested, introduce an intervention and measure the difference that it makes.

#### **B. Technique of Collecting Data**

In conducting the test, there are three steps applied: doing pre-test, treatment and doing post test.

##### **- Pre-test**

The writer does the pre-test when the teacher for the first time entered the class. It is aimed to know the students ability in material of teaching reading comprehension which given by the researcher. It is doing for experimental group and for control group.

##### **- Treatment**

The treatment gives to both experimental group and control group. X PMIA-5 as the experimental group is gives reading comprehension material but by using Jigsaw technique, and X PMIA-2 as the control group is the group which receive the treatment by using conventional technique. Both of experimental group and control group give same material.

##### **- Post-test**

Post-test is done in order to know the changeable on students reading comprehension material in teaching reading without Jigsaw with teaching reading comprehension using Jigsaw. It is to know the improvement of the students.

#### **C. Technique of Analyzing Data**

The data is quantitative in nature. The data collected is aimed at describing the changes after the action. To get those data, the following data techniques is employed:

1. After the researcher gets all the students scores from the pre-test and post-test in experimental group and control group, the writer calculates the total scores of pre-test and post-test from each group. The writer calculates means of pre-test and post-test from each group.

$$\text{The Formula (mean) : } X = \frac{\sum x}{N}$$

The researcher finds the highest and lowest score from each groups. And the researcher makes the conclusion.

2. The researcher analyses the level of ability of the students in experimental group and control group by calculating the raw score of students in experimental group and control group. To know the level ability of the students from both groups, the researcher uses the criteria of each group.

$$\text{The formula : (SD) : } S = \frac{1}{N} \sqrt{\{(N\sum(X_1)^2) - (\sum X_1)^2\}}$$

Note : SD = Standard Deviation

N = Number of Sample

X = Score

So, the researcher concludes the level ability of the students.

3. The researcher calculates the means of experimental group (My) and control group (Mx). The researcher also calculates the standard deviation of experimental group (dy) and the standard deviation of control group (dx).
4. Testing the T-Test formula. The T-Test formula is uses to find out T-Count. The form

$$: T = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{(N_x + N_y) - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Note : M<sub>x</sub> = Mean of control group

M<sub>y</sub> = Mean of experimental group

d<sub>x</sub> = The standard deviation of control group

d<sub>y</sub> = The standard deviation of experimental group

N<sub>x</sub> = Total sample of control group

N<sub>y</sub> = Total sample of experimental group

#### IV. Finding and Discussion

##### A. Research Findings

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. The effect of Jigsaw technique to the students' ability in comprehending narrative text at grade ten students of SMA Negeri 2 Pematangsiantar, the students were able to comprehend the text.
2. The use of Jigsaw technique had an effect in comprehending narrative text at grade ten of SMA Negeri 2 Pematangsiantar. The result of analyzing data, the score of t-test was higher than t-table (5.26 > 1.66). It means there was a significant effect of using Jigsaw technique in comprehending narrative text at grade ten of SMA Negeri 2 Pematangsiantar.
3. The researcher found that by technique teaching English by using Jigsaw technique, the students begin to interest in English. It can be seen that language learning is hard task that can make frustrating but by Jigsaw technique the students can express their idea freely, and using their background knowledge in study English.
4. Jigsaw technique well behaved in classroom activities, which the students are motivated to learn, because this technique invites the students to user brainstorming when reading.

5. The researcher found that the all the students in experimental group are active in teaching learning process. While in control group just the smartest students in that class who are active.

### **B. Discussion**

The purpose of this research was to find out whether teaching by using Jigsaw technique was more significant than without using Jigsaw technique to the students' ability in comprehending narrative text. From the result that the researcher got after doing the research it could be concluded that Jigsaw technique was suitable as the teaching technique for the students especially in teaching reading comprehension in narrative text. It could be seen from the score that the students got in experimental group was higher than the students in control group. This technique was suitable to increase students' comprehending in comprehend the text well. In experimental group using Jigsaw technique, the students were more active and they can share their feeling, idea, and arguments when completed their task that had given by the researcher. By using Jigsaw technique, every student had the chance to give their idea and if there were the students did not understand about the lesson the other students in that group must helped them. During the activity, the students needed to discuss certain on topics in a group. Each student should share their ideas when doing the work in group. However, when they already used their opportunity to speak, they needed to be patient and turned to listen the others members' ideas. Before using this technique the student difficult to understand the text and they were difficult to get the meaning from the text. It indicated that by applying Jigsaw technique, the students' reading comprehension had improved and the problem of students in reading comprehension had been solved.

### **V. Conclusion**

Jigsaw technique taught to grade ten at SMA Negeri 2 Pematangsiantar has significant effect to the students ability in comprehending narrative text. It could be seen by the score of the students who taught by using Jigsaw technique was higher than without using Jigsaw technique. The students who were taught by using Jigsaw technique are more active, because they study actively to read a narrative to solve their problem. They struggled to comprehend the material. To make the students enjoy learning English, the teacher should find out the suitable technique to teach the students, so that the students could increase their ability in English lesson. To increase the students ability in comprehending narrative text, the teacher used Jigsaw technique because was a suitable technique that can be used to help the students are successful in their learning process.

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## THE EFFECT OF SURVEY QUESTION READ RECITE WRITE REVIEW (SQ4R) ON STUDENTS' ABILITY IN READING COMPREHENSION

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### **Abstract**

*This research examined the Effect of survey question read recite write review (SQ4R) on students' ability in reading comprehension. This research design is quantitative research. The sample of this research is taken from two classes that consists of 60 students (30 students in experimental group in class IX<sup>1</sup> and 30 students in control group in class IX<sup>2</sup>). After the data had been analyzed it was this covered that the effect of SQ4R on students' reading ability was higher than traditional method. The mean of pre-test in experimental class is 41.3 and post-test is 80, The mean of pre-test in control class is 40.6 and post-test is 65.3. It means that the score of experimental group is more significant than control group. After analyzing the data, the writer concluded that survey question read recite write review (SQ4R) method could develop on students' ability in reading comprehension.*

**Keywords:** *Effect, method, reading, recount text, SQ4R.*

### **I. Introduction**

According to Grabe (1988) cited in Villanueva (2006) stated that reading is essential to life. And reading with comprehension is the chief justification why we read, understanding what the text is all about. According to Dennis (2011) reading comprehension is a complex balance between recognizing printed symbols and interpreting the meaning behind the symbols.

Based on the writer's observation in SMP N 1 Gunung Malela, students assumed that reading was very difficult. To get the reason why students assumed reading was difficult, the writer made a test to the students. From 2 classes in the third grade the writer took 1 class and gave the test to make a paraphrase from the text. The class consists of 32 students. From 32 students, some of students got low score. 7 students got 40 score, 10 students got 50 score and 8 students got 55 score. Some of students got 60 score. From the test, the writer assumed that the students got the low score because the students were not able to find the main idea of a text because they had less vocabularies, the students have poor of comprehension because they did not give a good attention when the teacher taught them. So, from the problem above the writer give a solution by using survey, question, read, recite, write and review (SQ4R).

To solve the problems above, the writer uses survey, question, read, recite, write and review (SQ4R). SQ4R method is an excellent method to use with textbook that provide a lot of information and require the readers to learn material in depth. It is also teaming methods that enable to students to use their own background knowledge to understand and retain new content material. The method supposes to find out the topic sentence and the important things from a text in order to be able to remember the content of the text in a long time. However, this study is primarily concerned with survey, question, read, recite, write and review (SQ4R) as the reading method on the students ability in reading comprehension.

## II. Literature review

### A. Reading

#### 1. Definition of Reading

According to Grabe (2009) reading is something many of us take for granted. We read with what appears to be little planning. And it is remarkable that so much of the world's population can read basic form, reads advertisements, read newspaper, and use basic reading skills in their work in daily lives when needed.

At the most basic level, reading is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text. The ability to read is acknowledged to be the most stable and durable of the second language modalities. This means that learners may use their productive skills, yet still be able to comprehend texts with some degree of proficiency. To get a maximum benefit from their reading, students need to be involved in both extensive and intensive reading.

According to Flynn (2006) Reading is not an activity carried out for its own sake. We read because we want access to the information that is encoded in the squiggles on the page. The simple definition clearly situates reading as a behavior that is language based. However, it is more than that because it involves the application of skills that are not language based. Decoding is a separate cognitive process because it involves the extra process of translating the visual stimuli into language.

#### 2. Types of Reading

##### a) Skimming

Skimming is a quick reading to get or to know the general meaning of a passage to know how the passage is organized, that is, the structure of the text, to get an idea of the intention of the writer. Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after.

##### b) Scanning

Scanning is a quick reading, focusing on locating specific information. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

##### c) Intensive Reading

Intensive Reading also called study reading, this involves close study of the text. It consist of short selections that can be read and discussed in one class period. Intensive selections should provide student with practice in improving skill being developing in reading skill component.

### B. Recount Text

#### 1. Definition of Recount Text

Knapp and Watkins (2005:224) Recount is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.

## 2. Social Function:

According to Gerot & Wignell (1994:154) the social function of recount text is to retell events for the purpose of informing or entertaining.

## 3. Generic Structure:

According to Gerot & Wignell (1994:154) the generic structure of recount text are:

- Orientation: provides the setting and introduces participants
- Events: tell what happened, in what sequence
- Re – orientation: optional – closure of events

## 4. Significant Lexicogrammatical Features:

According to Gerot & Wignell (1994:154) the significant Lexicogrammatical Features of recount text are:

- Focus on specific Participants (in bold)
- Use of Material Processes (in italics)
- Circumstances of time and place (underlined)
- Use of past tense
- Focus on temporal sequences

## C. Survey Question Read Recite Write Review (SQ4R)

### 1. Definition of SQ4R

SQ4R method is an excellent method to use with textbook that provide a lot of information and require the readers to learn material in depth. It is also teaming methods that enable to students to use their own background knowledge to understand and retain new content material. The method supposes to find out the topic sentence and the important things from a text in order to be able to remember the content of the text in a long time. However, this study is primarily concerned with survey, question, read, recite, write and review (SQ4R) as the reading method on the students ability in reading comprehension.

SQ4R is a strategy especially designed for the use in explanatory and descriptive texts Epcacan (2009:216). Initially, it occurred as the SQ3R strategy. It became SQ4R after the Reflect step was added by Applegate et al. (1994). The steps of this strategy are as follows:

#### a) Survey

During the Survey step, the student first examines the text heading, its author and date of publication. Then skims over the main heading, sub-headings, illustrations, bold and italic words. At last, the students read the first and last sentences of the paragraphs (El-Koumy, 2004:36; Brown, 1991:59; Brown, 1992:8, Gozniczak, 2007:48). By means of surveying, the student acquires the skill to predict the subject of the text, its difficulty and knowledge to be acquired from the text (Brown, 1991:59).

#### b) Question

At this stage, the student prepares questions that can be answered by the text. The questions are prepared by using the sub-headings and questions “who, what, where, why and how” (Brown, 1991:59; El-Koumy, 2004:36; Gozniczak, 2007:48). The questions can be prepared by a teacher as well. However, no matter how they are prepared, the questions should definitely be prepared and should ensure that students are focused on the meaning of the text (Brown, 1991:59). This stage ensures that students use their available knowledge and acquire a goal for reading (Epcacan, 2009:216).

#### c) Read

At this stage the student carefully reads the text. The student may give verbal or non-verbal answers to the questions asked or underline the portions containing an answer during the reading stage (Brown, 1992:8; El-Koumy, 2004:36; Gozniczak, 2007:48; Epcacan, 2009:216).

d) Recite

At this stage the student checks whether they understood what they read and goes over the text while stopping at the questions in order to refresh and correct their notional scheme relating to the subject (Brown 1991:60; Gozniczak, 2007:49). This stage forces the student to directly participate in the recital process (Carter, 2011:13).

e) Write

At this stage the students write they understood what they read.

f) Review

After all the said steps, the student goes over the reading text once more in order to summarize the subject, answers the questions they did not understand or did not remember, had problems answering (Epcacan, 2009:261). This stage forces the reader to take place in the repetition and recital process in order to learn (Carter, 2011:13).

## 2. The Application of Survey Question Read Recite wRite Review (SQ4R)

SQ4R is an effective strategy to help all students get the information that they need from textbooks. It works for average, learning disabled, and gifted students whether they are in elementary school or college. There are variations to this strategy, including SQ3R, SRR, and PQ4R, that involve more or fewer steps.

Many teachers use the SQ4R strategy in their classrooms. You can teach it to your own children. The letters in SQ4R stand for the different steps that students should take in studying a textbook. You will have to show your children how to follow each step. Stay beside them until they have used SQ4R enough times to become adept at using it. There is a worksheet below that can be used to remind them what to do at each step. SQ4R is somewhat hard to do at first, but good results should come quickly. Have your children stick with it.

**“S” stands for survey.** It involves skimming and scanning a chapter or assignment to get an idea of what the material is all about and how it is organized. Students do this by reading all the headings and subheadings in the assignment as well as the summary, if there is one. They also look at all pictures, charts, tables, maps, and graphs and read their captions.

**“Q” stands for question.** It involves writing a question (who, what, when, where, why how) for each heading and subheading in an assignment. If a heading is "The Causes of the Revolutionary War," the question could be: "What were the causes of the Revolutionary War?" The questions make students think about what they are going to learn. It gives purpose to their reading.

**“R” stands for read.** Students read the paragraph or paragraphs under a particular heading or subheading to get an answer to the question they developed. Note they are only reading a small amount of material. Difficult material may have to be reread. They should pay particular attention to underlined, bold printed, and italicized words and phrases. And they need to write down all terms that they do not understand to look up after completing the assigned reading.

**“R” stands for recite.** Once a section under a heading or subheading has been read, students should recite aloud in their own words the answer to their question for it. If a student doesn't know the answer, the section needs to be reread. If a question still cannot be answered, they may need to write a better question for the material.

**“R” stands for write.** Once students have recited an answer, they should write it down under the question.



**“R” stands for review.** It is to be done after answers to all questions have been written down. The review includes skimming over the headings and subheadings again, reciting the important ideas under each heading and subheading, and answering all the questions. If a question can't be answered, the material as well as the answer to the question should be reread. This step should be repeated the next day and at the end of the week, as well as before tests. Review is crucial as most children forget 80 percent of what they have read within two weeks. Students who review frequently perform much better on test.

### **III. Research Methodology**

#### **A. Research Design**

This research uses quantitative research. Ary et al (2010:39) states that “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data.”

In this research there are two classes of the students they are; Experimental class and control class. The Experimental group will be taught by using Survey, Question, Read, Recite, wRite, Review (SQ4R) and control group only taught by using traditional method. Both of classes are given pre-test and post-test. It is applied in order to find out the influence of survey, question, read, recite, write, review (SQ4R) on students' reading recount text ability.

#### **B. Population and Sample**

##### **1. Population**

In this research, the writer chooses grade IX students of SMP NEGERI 1 Gunung Malela. There are 5 classes of grade IX, they are IX-1, IX-2, IX-3, IX-4, IX-5. The number of the students about 160 students.

##### **2. Sample**

From the population the writer chooses IX-1 and IX-2. The students in IX-1 as Experimental class are 32 students and IX-2 as control class are 32 students.

The writer uses Cluster Sampling, it is a method in which clusters of participants that represent the population are identified and included in the sample. Accordingly, in cluster sampling a complete list of clusters represent the sampling frame. Then, a few clusters are chosen randomly as the source of primary data, there are 3 stages for the application of cluster sampling: Select a cluster grouping as a sampling frame, mark each cluster with a unique number, choose a sample of cluster applying probability sampling.

#### **C. Instrument of the Research**

Cohen and Morrison (2007:83) stated there are several instrument for data collection, such as; interviews, questionnaires, observations, test, accounts, role-playing, simulations, biographies and case, personal constructs. In collecting data in this research, the writer uses reading test as the instrument. The students are tested by giving a reading test that is related to the topic chosen. The answer is usually in some ways so that they become available for subsequent reflection and analysis.

The essay test consist of 5 question. This test will prepare in order to know the effect of SQ4R method on students' ability in reading comprehension.

#### D. Procedure of Collecting Data

This research will be carried out through four activities. The two activities are teaching-learning process. The first activity is pre-test and it is continued with a post-test after the teacher give the two teaching-learning activities to the students.

##### 1. Pre Test

Pre-test is one of the steps in collecting the data. In this step, the writer asks the students to answer the essay question.

##### 2. Treatment

Experimental Group	Control Group
<ul style="list-style-type: none"> <li>- The teacher explains about recount text by using SQ4R.</li> <li>- The teacher asks the students if the students have understand or not about the topic.</li> <li>- The teacher concludes about the outline of recount text to the students.</li> <li>- The teacher asks the students to make an example of recount text.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explains about recount text by using traditional method.</li> <li>- The teacher asks the students if the students have understand or not about the topic.</li> <li>- The teacher concludes about the outline of recount text to the students.</li> <li>- The teacher asks the students to make an example of recount text.</li> </ul>

The writer makes treatment in different way to the control group and experimental group. Treatment here is teaching the student by using different technique to find out the effect of a particular technique of teaching that will be researched. So, the writer will teach the control class first and then the experimental class as the second.

##### 3. Post Test

After giving the explanation for the students, the writer asks the students again to answer essay question,

#### E. Scoring Test

According to Arikunto (2010: 193), —test is a series of question or other instrument which are used to measure the individual or group skill, knowledge, intelligence, capability or talentl. This test partially separated into two items, there are:

1. Pre-test is test which done before giving treatment namely SQ4R method.
2. Post-test is test which done after giving treatment of SQ4R method in improving reading comprehension skill.

No.	Criteria	Score
1.	The correct answer	1
2.	The wrong answer	0

In scoring the test, the cumulative range is 0-100. The formula as follows:

$$S = \frac{R}{N} \times 100$$

Where: S = Score

R = The correct answers

N = Number of the questions

## F. Technique of Analyzing Data

After the data are collected, and then the writer analyzes the data by the following steps :

1. The writer observes first the students task result.
2. The writer analyzes the students' task
3. The writer gives scores to the students' task.
4. The writer lists the score of pre-test as variable  $Y_1$  and post-test as variable  $Y_2$  in the table.
5. The writer calculates the mean (M) of variable  $Y_1$  and  $Y_2$  by using the following formula:

$$\text{The form: Arikunto (2010) } My_1 = \sum \frac{Y_1}{NY_1}$$

$$My_2 = \sum \frac{Y_2}{NY_2}$$

6. The writer calculates the Standard Deviation of the class or variable by using the following formula:

$$SDY_1 = \sqrt{\frac{N \sum Y^2 - (\sum Y)^2}{N(N-1)}}$$

$$SDY_2 = \sqrt{\frac{N \sum Y_2^2 - (\sum Y_2)^2}{N(N-1)}}$$

7. After that, the two classes will be compared using t-test to know whether the improvement using SQ4R method on students' ability in reading comprehension and to analyze the data, the t-test formula is used as follow:

$$t = \frac{MY_1 - MY_2}{\sqrt{\left[ \frac{\sum Y_1^2 + \sum Y_2^2}{|NY_1 + NY_2| - 2} \right] \left[ \frac{1}{NY_1} + \frac{1}{NY_2} \right]}}$$

Notes :

- $My_1$  : Mean (the average score) of pre-test
- $My_2$  : Mean (the average score) of post-test
- $\sum Y_1^2$  : The standard deviation of pre-test
- $\sum y_2^2$  : The standard deviation of post-test
- $Ny_1$  : The total sample of pre-test
- $Ny_2$  : The total sample of post-test

## IV. Data Analysis, Finding and Discussion

### A. Data Analysis

The data of this research are the students score of students' ability in reading comprehension either in experimental and controlling group taken from the sample at grade nine students of SMP Negeri 1 Gunung Malela. The scores are displayed as following:

#### 1. The Score of the Experimental Group

N	= 30	$\sum X^2$	= 56800
$\sum X_1$	= 1240	$\sum Y^2$	= 198400
$\sum Y_1$	= 2400	$\sum Y_1 - X_1$	= 1160

Note:

- N = total number of samples in experimental group
- $\sum X_1$  = total of students' scores of pre-test in experimental group
- $\sum Y_1$  = total of students' scores of post-test in experimental group

- $\sum X^2$  = quadrate scores of pre-test in experimental group
- $\sum Y^2$  = quadrate scores of post-test in experimental group
- $\sum X$  = range scores of pre-test and post-test in experimental group

The highest score of pre-test is 60 and the lowest score is 20. In post-test, the highest score of post-test is 100 and the lowest score is 60. It means that the ability of students in post-test by using SQ4R method was more increase than pre-test without using SQ4R method on students' ability in reading comprehension.

### Mean Score of the Experimental Group

Mean score of pre-test

$$M_X = \frac{\sum X_1}{N}$$

$$M_X = \frac{1240}{30}$$

$$M_X = 41.3$$

Mean score of post-test

$$M_Y = \frac{\sum Y_1}{N}$$

$$M_Y = \frac{2400}{30}$$

$$M_Y = 80$$

### 2. The Scores of the Control Group

$N$	= 30	$\sum X^2$	= 55600
$\sum X_2$	= 1220	$\sum Y^2$	= 135200
$\sum Y_2$	= 1960	$\sum Y_2 - X_2$	= 740

The highest score for pre-test was 60 and the lowest score was 20, while the highest score for post-test was 100 and the lowest score was 20.

#### a) Mean Score of Control Group

Mean score of pre-test

$$M_X = \frac{\sum x_2}{N}$$

$$M_X = \frac{1220}{30}$$

$$M_X = 40.6$$

Mean score of post-test

$$M_Y = \frac{\sum y_2}{N}$$

$$M_Y = \frac{1960}{30}$$

$$M_Y = 65.3$$

### 3. Testing The T-Test Formula

In order to know whether there was any effect of using SQ4R method on students' ability in reading comprehension, the differences of mean score and standard deviation of each group were calculated by using t-test formula. The t-test formula is applied to find out effect of SQ4R method on students' ability in reading comprehension. The formula is:

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right) \left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

### B. Findings

In this research the writer finds some findings, they are :

1. Based on the analyzed data, the writer found that the effect of using SQ4R teaching method to the reading comprehension at grade nine on a recount text is good enough and successful. We can also say that using SQ4R teaching method is suitable method to increase students' ability in reading comprehension on a recount text. In

experimental group that using SQ4R teaching method, the students were more active and they can share their idea, and arguments before they completed the text and their score are better than control group (traditional teaching method).

2. The SQ4R teaching method significantly affects the students' ability in reading comprehension on a recount text of grade nine of SMP Negeri 1 Gunung Malela. From the analysis of data, t-test is higher than t-table ( $5.80 > 1.67$ ) at the level of significant is 0.10 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is the effect of using SQ4R teaching method on students' ability in reading comprehension at grade nine of SMP Negeri 1 Gunung Malela.

### **C. Discussion**

After the writer got the data from experimental and control class the writer find out the mean from experimental was higher than control group. In experimental group that using SQ4R method, the students easy and understand to do the task from the text. The students able to do essay of recount text and the students add their vocabulary.

In experimental group the teacher gave a recount text to the students and then the teacher asked the students to survey the text, read the text, make the question of the text and finally asked the teacher what the students did not understand from the text.

The use of SQ4R method in the class room help the students to concentrate to the lesson and the students relate new knowledge to previous knowledge. The students is more interest to study recount text by using SQ4R method. The effect of SQ4R teaching method at nine grade in SMP Negeri 1 Gunung Malela is able to make the students more interest to study recount text and build students independency in finding solution, so it can challenge students to be active in learning, the students use their own idea about the text. The students also involves higher thinking skill like originality and creativity

## **V. Conclusions and Suggestions**

### **A. Conclusions**

According to the result of the data analysis, which has been stated in chapter IV, so the writer concludes :

1. The effect of SQ4R teaching method at nine grade in SMP Negeri 1 Gunung Malela is able to make the students more interest to study recount text and build students independency in finding solution, so it can challenge students to be active in learning, the students use their own idea about the text. The students also involves higher thinking skill like originality and creativity.
2. The SQ4R teaching method as form at the grade IX SMP Negeri 1 Gunung Malela has significant effect to the student's ability in reading comprehension. It could be seen by the score of the students who taught by using SQ4R teaching method was higher than without using SQ4R teaching method.

### **B. Suggestions**

In teaching English, especially in teaching reading, the writer suggested to do the following:

1. For Teachers  
The teacher should use SQ4R teaching method in their teaching learning process so that they can improve their students' reading comprehension on recount text, because this method is designed relate to the students' background knowledge with reading text. So, it is expected for the students to understand the text easily.
2. For Students

The students are expected to be more active and focused during teaching learning process, so it can make the students are interested and motivated in learning English so that they get the better result.

3. For Researchers

For the other researcher who want to conduct a research using SQ4R method are recommended to conduct this research in different areas, levels, and skills.

4. For Readers

The writer believes that this research is far from being perfect. So, the writer will accept good suggestions and constructive criticism to make this research better. The writer also hopes that this research will be useful and contribute some value thing to the writer herself and all readers generally

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## THE EFFECT OF GROUP INVESTIGATION TEACHING METHOD TO THE READING COMPREHENSION

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### **Abstract**

*This research intends to find out the effect of Group Investigation Teaching Method to the reading comprehension. The design of this research were experimental and control class by using quantitative research design. The participants of this research were the students grade eleven of SMA Negeri 1 Pematangsiantar. The instrument for collecting data was 25 questions of multiple choice test. The researcher found that there was the effect of Group Investigation Teaching Method to the students' reading comprehension. The students able to comprehend the text, they more active in class, they can share their idea with other friends in their group and also they able to complete their task well. It can be seen from the calculation of t-test was 9.11 with df: 66 (34+34-2). So t-table was 1.66 at the level significant 0.05. It means that t-test was higher than t-table (9.11>1.66). Finally, the researcher concluded that Group Investigation Teaching method is effective in teaching reading comprehension.*

**Keywords:** Effect, group investigation, method, reading comprehension, teaching

### **I. Introduction**

English is one of the international languages. It has very important role as communication means for both oral and written. Therefore, English is taught to the young learners in the early age in indonesia and in almost all over the world. In Indonesia, english has been taught to young learners at primary school until university.

As we know in learning English there are four skills, which are very important for english learners. They are: listening, speaking, reading, and writing. Reading is one of four skills to be learnt by students. Reading is an active process which are the readers focus on the text, working on the text and able to understanding the content of text. According to Grabe (2009:14) reading is often defined in simple statements much like the following "reading is the process of receiving and interpreting information encoded in language via the medium of print." On the other hand, Serravallo (2010:43) also add reading is thinking, understanding and getting at the meaning behind a text.

According to Mickulecky (2004:1) Reading is important. Reading helps you learn to think in English, reading can enlarge your English vocabulary, reading can help you improve in writing, reading may be a good way to practice your English if you live in non-English-speaking country, reading can help you prepare for study in an English-speaking country, reading is a good way to find out about new ideas, facts, and experiences. Reading can not acquire automatically and easily for students because reading activity does not mean to read aloud but also comprehend the text.

Based on the researcher's experience while doing teaching practice program, the researcher found several problem especially in reading english text. The first problem was about, most of the students only read the text without thinking and paying attention to every single sentences that they read. Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. The second problem was about lack of

vocabulary. They are not able to say words in English. They use Indonesian style of English to translate the words. The third problem was about, the students feel bored while reading text, and the students did not listen to the teachers' explanation about the lesson but they just look at the reading text without doing anything. So there is no feedback in the classroom.

Referring to the findings, English teacher should be more creative in teaching reading. The teacher should use various method, techniques, or strategies in teaching reading. There are many methods that can be applied in language teaching. The researcher choose Group Investigation method. Choosing this method, the teacher is expected to be able to run the teaching learning process effectively.

Group Investigation teaching method (GI) is one of the cooperative learning models. According to Slavin (1985:8) cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level and in most school subjects. According to Jolliffe (2007:8) cooperative learning is not just group work- tasks are structured to necessitate the interaction of pupils in pairs/group. In this research, the reason of the researcher using Group Investigation teaching method (GI) because the reseacher should improve students' reading comprehension. Teacher can use teaching method to make students interest in teaching learning process is success and gives the opportunity for the students in cooperating with the other students.

According to Sharan & Slavin (in Gillies and Ashman, 2003:8) cooperative learning as an effective teaching method that can be used to enhance achievement and socialization among students and contribute to improve attitudes towards learning and working with others, including developing a better understanding of children from diverse cultural background.

Group Investigation is a small group of students who work to investigate, as a team to solve a problem, complete a task or doing something to achieve a goal. According to Gillies & Ashman (2003:8) group investigation are complex and involve high-level thinking process, group members are accountable to the group for the contribution they make and discussion is encourage as members collaborate on solving the group task and achieving the goal of group. Based on the background above, the researcher formulates the problems for this study as follow:

1. What is The Effect of Group Investigation Teaching Method to the Reading Comprehension of Grade Eleven Students' of SMA Negeri 1 Pematangsiantar?
2. What is The Effect of Conventional Teaching Method to the Reading Comprehension of Grade Eleven Students' of SMA Negeri 1 Pematangsiantar?
3. Is The Effect of Group Investigation Teaching Method more significant than Conventional Teaching method to the Reading Comprehension of Grade Eleven students' of SMA Negeri 1 Pematangsiantar?

## **II. Literature review**

### **2.1 Reading Comprehension**

Reading is an important part on the teaching knowledge. It might be obtain factual information or merely for pleasure. According to Mcguinnes (2005:282) reading is a complex act and it's important to pin down which memory system matter most.

According to Harmer (2001:68) Reading is useful for other purposes too: any exposure to english (provided students understand it more or less) is a good thing for language students. Another expert Johnson (2008:109) reading is the act of creating meaning with the text. According to Grabe and Stoller (2002:19) reading comprehension are quite complex and that they vary in numerous ways depending on tasks, motivations, goals and language abilities. Another expert Harris and Hodges in Brassell (2008:16) state reading



comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

## **2.2 Levels of Comprehension**

According to Brassel and Ransiski (2008:17) reading comprehension can be divided into three levels: literal comprehension, inferential comprehension, and critical comprehension.

### **Literal Comprehension**

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

### **Inferential Comprehension**

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the reader's background knowledge.

### **Critical Comprehension**

Critical Comprehension: Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.

## **2.3 Group Investigation Teaching Method**

According to Slavin (1985:14) Group Investigation as follows: "Group investigation which developed by Shlomo and Yael Sharan at Tel Aviv University, is planning of common class setting where the students work in small groups using cooperative question, group discussion, and planning and project cooperative". According to Brandt (1991:45) Group investigation is an effective organizational medium for encouraging and guiding students' involvement in learning. Another expert Kagan (2009:447) Group investigation is a cooperative learning strategy in which students work in small groups to 'investigate' a learning topic.

From the explanation by the experts above, the researcher can conclude that the teacher who uses this method firstly he/she divides the class into small groups. This group consists of four to six and may form around friendships or around an interest in a particular topic. Students select topics given by the teacher for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.

Group investigation teaching method exercises the students to grow up their brain skills. Moreover Group Investigation significantly improves the students' reading comprehension and the implementation of Group investigation is improvement of learning tool, motivates students in doing work or jobs.

## 2.4 The Steps of Group Investigation Teaching Method

According to Arends (2008:369) in Sharan and his colleagues describe the step approaches to group investigation (GI) as follows

- a) Topic selection, students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two to six member task oriented groups. Group composition is academically and ethnically heterogeneous.
- b) Planning the investigation in group, students in each group plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).
- c) Implementation or carrying out the investigation, typically this is the longest steps. Each group gathers information, review the subtopic, analyze or evaluate it, reach some conclusions and apply their share of knew knowledge to the resolution of the group's research problem. Kinds of sources of information can be obtain both inside and outside the school.
- d) Preparing final project, students preparing final project, analyze and evaluate information obtain during step 3 (third) and must prepare a summary activity. It may be in form of plain their reports.
- e) Presentation of final project, each group in the class give an interesting presentation of the topic studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group investigations are coordinated by the teacher.
- f) Evaluation, in cases where groups followed different aspects of the same topic, students and teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include their individual or group assessment or both.

## 2.5 The advantages of Group Investigation Teaching Method

Arends (2008:369) stated that in group investigation, students not only work together but also help plan both the topics for the sudy and the investigation procedures used. Group investigation has many advantages:

- a) Providing a share cognitive set of information between students.
- b) Motivating students to learn the material.
- c) Providing that the students construct their own knowledge.
- d) Providing formative feedback.
- e) Developing social and group skill necessary for success outside the classroom, and
- f) Promoting positive interaction between members of different cultural and socio-economic groups.

## III. Research methodology

In this study, the researcher uses quatitative research. Creswell (2009:48) said that quantitative research is a means for testing objective theories by examining the relationship among variables. The experimental group taught by using group investigation method. The control group is taught with Conventional teaching method.

**Table 3.1 Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental	√	X	√
		T1, T2, T3	

Control	√	Y	√
		T1, T2, T3	

### Instrument of Collecting Data

The instrument of this research is a test. A research must have a good instrument because a good instrument can guarantee the valid data. The researcher makes the test in form of multiple choice consists of 25 questions and the test is taken from text book “*Ulangan Harian Edisi Lengkap*” Group Epsilon Publisher by Drs. Ade Sumarna. The test is valid and reliable because it has been published in 2010 for Senior High school grade XI.

### Technique of Analyzing Data

To test the data hypothesis, the following step will be administrated:

1) Listing their scores into tables. The first table is for pre-test (X) and the second table for post test (Y).

2) Measuring the mean (M) of variable X and Y by using the following formula:

$$a. Mx = \sum \frac{X}{N_1}$$

$$b. My = \sum \frac{Y}{N_2}$$

3) Measuring the correlation between both variable/Standart deviation (SD) by using the following formula:

$$4) SDx = \frac{1}{N} \sqrt{N(\sum X^2) - (\sum X)^2}$$

$$SDy = \frac{1}{N} \sqrt{N(\sum Y^2) - (\sum Y)^2}$$

$$5) t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{[Nx + Ny] - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}} \quad (\text{Arikunto, 2010:354})$$

## IV. Findings and Discussion

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. The researcher found that there was the effect of using Group Investigation teaching method to the reading comprehension at grade eleven students’ of SMA Negeri 1 Pematangsiantar. The students able to comprehend the text, they more active in class and they able to complete their task well.
2. The researcher found that the effect of using Conventional Teaching Method to the reading comprehension at grade eleven students’ of SMA Negeri 1 Pematangsiantar is not good enough. The students is still difficult to comprehend the text, and the students are passive and they were still need help to complete their task. It showed that the student’s taught by using Conventional Teaching Method is not effective.
3. From the analysis of the data, the researcher find out by using Group Investigation Teaching Method, the total score of pre test on experimental group was (1700) and total scores of pre test on control group was (1600).
4. The Total score post-test of experimental group (2576) by using Group Investigation Teaching Method was higher then total scores of post-test on control group (2104) by using Conventional Teaching Method.

5. The researcher find out the T-observed is higher than T-table ( $9.11 > 1.67$ ) at the level of significant 0.05, so the researcher can conclude that the effect of using Group Investigation teaching Method is more significant than Conventional Teaching Method to the reading comprehension of grade eleven student's of SMA Negeri 1 Pematangsiantar.

## Discussion

Based on findings above, the researcher can interpret that Group Investigation teaching method could improve students' reading comprehension on narrative text at grade eleven of SMA Negeri 1 Pematangsiantar. The students were more active and they felt enjoy and interest in learning process. It can be shown from scores of post-test with applying Group Investigation Method are higher ( $\sum Y = 2576$ ) than the scores of post test with applying conventional method ( $\sum Y = 2104$ ). In experimental group, there was changing. It can be seen as effect of Group Investigation Method which give effect to the students' reading comprehension at grade eleven of SMA Negeri 1 Pematangsiantar.

Regarding on the findings above, it was strongly related to some advantages served by group investigation teaching method. According to Brandt (1991:45) Group investigation is an effective organizational medium for encouraging and guiding students' involvement in learning. Another expert, Arends (2008:369) stated that in group investigation, students not only work together but also help plan both the topics for the study and the investigation procedures used. Group Investigation has many advantages such as providing a share cognitive set information between students, motivating students to learn the material, providing that the students construct their own knowledge, providing formative feedback, developing social and group skill necessary, for success outside the classroom, and promoting positive interaction between members of different cultural and socio-economic groups. By using group investigation, the students to work collaboratively towards as a common goal and also exercises the students to grow up their brain skill. Based on what the research done by using group investigation, the students are more active in the classroom. They can share their idea with other friends in their group, so the information of the text is understood by the students. Besides, the researcher used Conventional teaching method in control class. Conventional learning model is still often used by teachers in presenting the material in class. There are several disadvantages of Conventional Teaching Method. They are: it is waste of time to repeat the matter already present in books, the teacher to make the lecture impressive may care more for manner and style but very little for matter or content, if the lecture is very fast, the students can not easily takes notes and will not have any written record of the salient points made out, a lecture delivered in a style not easily understood by pupils will serve no purpose, the problem solving attitudes of pupils may disappear in the lecture method, there is no cooperation and interaction between the teacher and pupils in the lecture process and it can be used depend on the preparation, presentation, and condition of the class will be taught. Based on what the researcher done, the researcher found the students are passive, and they feel bored.

The result of the research inform that Group Investigation Teaching method can increase the motivation, production and the ability of learning of the students. It can be seen from T-observed is higher than T-table ( $9.11 > 1.67$ ) at the level of significant 0.05, that So the researcher concludes that using Group Investigation Teaching Method to the reading comprehension of grade eleven students' of SMA Negeri 1 Pematangsiantar is effective.

## V. Conclusion

According to the result of the data analysis, which has been stated in chapter IV, so the researcher concludes:

1. The Group investigation teaching method can improve to the students's reading comprehension on narrative text. It could be seen by the mean score of post test of the students who taught by using Group Investigation teaching method was higher than conventional teaching method.
2. The students are more active, more enthusiastic, felt interest and also get fully understand about the questions of the text especially on narrative text by using Group Investigation Teaching Method than conventional Teaching Method.
3. Learning Group Investigation Teaching Method can help students easier to comprehend English written text.

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## EFFECT OF STAD ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

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### *Abstract*

*This research examined effect of student teams achievement divisions on students' achievement in reading comprehension in narrative and find out what factors influence the changes of students' reading comprehension. The data for this research was collected from the grade VIII students at SMP Negeri 2 Tapian Dolok Sinaksak. The writer used two classes as the sample, where one class was the experimental group and the other one was the control group. The instrument for collecting the data was by reading comprehension test for both groups; the material of the tests was taken from the subject matter which taught to the students. The data were analyzed by applying the T-test. The result of the analysis shows that the value of the T-observed was higher than the value T-table ( $7,39 > 1,99$ ). It means that using student teams achievement divisions technique has significant effect on students' achievement in reading comprehension in narrative text.*

**Keywords:** *Effect, narrative, reading comprehension, STAD, text*

## **I. Introduction**

### **A. The Background of the Research**

Reading in English today is very important to get the information. As the international language, mastering English is one way to improve our knowledge. For that reason, reading is one of the skills that we must have. According to Grabe and Stoller (2002: 4), reading can be thought as a way to draw information from text and to form an interpretation of that information. Reading is not happening without comprehension. Comprehension is the capacity of understanding the text fully. Reading comprehension is a process of constructing meaning from the text.

In reading, it is often found the difficulties in teaching reading to the students. The students did not able to find the main idea of a text. The students also felt bored in reading subject because the teacher could not teach reading with interesting technique to attract the students to be able to understand in learning reading so when the students were asked to read a text and answered the question of the text, some of them did not give attention and just played without listening to teacher's explanation.

Based on the writer's experience during the teaching practice program (PPL) at grade VIII students at SMP Negeri 2 Tapian Dolok in the year 2016, the writer found there were many problems in teaching reading. Firstly, the students' were lack in vocabulary especially in translating unfamiliar word that is found in reading text, so they found difficulty to understand and found main idea or information that is applied in the text. Secondly, the students were not interested in learning reading, when the teacher told them to tell some informations for their reading text, most of them did not have some ideas or opinions to clarify the information in the reading text.

Regarding the case above, the writer intends to introduce a new approach to teach reading that help teachers to stimulate the students to acquire knowledge to create inter-personal and team learning skills. The writer raises student teams achievement divisions technique to be applied in teaching students. In student teams achievement divisions students

are assigned to four or five members learning teams. Each team has representative of sexes, various racial or ethnic group, and high, average, low achievers. Each team works in group to discuss problems together before doing individual quizzes. Every student is individually responsible for knowing the material. The role of group is very important to facilitate their member to do actively and sharing knowledge through peer teaching by the members who own the high achievement. Therefore by this technique, the students who have low achievement in reading comprehension are not anxious because they are assisted by their friends who have higher achievement. Moreover, it helps students become more active and enthusiastic in teaching learning process.

### **B. The Problems of the Research**

Based on the explanation of background above, the researcher formulate the problems of the research, namely:

1. What is the effect of student teams achievement divisions on students' achievement in reading comprehension in narrative text?"
2. Is student teams achievement divisions significantly affects on students' achievement in reading comprehension in narrative text?"

### **C. The Objectives of the Research**

The objectives of the present research are formulated as follows:

1. To find out the effectiveness of student teams achievement divisions on students' achievement in reading comprehension in narrative text.
2. To find the significance of student teams achievement divisions on students' achievement in reading comprehension in narrative text.

## **II. Literature Review**

### **1. Definition of Reading**

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. Nuttal (1982:4) said that "Reading is not just a linguistic exercise but is involved with the getting out of a text for some purpose".

### **2. Reading Comprehension**

The product of interacting with the printed language should be comprehension. Elizabeth (2003:14) stated that "Comprehension is an active process of deriving meaning from connected text". It involves words knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one.

### **3. Definition of Narrative Text**

Narrative text is a text that tells a story and, in doing so, entertains the audience (Anderson, 2003).

The purposes of narrative are to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

### **4. Student Teams Achievement Divisions**

#### **a. Definition Student Teams Achievement Divisions**

Kagan & Kagan (2009:459) states that student teams achievement divisions is an extremely well researched, effective approach to mastery of basic facts and information.

Arends (1998:323) also states that student teams achievement divisions is one of the simplest and most straightforward of the cooperative learning approaches.

**b. Purpose of using Student Teams Achievement Divisions**

There are several purposes of using student teams achievement divisions as follows:

- a) To motivate the students in order to support and assist each other in mastering the skills taught by the teacher.
- b) Train the responsibility of the students individually or in groups
- c) The cooperative learning will form or guide the attitudes of students in order to form the ideal behavior in social life.
- d) Very useful for low-ability students to improve their abilities.

**c. Teaching Procedures of Student Teams Achievement Divisions**

Student teams achievement divisions consist of a regular cycle of instructional activities (Slavin, 1995).

- a) Teach, the teacher present the lesson. Each lesson in student teams achievement divisions begins with a class presentation done by the teacher.
- b) Team study. During team study, team members' tasks are to master the material teacher presented in your lesson and to help their teammates master the material.
- c) Test, the main idea of giving test is individual quiz. Teacher distributes the quiz and gives students adequate time to complete it. This time, students are not allowed to work together on the quiz, at this point students must show what they have learned as individuals.
- d) Team recognition, it figures individual improvement scores and team scores and awarding certificates or other team rewards.
- e) Team Scores. Record each team member's improvement points and divide team member's improvement points by the number of team members who are present.
- f) Recognizing Team Accomplishment. Three levels of awards are given. These are based on average team score.

**d. The Application of Student Teams Achievement Divisions in Reading Narrative Text**

To apply this approach, teacher should follow the basic steps: (1) form groups of four or five students, (2) identify the objectives and focus on outcomes of course expected, (3) explain the process, and present new information to students, (4) give students sufficient time to understanding the materials, (5) give worksheets to students so that students may help one another learn materials through quizzing and group discussions, (6) test students' understanding in both the individual student and group levels through quizzes to see the expected outcomes, (7) score the quizzes and give each individual student in each group an improvement score, and (8) add the individual improvement score to give a group score.

**III. Research Methodology**

**A. Research Design**

This research is a quantitative research. According to Arikunto (2013:27) quantitative research is a method which required to use number, start from data collection, interpretation of the data, and the appearance of the result.



## **B. Population and Sample**

### **1. The Population**

The population of this research is the grade eight students of SMP Negeri 2 TapianDolok Sinaksak. The students will be researched consists of two classes where experimental class consists of 30 students, and control class consists of 30 students.

### **2. The Sample**

The writer chooses VIII-4 and VIII-5. Class VIII-4 consists of 30 students as experimental class and VIII-5 consists of 30 students as the control class.

## **C. The Instrument for Collecting the Data**

The instrument for collecting the data is reading comprehension test in narrative text. It is multiple choices that consist of 30 items with 4 passages and each item consists of 5 options. The tests were taken from text given by the researcher.

## **D. Techniques of Collecting the Data**

In conducting the test, there are three steps applied; doing pre-test, treatment and doing post-test.

## **E. Technique for Analyzing the Data**

After the data has been collected, The difference of mean score of two classes are calculated by using t-test. The t-test formula was used as follows:

1. Determining Mean of experimental group
2. Determining Mean of control group
3. Determining t-test ( $t_0$ ) with formula

## **IV. Finding and Discussion**

### **A. Research Findings**

After the writer had done the study and collected the data and then the writer calculated the data, the writer got some findings from the result of data calculation, they are:

1. The effect of using student teams achievement divisions on students' achievement in reading comprehension in narrative text at second year students at SMP Negeri 2 Tapian Dolok Sinaksak is good enough and successful. It can be seen from the students result in experimental group (Table 4.1). The writer gets total score of students in pre test was 1731. Total score of the students in post test was 2246. The lowest score of pre-test was 50 and highest was 70 and the lowest score of post-test was 66 and highest was 90. It means that there are the effects of using student teams achievement divisions on students' achievement in reading comprehension in narrative text.
2. The effect of using student teams achievement divisions more significantly affects on students' achievement in reading comprehension in narrative text at second year students at SMP Negeri 2 Tapian Dolok Sinaksak. It has proven from the final result of the writer calculation, the writer finds that the mean for teaching using student teams achievement divisions,  $M_x = 17,16$  is higher than mean for teaching without using student teams achievement divisions,  $M_y = 8,73$  and from the calculation of T-test formula showed that t-observed was higher than t-table. ( $t\text{-test} = 7,39 > t\text{-table} = 1,99$ ) Since t-test is higher than t-table, it can be concluded that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted which means there is the effect of using student teams achievement divisions on students' achievement in reading

comprehension in narrative text of the second year students at SMP Negeri 2 Tapan Dolok Sinaksak.

## B. Discussions

Student teams achievement divisions technique was applied to improve the students' reading achievement. As the theory of this technique has been overtly discussed on the previous chapter II, Kagan & Kagan (2009:459) states that student teams achievement divisions is an extremely well researched, effective approach to mastery of basic facts and information.

Teachers need to help students become independent by encouraging group decision making and having students work in teams or small groups whenever possible. Learning is enhanced when such student teams achievement divisions are emphasized in content teaching. The teacher usually assigns students to the groups so that the groups are mixed males and females, different ethnic groups, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with.

In getting the students' achievement in reading comprehension, the teacher must be able to acknowledge the function of student teams achievement divisions technique in classroom as well as the role of group activities and procedures of it. Recognizing these rules is going to allow the students to communicate with other. Responsible for the group in reading activities will provide opportunities for students to receive the information from any reading texts especially in narrative text.

## V. Conclusions

According to the result of the data analysis, which has been stated in chapter IV, so the writer concludes:

1. The use of student teams achievement divisions had significantly affects over the students' achievement in reading comprehension in narrative text. It could be seen by the score of the students that taught by using student teams achievement divisions was higher than without using student teams achievement divisions.
2. The result of T-test had proved that significance difference means of experimental group and control group. The mean of the students which is taught by using student teams achievement divisions is more higher than without using student teams achievement divisions. And from the calculation of T-test formula showed that t-observed was higher than t-table. ( $t\text{-test} = 7,39 > t\text{-table} = 1,99$ ) Since t-test is higher than t-table, it can be concluded that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted which means there is the effect of using student teams achievement divisions on students' achievement in reading comprehension in narrative text of the second year students at SMP Negeri 2 Tapan Dolok Sinaksak.

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## **PRONUNCIATION OF BATAK LANGUAGE APPROPRIATE AND INNOVATIVE THROUGH READING BIBLICAL AGAINST LEARNING ATTITUDES CHRISTIAN RELIGIOUS EDUCATION**

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### ***Abstract***

*Pronunciation of Batak Language appropriate and Innovative through reading Biblical Against Learning Attitudes Christian Religious Education Class VIII Senior High School I Porsea - Tobasa, the purpose of this study are: (1) Is there an Effect of Proper Batak Pronunciation through the reading of the Bible against the Learning Attitudes PAK; (2) Whether there is an Effective and Innovative Effect on the Pronunciation of Batak Language through a Biblical reading of the PAK Learning Attitudes approach; (3) Is there an effect of correct and innovative Batak pronunciation through the reading of the Bible on the proper Learning Appearance of PAK. The method used is cooperative learning method with qualitative approach. The results of this study resulted in: (1) There is an Effect of Proper Batak Pronunciation through the reading of the Bible against PAK Learning Attitudes; (2) There is an Effective and Innovative Effect of the Pronunciation of Batak Language through the reading of the Bible towards the PAK Learning Attitude approach; (3) There is an Effect of Proper Batak Pronunciation through Biblical and Innovative Reading of the Right Learning Behavior of PAK.*

*Keywords: Batak Pronunciation, Innovative learning, Bible Reading, Learning Attitude*

## **I. Introduction**

### **A. Background**

In general education means a process of transformation by a person or society of the next generation, and dilaksanakan regularly, structured and can be measured or known results. The following generations are educated formally and informally, so they grow intellectually, religiously, and have a good attitude of life. Education is an attempt to equip and guide individuals and groups, in order to effectively carry out their duties and vocations. Education is responsible for building the full human quality, as well as aspects of the physical, intellectual, moral, spiritual and cultural life of individuals and groups.

Development in education one of which is influenced by the development of culture, for example is in language learning, because language is one component of culture. Language learning many kinds, such as learning Batak language. Learning Batak language as a regional language has the main purpose to preserve Batak culture.

To preserve the culture means to preserve the noble values of the Indonesian nation. Education through increasing the value of culture means increasing the moral value of children's education. Moral education is education to make human children moral or human. This means that moral education is education that is not teaching about academic, but non academic, especially about the attitude and how good everyday behavior. This proves that the uncontrolled emotions that exist in the students themselves. They have begun to follow

his own lust without being able to control it. This is certainly one of the teachers' duties to educate their students to be dignified human beings.

## **B. Problem of the study**

External factors that affect learning outcomes one of them is environmental factors, be it the school environment, family, meupun community. The school environment factors that influence the learning outcomes are the use of language of instruction in learning. Introduction language is defined as the language used to communicate in negotiations, giving lessons at school, and so forth (Alwi, 2001).

Language of instruction is used as a means of interaction between educators and learners, as well as the interaction that occurs between learners through a conversation to materialize a learning process. The Law of the Republic of Indonesia Number 20 Year 2003, Chapter VII, article 33 of the Introduction states that: (1) Indonesian as a state language is used as the medium of instruction in national education; (2) Regional languages can be used as a medium of instruction in the early stages of education and in the delivery of certain knowledge and / or skills; (3) Foreign languages can be used as the language of instruction in a particular educational unit to support the ability of foreign language learners.

Based on the law, the language of instruction can be Indonesian, certain regional languages, or foreign languages. The most important thing in the usage of the language of instruction is that the language concerned can be understood by all parties, either those who deliver or who receive. Therefore, it is appropriate in learning should be used language of instruction that is communicative so easily understood by students and teachers.

Factors that affect other learning outcomes that are closely related to language learning are the acquisition of the mother tongue. Winarni who states that based on the acquisition, language can be distinguished into the first language (mother tongue or mother tongue) and second language (second language) (2009). Mother tongue is a naturally-owned language, unconsciously obtained in the family environment.

## **C. Purpose of the study**

Mother tongue as the first language obtained by each individual, has a big role on the development of the next language. This is in accordance with the statement put forward by Kathi (2011), "A mother tongue can be defined as a language to learn another language has been learned" (p.1), which means that the mother tongue is a language learned before other languages studied. In other words, the mother tongue is acquired by individuals naturally. The mother tongue is derived from the closest environment, the first environment in which the individual originated. Therefore, the mother tongue has a fairly close relationship with the local language in which an individual lives (Rita, 2008).

Speaking of regional languages as a mother tongue, it is proper that Batak language is used as a mother tongue for people who are in North Tapanuli, Tobasa, Doloksanggul, Samosir and Tapanuli Tengah and Selatan. The fact in the field mentioned that the introduction of Batak language to children from an early age is very less. Children tend to be introduced to Indonesian as their first language, meaning that Indonesian here serves as mother tongue, and children will recognize Batak or another language as a second language, while second

language learning requires pepololitically prepared child readiness. (Zuchdi and Budiasih, 2001). This can mean that the use of the mother tongue (first language) will give effect to the child's understanding of the second language he will get next.

The influence of correct Batak pronunciation strongly influences students' learning attitudes in improving morale. The appropriate language in the pronunciation will be able to live the values of Christian religious education through the pronunciation of the verses in the Batak language. This is the purpose of this research is an innovation of Christian religious education through appropriate pronunciation in Batak language through reading the Biblical language of Batak.

#### **D. Benefits of the study**

The development of language is quite rapid occurs in children aged 12-15 years (age of primary school, the class VIII there is this age, children have a better ability in understanding and interpreting oral and written communication. At this time the development of language appears in the change of treasury words and grammar (Izzati, 2008). The child at the age of 12-15 this year, not only learn to use many words, but also choose the right words for a particular use. Child began to realize that meaningful communication can not be achieved if the child is not understand what others are saying The child will try to learn another language that he finds in the group.

The language that the child encounters is referred to as the second language. In studying this second language, the child will adapt the form of psycholinguistic preparation. Based on the statement, it can be said on this stage of the child adjusts to the second language they want to get therefore, this study was conducted in class VIII.

In connection with the above purposes, then the benefits of the research above are:

1. To add insight into the responsibilities of teachers of Christian Religious Education (PAK) to improve students' moral attitude through reading Biblical language
2. As an input material to Christian Religious Education teachers about PAK teacher's responsibility to improve students' moral attitude through improving local culture
3. As a reading material in the library at UHN FKIP Pematang Siantar and HKBP Nommensen University Medan.
4. To provide knowledge to the reader about the responsibilities of PAK teachers to improve students' moral stance and proper Batak language pronunciation.

## **II. Literature Review**

Christian religious education is "the cultivation of the minds of believers and their children by the Word of God under the guidance of the Holy Spirit through a number of learning experiences held by the church, resulting in them resulting in continuous spiritual growth embodied deeper through devotion from God Father of the Lord Jesus Christ in the form of acts of love toward others ". In Deuteronomy 6: 7 "you shall teach it repeatedly to your children and speak of it when you sit in your house, when you are on the way, when you lie down and when you awaken." God Himself gives the task to educate children to parents. That is why it is the Christian family that plays an important role in the PAK.

In general, attitudes (attitudes) are the feelings, thoughts, and tendencies of someone who is more or less permanent to know certain aspects of the environment. The components of attitude are knowledge, feelings, and tendencies to act. In another sense, attitude is the evaluative bias toward an object or subject that has consequences that is how one is faced with the object of attitude. The emphasis in most studies today is feeling or emotion. Attitudes contained in the individual will give the color or style of behavior or the actions of the individual concerned. By understanding or knowing individual attitudes can be expected response or behavior to be taken by the individual concerned.

Attitudes can also be interpreted as thoughts and feelings that encourage us to behave when we like or dislike something. Moderately self-contained three components, namely: cognition, emotion and behavior and can be consistent and can also not. Depending on what problems they face. Kraus finds several factors that predict the consistency of one's attitude and behavior: stable all the time, done with high confidence, consistent with one's emotional reaction toward behavior, formed by direct experience, memorable.

According to Siregar et al (2015: 22) that the word morals can be interpreted with morality, good behavior or meaning *kaedahilaan* and morality and customs that apply to certain groups. So moral is the doctrine of good and bad that is generally accepted about the deeds, attitudes, duties, morals, manners and morals. Another definition of morals is a mental state that makes a person stay brave, passionate, passionate, disciplined (according to the heart and feelings as revealed in the act). Moral is a systematically learned doctrine of morality in *elica*, moral philosophy, and moral theology.

According to Sugeng Hariyadi (2003: 88), moral is a series of values that contain rules, norms. Ordinances of life, customs, and institutions of a good standard of bad behavior of individuals or groups that are influenced by social and cultural values of the individual or community groups. Good moral behavior is necessary for the realization of a peaceful life full of order, order, harmony, and prosperity.

From the definition above is affirmed that moral plays an important role in human life associated with good bad to human behavior. This behavior based itself on the norms prevailing in society. Someone is said to be moral, when the person behaves in accordance with the norms contained in the community, whether religious norms, legal norms and so forth. Thus morality or morality is the whole norm governing human behavior in society to perform good and righteous deeds, keep in mind that good and right according to someone is not sure good and true for others, because it is necessary moral or moral principles which can be generally accepted, which has been acknowledged by virtue of everyone. Moral enhancement will be formed by reading the Bible with proper Batak language also through the proper attitude of the students that is:

### **III. Research Methodology**

#### **A. Research Settings**

The research was conducted at Christian Religious Education Class VIII Senior High School I Porsea - Tobasa. The selection of research sites was determined purposively. The study period was from July to December 2017.

## **B. Methods and Design of Research**

The method used in this study is a qualitative method of comparative by analyzing the ratio of students' ability level in descriptions, students who are able to pronunciation of a proper batak language with students who are unable to pronunciation of batak language resulting in different moral attitudes / characters in the reading of the Bible and pengayatanya. This comparative qualitative description method can describe, explain and build relationships from the categories and data found. This is in line with the objective of the goal of Christian religious education to illustrate, analyze and explain the behavioral attitudes of a social group, in this case the community of batak students formed within the Toba Batak community.

As according to Kuswarno (2008: 86). The ethnographic tradition of communication in its explanation sees communication behavior as a behavior born out of the interaction of three skills possessed by every individual as a social being. The three skills consist of linguistic skills, interaction skills and cultural skills. Kuswarno (2008: 18) Ethnography begins its research by looking at interactions between individuals in its natural setting, then ending by explaining the typical behavioral polapola, or by explanation of behavior based on cultural themes based on the religious / spiritual principles of Christianity that live in Tobasa society.

## **IV. Findings and Discussion**

According to Stella Ting-Toomey as quoted by Littlejohn (2005: 167-168) in Morissan's book (2013: 273) "face negotiation theory provides a basis for predicting how people will accomplish facework in different cultures" predict how people engage in "work-ups" in different cultures The work or facework is defined as, "the communication behaviors people use to build and protect their own face and to protect, build, or threaten the face of another person" communication that people use to build, and protect their faces and to protect, build or threaten the faces of others.) Two important cultural variables affect the communication behavior associated with building one's image First is individualism-collectivism and the second is power distance distance). Many cultures are more respectful or appreciative of the individual than the community or kelo mpok. Kebudayaan like this more support autonomy, responsibility and success of individuals than the group.

Local wisdom seems like a panacea in an attempt to see the complexity of the problems facing modern humans due to irrational behavior in conquering nature. The failure of modern man in managing the complexity of the problems faced forces him to look for alternatives. These choices indicate a dead end and may also be said to be frustrating, forcing it to look back at the cultural values they have long left behind and instead may be that the structure and cultural values may have been corrupted by human behavior itself. Simply put, local wisdom can be defined as the wisdom or noble values contained in the local cultural treasures. But sometimes local wisdom may be a "back to nature" or natura magistra slogan and many interpretations given by users of the term as well as cultural understanding.

Toba Batak language is one of the regional languages mainly spoken in the area around Lake Toba and surrounding areas, including Samosir, Humbang Hasundutan, northern Tapanuli, and Toba samosir, North Sumatra, Indonesia. The Toba Batak language belongs to the Austronesian language family, and is part of the Batak language group. Currently estimated there are approximately 2,000,000 people speakers of Batak Toba language, living in the



western and southern part of Lake Toba. This language writing has historically used the Batak script, but nowadays its speakers almost always use Latin script to write it

The real question is: what exactly is the relationship of Christian faith and culture. In Matthew 5: 13-16 the Lord Jesus tells Christians to salt and illuminate the world. That means the Lord Jesus tells us to influence, color, permeate to improve the existing social, economic, political and cultural realities. That means as Christians we are called not to abstain or oppose the culture (tortor, gondang and ulos etc.) but to salt and illuminate it with the word of God, His love and righteousness. It is not burning ulos but giving it a new meaning that is Christian. On the contrary, we are also reminded not to be absorbed or simply submitted to the demands of that culture. In order to salt and illuminate the culture (tortor, gondang and ulos etc.) we are not extreme: either refuse or accept absolutely and totally.

We are conscious as Christians, we are only absolute submission to Christ and not to culture. Instead we are also aware that as Christians (in the world) we can not isolate ourselves from the culture. Then how? This is where the importance of creative and critical attitude in assessing the relationship of Christian faith and the culture of batak, including tortor and gondang and ulos. Which one is good and which one is bad? Which ones to maintain (preserve) and which ones to change? Which is relevant to Christianity, and which is irrelevant to Christianity? We honestly acknowledge that before the coming of tortor and gondang Christianity were the means of asking for fertility (fields, cattle, and humans). refuse reinforcements and or honor the gods and spirits of the ancestors. For us tortor and gondang Christians are not a means of persuading God to lower His blessings, but one way we express or express our gratitude and joy to God the Father we know in Jesus Christ and build our fellow fellowship.

Furthermore, before the arrival of Gondang Christianity is considered as a reflector or reflect the demands of citizens to the gods. For those of us who believe in Christianity, gondang is merely a musical instrument and the players are only mortal people of God's creation. We can express our gratitude or petition to God the father without an intermediary or reflector except the Lord Jesus Christ. Formerly for our ancestors before Christianity, tortors and gondang were deeply bound to the pre-Christian rules of imprisonment: for example a woman who was not blessed with a child should not be an open man by hand. For those of us who believe in Christianity now, of course everyone can be grateful and joy in the presence of their Lord including those who have not or are not married, have children, have not or have no children, have or have no sons. All human beings are precious before the Lord and redeemed by the sacred and immaculate blood of Christ (1 pet 1:19)

## **V. Conclusion**

The results of this study are very significant result in learning of Christian religious education more affective, efficient and efficient for students of class VIII State Junior High School I Porsea Tobasa. Affective affectivity in which students are able to pronounce a proper Batak language in biblical reading. Significant efesien where students more practically read the Bible as the mother tongue for the student. Efficient in improving the communication of Batak culture, so that the culture of Batak remains well preserved.

## THE EFFECT OF VIDEO TO THE ABILITY OF STUDENTS IN WRITING PROCEDURE TEXT

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### **Abstract**

*This research is aimed to find out the effect of video to the ability of grade nine students of SMP Negeri 2 Meranti in writing a procedure text. The population is taken from SMP Negeri 2 Meranti. In this study, there are two classes that consists of 60 students (30 students in experimental group in class IX-4 and 30 students in control group in class IX-3). In this experiment, the writer taught the students directly with the same material. Therefore, the use of video was applied on experiment group only, and for the control group the researcher applied conventional. To examine the hypothesis, the researcher used t-test formula. The writer found that t-test is higher than t-table ( $4.20 > 1.67$ ). After analyzing the data, the researcher concluded that video could develop the students' ability in writing a procedure text.*

**Keywords :** *Procedure Text, Video, Writing*

### **I. Introduction**

As one of the International languages, English plays an important role in almost all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught from elementary schools to universities. The critical role English plays in our school systems do not only stand at learning a foreign language but extends to be an arbitrary factor in the national examination to determine students' graduation. English in Kindergartens (TK) and Elementary Schools (SD) is widely taught as a local content, while in Junior High Schools (SMP), Senior High Schools (SMA), and vocational schools (SMK) is taught in more national and international content.

The teaching of English includes four skills, mainly: listening, speaking, reading and writing. The four language skills must be well-mastered by students. All of these language skills are very important to everyone especially for students to become fluent in English. Writing is one of the four language skills that plays a very important role in a second language acquisition. Basically, writing is an expression of ideas, opinions, experiences, or information in the mind of the writer into the form of written language. To support this opinion, Richards (2002:303) stated that writing is the most difficult skill for second language learners to master. The difficulty is as someone starts to write on a piece of paper, they do not only generate and organize their ideas but they also need to translate their ideas into readable text. Based on the researcher experience when teaching practice, the researcher found difficulties of students especially writing procedure text. When the teacher asked the students to write an example of procedure text, they are tend to confuse to write it. It looks like they have had an idea but they are difficult to construct it become a text. The students lacked vocabulary. It was because the teaching-learning process only depended on the strength of memory and the students were often confused to express their ideas in writing. The difficulties of students looked when they have to use simple present tense. They are difficult to choose the appropriate words especially in present tense in their writing. Besides, that they have low understanding of grammar. The low understanding of grammar caused difficulty

setting up their writing tasks correctly. Regarding the above mentioned problems, the researcher intend to use video as a media to improve students capabilities in writing procedure texts because Nooren and Michelle (2012:11) stated that video is an innovative way for writing instructors to utilize technology to provide personalized feedback to students. Video can bring ideas that become interesting in the classroom. It can attract students' attention and motivate the students in the learning process. Not only video can attract the attention of young learners, but also they can allow them to take part in brainstorming ideas and participate in a discussion or a debate, that correspond to their writing of a procedure tests.

By watching a video, students are able to imagine, see , listen and read what they want to write. The logic sequence in which a video offers are more persuasive to students in means of rephrasing their thoughts into a sequence of sentences. The arrangement of events in a video exerts less pressure on an English instructor to try to arrange the concept of events for students in order to produce a logically accepted procedure text. In addition the use of video sequences was believed to be able to motivate students participation in writing class .Based on the matters above, the writer is interested to conduct the research entitled: "The Effect of Video Teaching Media to the Ability of Grade Nine Students of SMP Negeri 2 MERANTI in Writing Procedure Text." The writer hopes that by using video teaching media, the students feel interested and be more active when they learnt writing especially procedure text.

## II.Literature Review

Ahsan&Rafaqat (2008) said that media are the means for transmitting or delivering message in teaching learning prospective delivering content to the learners, to achieve effective instruction and media for learning teaching process provide the tools to engage learners powerfully in the learning process.Ahsan&Rafaqat (2008) stated that the advantages of using teaching media and learning process are:

- 1) It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge.
- 2) It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive
- 3) It give classroom instructions more scientific base and enables teachers to transfer knowledge in an organized way and more systematically.

Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed captioning (Mayer, 2001:3) . Video is one kind of multimedia. Sanjaya& Ramesh (2005:3) said that multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text ,animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of media elements can provide individually.

Since video conveys information that is both auditory and visual, these two modes must work in concert for video to be most effective. According to a survey by the Corporation for Public Broadcasting , these media are " highly valued as teaching tools" and "seen as especially effective for reaching visual learners" and special populations" (CBP, 1997, p.12). More than a half of teachers surveyed describe video as " veryeffective" for teaching students. It means video use is an effective educational tool for all students. Smaldino, Lowther , and Russell (2008:310) said that many teachers use video to introduce a topic, to present content, to provide remediation , and to promote enrichment. Video can be used in all instructional environments with classes, a small groups , and individual students. There are lot of type of video that we can be used to teach writing. the researcher choose

video clips as media to teach students. However, a video clip is better to teach writing. A video clip is a short segment of video or a video which has been cut into several short segments with certain duration of time from one to five minutes. These video clips can be played on the computer or television. Smaldino, Lowther, and Rusella (2007:310) states “the trend today is delivery of video as short, concise segment that the teacher can assemble in a variety of ways to support a varieties of utilization scenarios”. Short video sequences of between one or four minutes can yield a number of exercise, demonstrate a satisfying range of language, are easier to manipulate and can be highly motivating Harmer (2007:283). It is clear that short segments of video are more effective in the teaching learning process because teacher can choose any part which consists of certain language function that will be learned by the students.

Allen (2003:9) stated that “writing is an activity which can seriously damage your health. It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. The overall purpose of this book is therefore to protect and preserve the sanity of anyone who is unfortunate enough to be afflicted with the ambition to write. It is related to Kane (1988:17) who stated that “writing is a simply process of putting words on paper”, it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is “thinking about it” told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style.

Based on the related theories above, the researcher concludes that writing is the process of transferring ideas on paper, it is done continually through practice. In relation to this study, writing means a process of communication that convey idea or opinion in the writing form which is done by students and having the purpose to help the students to establish, to entertain, to inform and to explain a particular register. According to Gerot and Wignell (1994:165), Procedure Text is a text that to describe how something is accomplished through a sequence of actions or steps. While according to Knapp and Watkins (200: 98) , the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language to control. It is also one of the most widely used genres across all of the learning areas. According to Gerot and Wignell (1994: 165), stated the Generic Structure and Significant Lexicogrammatical Features.

### III. Research Methodology

In this research, the writer uses quantitative research. According to Ary (2010:22), “Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses”. The writer wants to find out the effect of Video teaching media to the ability of grade nine students of SMP Negeri 2 MERANTI in writing a procedure text. There are two groups in this study, namely experimental group and control group. Experimental group is the group that will receive treatment by using video teaching media.

	Treatment	Post Test
Experiment Group	Video Media	✓
Control Group	Conventional Media	✓

#### *Population and Sample*

The researcher takes population in the third grade of SMP Negeri 2 Meranti in the academic year of 2017/2018 the researcher chooses two classes are taken as sample of the study. They are IX-4 as experiment class and IX-3 as control class.

*Technique of Analyzing data*

The technique of data of this research, the researcher do the test is post test in two class, and the researcher using arikunto Formula to find the t-test.

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

- $\sum x^2$  : The standard deviation of experimental group
- $\sum y^2$  : The standard deviation of control group
- Nx : The total sample of experimental group
- Ny : The total sample of control group

**IV. Findings and Discussions**

Based on the analyzed data, some findings can be formulated as follow:

1. The effect of using video teaching media on students’ ability in writing procedure text at grade nine of SMP Negeri 2 Meranti is good enough and successful. We also can say that using video teaching media is suitable media to increase students’ ability in writing procedure text. We can see the students’ task result in the table. In experimental class that using video teaching media, the students were more active and they can share their feeling, idea, and arguments before they completed their task that has given by the researcher. So, the students can complete the text and their score are better than control class (conventional teaching media).
2. The effect of conventional teaching media on students’ ability in writing procedure text at grade nine of SMP Negeri 2 Meranti is not good enough (we can see from the table before). The students are still difficult to complete the text when the researcher taught them with conventional teaching method. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the researcher.
3. The video teaching media significantly affects the students’ ability in writing procedure text at grade nine of SMP Negeri 2 Meranti. From the analysis of data, t-test is higher than t-table (4.20 > 1.67) at the level of significant is 0.05 with df = (Nx + Ny - 2). It means that the test is significant. It also means that there is an the effect of using video teaching media on the students’ ability in writing procedure text at grade nine of SMP Negeri 2 Meranti.

To know the effect of using video teaching media to the students’ ability in teaching writing procedure text, the researcher gave them pre-test and post-test in written. After the post-test was administered, the researcher got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. The score of students writing in pre-test from 30 students is average. It shows from the mean of total score in pre-test from 30 students are 63.8. Besides, the score of post-test can be said good that showed by the mean of total score of 30 students are 76.6. At a glance, the mean from pre-test and post-test can be seen that students’ writing ability improved. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test, the result of t-test is 4.20. The value of t-count has been found, and then the researcher considered the degree of freedom or df = N - 2 so, the df is 30 + 30 - 2 = 58. The researcher consulted to t-table, at the significance level of 0.05. The researcher found the df (58) in t-table at significance level 0.05 that is (1.67).

To answer the hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the researcher is (t-test = 4.20) and the value of t-table is (1.67). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected, the

theory is verified. It means that there is different writing score of eighth grade students of SMP Negeri 2 Meranti between before and after taught using video teaching media.

Finally, the researcher finds the answer of then problem namely to know the significant of using video teaching media in writing procedure text by analyzing the data. It was proved by the students' average score in experimental class (12.8) and in control class (7.63). The researcher found  $t\text{-observed} > t\text{-table}$  namely  $4.20 > 1.67$  which made ( $H_a$ ) is accepted. If  $t\text{-test}$  is higher than  $t\text{-table}$ , it means that there is significant effect of using video teaching media in writing procedure text.  $T\text{-test} > t\text{-table}$  because the researcher using video teaching media. By using video teaching media, the students can discuss in their team to find and to solve the problems from their lesson and help the researcher in explaining the material to the students clearly, it can increase students' motivation in studying. So, the students can be active and fun in writing procedure text. And while in control class, the students were difficult to find and to solve the problems because the researcher didn't use video teaching media, so the students can be bored and lazy in writing procedure text.

Regarding on the result of data analysis above, it is strongly related to some advantages served by using video. As the theory of this method has been discussed in chapter II. According to Mayer (2001), Video is a form of multimedia that conveys information through two simultaneous sensory channels : aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed captioning.

According to Harmer (2002) Teaching by using video has been used since years ago. It is believed that video gives potential impact on foreign language study. Video teaching media has several advantages for the students. The researcher used two classes from the six class as the sample that consist of 30 students of each class. One class was chosen to be experimental class that is received treatment by using video teaching media and the other one as control class that is received different treatment or without using video teaching media.

## V. Conclusions

Based on the result of data analysis, which has been stated in chapter IV, so the writer concludes:

1. Video teaching media taught to the nine grade students of SMP Negeri 2 Meranti has significant effect to their ability in writing procedure text. It could be seen by the score of the students who taught by using video teaching media was higher than without using video teaching media.
2. The students who were taught by using video teaching media are more active, because they study actively to write a procedure text to solve their problem. They struggled to comprehend the material.
3. The result of  $t\text{-test}$  has proved the significant means of experimental class and control class. The result of  $t\text{-test} = 4.20$  while  $t\text{-table} = 1.67$  at  $df = 58$  ( $N_x + N_y - 2$ ) and at the level of significant  $\alpha = 0.05$ , it is concluded that using video teaching media affect significantly the students' writing procedure text at nine grade of SMP Negeri 2 Meranti.

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## EFFECT OF USING TWO STAY TWO STRAY IN STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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### **Abstract**

*This research deals with the effect of using two stay two stray to the students' ability in writing narrative text. As experimental research, the aim is to know the effect of the two stay two stray that given, whether it influences to the object or not. In collecting the data, the researcher has to do three steps, they are; pre-test, treatment, and post-test. The writer finds out that using two stay two stray is more effective to the students than without using two stay two stray on the students' writing narrative text, because by using two stay two stray they can improve their ability in writing. It can be seen from the t-table is 1.67 and the calculation value is 5.62, it means that t-test is higher than t-table  $5.62 > 1.67$ . Finally, the researcher makes conclusion that: there is significant effect of two stay two stray on students' writing ability.*

**Keywords:** *Two stay two stray, writing, narrative text*

### **I. Introduction**

Writing skill is a specific ability which helps writers put their thoughts into words in a meaningful form and mentally interact with the message. By writing students can express their knowledge, ideas, messages, and feelings into the form of letters and convey their messages to the readers. Many students got difficulties to develop their writing because of many factors such as lack of vocabularies; motivation and limited grammar. These things make students uninterested in writing. Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques. Based on the explanation above, the writer is interested in applying Two Stay Two Stray in the classroom.

The Two Stay Two Stray is a technique of cooperative learning. In learning process, this technique can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. In short, the writer simplifies that to overcome the problem of teaching writing, the teacher needs to apply Two Stay Two Stray to increase the enthusiasm of students in learning activities. Based on the research background above, the research propose the main problems as follows: What is the effect of using two stay two stray in students' ability in writing narrative text? The purpose of this research is to find out the effect of using two stay two stray in students' ability in writing narrative text.

### **II. Literature Review**

Writing is an expression of logic that is the product of thinking (Kathleen McMillan and Jonathan Weyers 2007:6). Thus, the writing that you produce is a reflection of your intellectual abilities. It puts into words your knowledge and your conceptual understanding and shows evidence of your critical thinking. According to Checkett (2006:177) Narration is simply the telling of a story, either to entertain or inform a reader. The stories in narrative paragraphs can be fiction (made up) or nonfiction (the retelling of an incident that actually happened).

#### 1. The Structure of Narrative Text



According to Knapp (2005: 222), The structure of narrative is generally more complex than the orientation and sequencing typical of recounting. Stories, for example, bring a rather complex dimension into play.

The following text is a narrative text (Knapp 2005:225).

Example 1:

Generic Structure	The Sentence
Orientation	A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for riding, 2 sheep for wool, 1 pig and a bull and a cow for milk.
Complication/ problem	They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. 'You should go on a diet' said Clarabelle the horse. 'Oh be quiet, I'm not fat I've got big bones'. A few minutes later Bob was rolling around on the ground. 'I'm sick, I'm sick', he shouted. 'Help me, help me'. Mr and Mrs Smith ran down and called the vet. The vet came quickly and said quietly, 'If he eats like he has been eating he'll surely die'. 'Oh', groaned the pig.
Resolution	Clarabelle overheard and said to the other animals, 'Our friend is dying, we've got to help him'. 'Yeh' said the other animals 'lets go'. They went up to Bob and said, 'We are going to get you in shape'. First they told him to eat only half of the food in the trough. Then they made him run up and down the hill and made him swim in the duck pond.

The Two Stay Two Stray was developed by Spencer Kagan 1990 (Huda2013:207). This method can be used in all subjects and can be able to learn all grade level of learners. Two stay two stray is group learning system in order to be able to work together, responsible, solve problems each other and encourage to achieve each other. This method also trains the students to socialize well.

The following procedures will exemplify how to use this technique to teach writing of narrative text. The students are the eleventh grade students of SMA N 2 BANDAR in academic year 2017/2018, as follow:

a) Preparing

Before teaching teachers must make syllabus, lesson plan, learning design (Two Stay Two Stray) and prepare the task for students. Teacher divides the group and in a group consists of four students.

b) The Teacher's Presentation

The teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

c) The Groups' Activity

Each group will give papers that contain tasks and every student in group must learn that materials. Having completed this activity, the group members will discuss together about the content of the text, try to make a narrative text. Then two students of four students from each group will leave the group to visit the others group. For example, the first group will send their two members to second group; second group will send their two members to third group, and so on. Next, two members who stay in the group will "welcome" the guest and share the result and information to them. The teacher has to make sure that everyone in the class has their chance to speak with the equal time. In this case, the teacher is the time keeper.

After the guests get the information, they will come back to their group to report what they get from the other group and discuss about their material to finish it.

d) Formality

The students collect their paper to the teacher.

### III. Research Methodology

The writer used quantitative research. In conducting the experimental research, the sample was divided into two groups, namely the experimental group (narrative writing process by using two stay two stray) and control group (narrative writing process without using two stay two stray). The writer took two classes to be researched where the experimental group consists of 31 students (XI-IPA 4), and the control group consists of 31 students (XI-IPA 5) and the sum of the students are 62. In collecting the data the writer has used some steps:

- 1) The writer does some approach to the student about explanation of narrative text.
- 2) The writer asks the students to create or to write a narrative text in order to get the data to answer the problems.

The writer collects the data from the students writing narrative text which conclude in social function, language features, and lexicogrammatical features. According to Arikunto (2013:354) for the free random, the test that can be done to research. The different uses t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{x^2 + y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$Mx = \frac{\sum d}{N}$$

$$My = \frac{\sum d}{N}$$

Seeing the value of significance:

1. If the T-observe < T-table, Reject H<sub>a</sub>, Accept H<sub>0</sub>.
2. If the T-observe > T-table, Accept H<sub>a</sub>, Reject H<sub>0</sub>.

Note: M<sub>x</sub> : Mean of experimental group  
 M<sub>y</sub> : Mean of control group  
 X : Score of experimental group  
 Y : Score of control group  
 N<sub>x</sub> : Total number samples of experimental group  
 N<sub>y</sub> : Total number of control group

### IV. Findings and Discussion

Based on the calculation, the result of the research shows that:

1. Mean score of the experimental class (73.87) is higher than control class (53.93).
2. T-observe (5.62) is higher than t-table (1.67). It can be concluded that the students were taught by using Two Stay Two Stray significantly effect on students' writing. While, there is no significantly improvement for control class that was taught without two stay two stray.

Writing is an expression of logic that is the product of thinking (Kathleen McMillan and Jonathan Weyers 2007:6). Two stay two stray is group learning system in order to be able to work together, responsible, solve problems each other and encourage to achieve each other. This method also trains the students to socialize well (Huda 2013:207). Two stay two stray can be efficient because this method can increase knowledge's student with sharing their idea with their friends. Students also can build their social in the class by forming group. Mostly of the students become friendly and more responsible and also

twostaytwostray besides being great fun, twostaytwostray is an excellent way to build their new-knowledge and also their self-confidence. Twostaytwostray can encourage their responsible, logic, knowledge and also their vocabulary, because they always share what they know in their group.

## V. Conclusion

Based on the research finding, the researcher draws some conclusions as follow:

1. Two Stay Two Stray can increase the learning on the students' at SMA Negeri2 Bandar in students' ability in writing.
2. The students in experimental group at grade eleven of SMA Negeri2 Bandar are more effective after using Two Stay Two Stray than before.

Thus it can be concluded that there is significant effect of using two stay two stray in students' ability in writing narrative text.

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## THE EFFECT OF VIDEO TO THE ABILITY OF STUDENTS IN WRITING A DESCRIPTIVE TEXT

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### **Abstract**

*This research is aimed to know the effect of video to the ability of grade ten students of SMA Negeri 2 Kisaran in writing a descriptive text. The population is grade ten of SMA Negeri 2 Kisaran. In this study, there are two classes, they are 30 students in experimental group in class X-IS<sub>2</sub> and 30 students in control group in class IX-IS<sub>1</sub>. To examine the hypothesis, the researcher used t-test formula. The writer found that t-test is higher than t-table. It can be seen from df: 58 with the table is 1,67 ( $\alpha = 0.05$ ). It shows that t-test is higher than t-table ( $5.978 > 1.67$ ). After analyzing the data, the researcher concluded that video teaching media could develop the students' ability in writing a descriptive text.*

**Keywords:** *Descriptive text, video, writing*

### **I. Introduction**

Writing is one of four basic skills which is used as means to communicate with others. In writing, people express the language through written form which is different with speaking that expresses the language orally. Writing is also one of the most difficult skills to be mastered. Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. In line with this statement, Raimes (1983) in Wardani (2014: 2) states Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. According to Nazario et al (2010: 5), writing is a form of thinking. It certainly isn't the only form of thinking. Our brains process ideas in different ways: mathematically, musically, and visually. But our use of language is the basis of all thinking, and it is what makes us distinctly human. It allows us to share ideas, pass on knowledge, engage in debate, and advance our understanding of the world. Meanwhile Harmer (2004: 33), writing calls on the ability to create words and ideas out of yourself. Writing is transferring some informations or ideas of different kinds of the context to reader. So, writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society. Besides being means of communication, writing can also create jobs.

In beginning writing, it is just an activity to express our idea, opinion, or feeling on the text. Don't be afraid to express your own opinions and feelings. You are a vital part of the subject. No matter what the topic, you are really writing about how you understand it, how you feel about it (Kane 1988: 5). Writing can also be a hobby to spend our time, but nowadays in this modern life, many people get much money from doing their writing, for example a journalist, novelist or scrip writer. Writing is very important for us. It is a difficult subject especially for the student. Even though, writing is very important for us, it is a difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar. According to Heaton in his book, "Writing English Language Test" (1975: 135), Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the

problem. The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, the researcher can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

The syllabus of English for the tenth year students demands students to master some kinds of genre in writing, they are: descriptive, recount, and narrative. From those three kinds of genre, this study focuses on descriptive text. Descriptive text is a text which is used to describe a particular person, place and thing. According to Zemach and Rumisek (2003: 25), descriptive paragraph explain how someone or something looks and feels. A process paragraph explains how something is done. In teaching English, teachers try to apply various methods and techniques in order to make English subject more attractive and fun in the classroom. Besides, they may use various kind of media either audio visual to create a good atmosphere in the classroom activity and techniques chosen in making atmosphere of the classroom exciting. Thus, teacher can choose a video as media in teaching based on the level of difficulty of the materials and the instructional objectives of writing skill. In teaching descriptive text, video can be used as a trigger to help teacher in stimulating the classroom discussion about the topic. It also helps teacher to deliver the teaching materials in attractive way so the students will not feel bored during the lesson. Moreover, by watching video, students are be able to generate their ideas and get more inspiration for writing. In contrast, watching a video can also be a passive experience if it does not supported by applying appropriate teaching method. So, the teachers' task is to apply appropriate teaching method which is suitable with the media.

The fact shows that in the process of writing, one of disadvantages of having students to concentrate is that they take much time to brainstorm ideas, to collect them in some other way, or generate more ideas in writing. Indeed, those problems also happened to the students of SMAN 2 Kisaran. Based on the observation, the students lack of vocabulary to create a their writing. The students often got difficulty in finding and sharing ideas to create a writing, especially in writing descriptive text. The students have low understanding of grammar. They also often got difficulty to write descriptive text that related to the generic structure and language features. After knowing it, the researcher can conclude that those problems become factors that make the students failed composing their writing. Besides, the worst thing happens is it perhaps makes them gradually feel bored in their writing class. In this case, a teacher needs to use media. One of media that can be used is video. In teaching descriptive text, video can be used as a trigger to help teacher in stimulating the students mood to get some ideas to write. In using video media, the teacher is the one who chooses a video to be watched by the students. The video shows something descriptively. Then, they have to write a text based on what they watch and understand from the video. From this media, the students are introduced to the technology and be very interesting for the students as a motivation in writing a text. Besides, the use of video does not only support the students to study but it can entertain them, too. After knowing that writing is one of the skills which can not be mastered easily and many students are still finding difficulties while composing their writings, teachers become challenged to find the best media to assist their students over this problem. Therefore, the researcher is truly motivated to do this study to help the grade ten students of SMA Negeri 2 Kisaran to improve their descriptive text writing by using video.

## II. Review of the Related Literature

Writing is one of the most important skills in learning a language besides listening, speaking, and reading. People can communicate with other people by writing and in communicating it people can express freely what in their mind and form it by their unique way to talk in written form. Because of that, writing process needs much time to think about what ideas that people will develop in their writing. According to Langan (2009: 86) the purpose of writing are divided into three parts, they are:

- a) To inform: To give information about a subject. Authors who are writing to inform want to provide facts that will explain or teach something to readers.
- b) To persuade: To convince the reader to agree with author's point of view on a subject. Authors who are writing to persuade may give facts, but their main goal is to argue or prove a point to readers.
- c) To entertain: To amuse and delight, to appeal to the reader's sense and imagination.

Authors write to entertain in various ways, through fiction and nonfiction.

Harmer (2004: 4) states the process of writing, namely: planning is the arrangement conducted to do something, drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form, editing the many drafts prepared that have been written to be edited or revised, and final version is the end product of a piece of writing. Once the writer has been edited their draft(s), making the changes if any necessary, and in other to produce the final version. There are some types of genre in English. One of them that should be taught to students is descriptive text. Descriptive text is one of some genres in English that should be mastered by the learners both in for senior high school students beside other English text. Descriptive text is a text which describes person, place, mood, situation and etc. According to Zemach and Rumisek (2003: 25), descriptive paragraph explain how someone or something looks and feels. A process paragraph explains how something is done. The social function of descriptive text is to describe a particular person, place, or thing. If the writer wants to write a descriptive text, they only need to go to the object and take a note by using five senses. It also can be done by looking at a picture or watching a video. In writing descriptive text, the writer must concern on the generic structure in order to make a good text. In teaching writing descriptive text, other element that has an important role is media. The word "media" derives from Latin word, "medium". The teacher and students will easily reach the goals of the study by using the correct media. In addition, by using the correct media to teach English to the students, English teachers are able to get students interest in English. Wright (1976: 38) states some functions of media like, 1) to motivate the students; 2) To create a context within which his written text will have meaning; 3) To provide students with information about objects, actions, events, or relationship; 4) To provide non-verbal cues for manipulating practices; 5) to provide non-verbal prompts to written composition teacher in their teaching learning process. By using media in teaching learning process, teachers are able to increase students motivation in learning English, make the teaching learning process more interesting and to make the students easily understand the lesson.

Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed captioning Mayer (2001: 3). Mishra and Sharma (2005: 5) said that video can be used to show action and processes and to illustrate events that users cannot see directly or clearly in real time. Smaldino et al (2008: 310) said that many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment. Video can be used in all instructional environments with classes, a small groups, and individual students. Video is media that provides multimedia that can be use to help in teaching and learning. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses,

introducing complex topics in any course, lower achieving students, and visual/spatial learners. According to Smaldino, Russel, Heinich & Molenda (2008: 285), there are some types of video as follows: 1) Videotape, is the preferred medium for commercial distribution of moving images. It is also the current preferred format for amateur and non studio production of recorded moving images in education; 2) Digital Video, one attractive attribute of digital video is the quality of the image. It is the highest quality of image available, relying on 500 lines of resolution, double that of analog video. The cameras to record digital video are usually smaller and more compact than analog cameras. Thus, they are easier to carry and can be used by children. Another advantage of digital video is that editing can be done on a computer using software that makes it easy to manipulate the sequence of images; 3) DVD (Digital Video Disc), a medium offering digital storage and playback of full-motion video. Just as audio can be digitized, video images can be converted into a digital format. Digital video images can be manipulated (e.g., content, size, and color can be changed), stored, duplicated, and replayed without loss of quality. With digital video stored on DVDs or in a computer, the teacher and the students can edit the content and sequence of the moving images; 4) Internet Video, can be delivered via internet, usually streaming video. The same technique can also be used with sound alone. Streaming means that the file does not have to be completely downloaded before it starts playing. Instead, as soon as the user clicks on a link that contains streaming video (or audio), the content begins to play. The video content is actually downloading to the users' computer in a series of small information packets that arrive shortly before the viewer sees (or hears) the materials. Any video (or audio) materials can be delivered over the internet using the streaming technique.

Harmer (2002: 282) states the importance of using a video in teaching and learning process, they are: 1) Seeing language - in- use, one of the main advantages of video is that students do not just hear language, they see it too; 2) Cross – cultural awareness, a video uniquely allows students to look at situations far beyond their classrooms; 3) The power of creation, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power; 4) Motivation, for all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

### III. Research Methodology

The design of this research is based on quantitative research. This research is conducted in experimental design. There are two groups used in this study. They are experimental and control group. Those two groups are taught by using different technique. The experimental group is taught by using video as the media in the teaching-learning process, while the control group is taught without using any media. Here participants are randomly assigned to a control group and experimental group, but there is no pretest. The experimental group receives the intervention and the two groups are given only a post test. Both groups were given post-test.

#### Research Design

	Treatment	Post Test
Experimental Group	Video Media	✓
Control Group	-	✓

### **Population and Sample**

The researcher takes population in the first grade students of SMA Negeri 2 Kisaran in the academic year of 2017/2018. The researcher chooses two classes are taken as sample of the study. They are X-IS<sub>2</sub> as experimental class and X-IS<sub>1</sub> as control class.

### **Technique of Analyzing Data**

The technique of data of this research, the writer do the test that is post test in two class, they are experimental class and control group. The data will compare from the mean of the score between experimental group and control group. after got the data from the score, they were analyzed and processed by using statistic calculation of T-test formula The calculation by using SPSS (Statistical Program Smart Solution ) Statistics version 22.0. Statistics is a comprehensive system for analyzing data. SPSS (Statistical Program Smart Solution) can take data from almost any type of file and use them to generate tabulated reports, charts and plots of distributions and trends, descriptive statistics, and complex statistical analyses.

## **IV. Finding and Discussion**

### **Finding**

After analyzing data, the researcher found that use of video in teaching descriptive text gave a significant effect. Some findings can be formulated as follow:

The effect of using video teaching media to the ability of grade ten students of SMA Negeri 2 Kisaran is good enough and successful. We also can say that using video teaching media is suitable media to increase students' ability in writing a descriptive text. We can see the students task result in the table. In experimental class that using video teaching media, the students were more active and they can share their feeling, idea, and arguments before they completed their task that has given by the researcher. So, the students can complete the text and their score are better than control class (conventional teaching media).

1. The effect of conventional teaching media to the ability of grade ten students of SMA Negeri 2 Kisaran is also good enough (but not as good as the experimental class). The students are still difficult to complete the text when the researcher taught them with conventional teaching media. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the researcher.
2. The video teaching media significantly affects the students' ability in writing a descriptive text at grade ten of SMA Negeri 2 Kisaran. From the analysis of data, t-test is higher than t-table ( $5.978 > 1.67$ ) at the level of significant is 0.05 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is an the effect of using video teaching media on the students' ability in writing a descriptive text at grade ten students of SMA Negeri 2 Kisaran.

### **Discussion**

To know the effect of using video teaching media to the students' ability in writing a descriptive text, the researcher gave them post-test in written. After the post-test was administered, the researcher got the data from experimental and control class. At a glance, the mean from experimental and control post test can be seen that students' writing ability in experimental group was higher than control group. Then, to know the significance different score between experimental and control score in post test, the researcher analyzed the data using t-test, the result of t-test is 5.978. The value of t-count has been found, and then the researcher considered the degree of freedom or  $df = N - 2$  so, the  $df$  is  $30 + 30 - 2 = 58$ . The researcher consulted to t-table, at the significance level of 0.05. The researcher found the  $df$  (58) in t-table at significance level 0.05 that is (1.67).



To answer the hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the researcher is (t-test =5.978) and the value of t-table is (1.67). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected, the theory is verified. It means that there is different writing score of grade ten students of SMA Negeri 2 Kisaran between experimental class and control class taught using media.

Finally, the researcher finds the answer of then problem namely to know the significant of using video teaching media in writing a descriptive text by analyzing the data. It was proved by the students' average score in experimental class (4.541) and in control class (5.158). The researcher found t-test > t-table namely 5.978>1.67 which made (Ha) is accepted. If t-test is higher than t-table, it means that there is significant effect of using video teaching media in writing a descriptive text. T-test > t-table because the researcher using video teaching media. By using video teaching media, the students can discuss in their team to find and to solve the problems from their lesson and help the researcher in explaining the material to the students clearly, it can increase students' motivation in studying. So, the students can be active and fun in writing a descriptive text. And while in control class, the students were difficult to find and to solve the problems because the researcher didn't use video teaching media, so the students can be bored and lazy in writing a descriptive text.

Regarding on the result of data analysis above, it is strongly related to some advantages served by using video. As the theory of this method has been discussed in chapter II. According to Mayer (2001), Video is a form of multimedia that conveys information through two simultaneous sensory channels : aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed captioning. According to Harmer (2002) Teaching by using video has been used since years ago. It is believed that video gives potential impact on foreign language study. Video teaching media has several advantages for the students. The researcher used two classes as the sample that consist of 30 students of each class. One class was chosen to be experimental class that is received treatment by using video teaching media and the other one as control class that is received different treatment or without using video teaching media.

## V. Conclusion

Based on the result of data analysis, which has been stated in chapter IV, so the writer concludes: Video teaching media taught to the ten grade students of SMA Negeri 2 Kisaran has significant effect to their ability in writing a descriptive text. Those who were taught by using video teaching media are more creative, because video gives imagination to be innovative in their writing problem.

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## EFFECT OF EGRA (EXPERIENCE, GENERALIZATION, REINFORCEMENT AND APPLICATION) TECHNIQUE IN WRITING RECOUNT TEXT

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### *Abstract*

*This research is entitled Effect of EGRA (Experience, Generalization, Reinforcement and Application) Technique in Writing Recount Text at Grade XI of SMA Negeri 3 Pematangsiantar. This research aims to find out effect of EGRA technique and to find out if there is any significant effect of EGRA technique in writing recount text at grade XI of SMA Negeri 3 Pematangsiantar. The research method used is quantitative research. The data of this research are collected from two classes, namely experimental and control class by giving pre-test and post-test in written test. Finally the findings show that there is effect of EGRA technique in writing recount text. We can know from mean of post-test in experimental class 82.73 and in control class 69.30. EGRA technique also has significant effect in writing recount text, we can know from t-test is higher than t-table ( $7.753 > 1.672$ ) so the alternative hypothesis ( $H_a$ ) is accepted.*

**Keywords** - EGRA technique, genre, recount text, writing

### **I. Introduction**

#### **A. Background of the Research**

English is an international language and used by the people to communicate or get information around the world. As an international language especially in globalization era, the use of English has increased in our country. It motivates every people to learn English with the aim so that they can face the globalization era and communicate with another people from many countries in the world like for business, economy, technology, science, etc. Patel and Jain (2008:6) state that “English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world”. Nowadays, the mastery of English is a must if one does not want to be left out, especially in terms of termination and technology. As we know, English is one of language subject and literature that important to be taught for students in the class. Indonesian students have also learned English for a long time started from kinder garden up to university level. In the process of teaching and learning of English, the students are expected to mastery four English skills, they are speaking, reading, writing and listening. Speaking is a way to carry out spoken communication, reading is a way to add the knowledge and get much information from the text, writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words, sentences, paragraphs, etc, and listening is a way to express the feeling by hearing.

In this case, the researcher just focuses on writing skill. Why? Because of writing is an activity that the students do in almost of their assignment. To answer the questions in examination, the students have to write their answers on the paper. In doing the task, they also have to write in their book. All activities that they do in the teaching learning process in the school always relate with writing. Writing is essential for communication because through writing we express our feeling, our hopes, or dreams and as well as our fears and

frustration". It means by writing, we can express our ideas, feelings, tell stories and give information to the reader.

However, writing skill is not as easy as we thought. According to Brown (2000:335), "Writing makes the product through thinking, drafting, and revising". It means that in producing written language, the writer should follow those steps to make the product. When we write, we write our ideas into words, sentences and paragraphs. It needs hard thinking and some knowledge if we want to write something because writing is a specific skill. We need to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. In writing, students need to know the way of how to write well so that they can produce a good composition. The truth is that there are many students that still have low ability in writing. Based on the researcher's personal experience during training teaching practice (PPL) in SMA Negeri 3 Pematangsiantar, writing became a problem for most of students in the learning process. Most of students there had low competency in writing. If students had no good ideas, they would get bored and uninterested in writing something. When the researcher asked them to write the recount text, there were many students who could not develop their ideas to write recount text. They did not know where to put the generic structure: orientation, events, and re-orientation. Besides in expressing ideas, the students also had difficulties in using past tense and choosing vocabulary. They usually made many mistakes, for example, they wrote 'reached' for 'arrived', 'beutiful' for 'beautiful', 'go' for 'went' and 'can' for 'got'. They also took long time to finish their written. They got average score 65, meanwhile based on KKM or minimal achievement standard in SMA Negeri 3 Pematangsiantar, the students' score in English is  $\geq 75.00$ . It means they did not reach KKM, and it made the writing achievement was very poor. Therefore, an appropriate technique is needed to motivate them in writing.

To solve the problem, many techniques can be adapted in teaching learning English, like by using picture, small group discussion, semantic mapping, scientific approach, roundtable technique, jigsaw, and one of them is EGRA technique. EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Moses (2001:1) in Helena (2004:2) says that EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. The active students will be more active, and the passive students will be active. Every stage of EGRA has a particular objective. The objective of the experience unconsciously learners to expose a particular structure item in use; the objective of generalization is that learners better remember conclusion about form and function, they make by themselves; the objective of the reinforcement helps the learners to check or revise their generalization; and the objective of the application uses or applies structure items learned in the previous stage to communicate information or messages. The reason of the researcher using EGRA is that the students are widely given an opportunity to express their individual ideas by having them share their ideas and language with their own personality and also give passive students more opportunities to express their opinions and feeling. Based on the statement above, the researcher is going to be conducted by SMA Negeri 3 Pematangsiantar as the population and two classes of grade XI as the sample. Based on explanation above, the researcher makes a research in writing recount text and formulates a title "Effect of EGRA (Experience. Generalization, Reinforcement and Application) Technique in Writing Recount Text at Grade XI of SMA Negeri 3 Pematangsiantar".

Based on the background of the research above, the researcher would like to formulate the problems as follow: 1). What is effect of EGRA technique in writing recount text at Grade XI of SMA Negeri 3 Pematangsiantar? And 2). Is there any significant effect of EGRA technique in writing recount text at Grade XI of SMA Negeri 3 Pematangsiantar?

## **II. Review of Literature**

### **A. Writing**

#### **1. Definition of Writing**

Brown (2000:335) stated that “Writing makes the product through thinking, drafting, and revising”. It means that in producing written language, the writer should follow those steps to make the product. “When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds” (Harmer, 2004:31).

#### **2. Process of Writing**

Harmer (2004:4) says that there are some stages of the writing process. The stages are presented as follows:

a). Planning; b). Drafting; c). Editing (reflecting and revising); d). Final Version

#### **3. Characteristics of Writing**

Boardman and Frydenberg (2008:36) state that “Writing good paragraph in English must have the characteristics of coherence, cohesion, and unity”.

### **B. Genre**

#### **1. Definition of Genre**

Gerot and Wignell (1994:149) stated that in the materials being produced about genre and their teaching, at least those written by systemic linguists, characteristic lexicogrammatical features of genres are provided. Lexicogrammatical features of various genres are integral to these genres, for it is through the lexicogrammatical choices that meaning is built up in a text.

#### **2. Kinds of Genre**

According to Gerot and Wignell (1994:152), there are twelve types of genre text, they are recount, narrative, anecdote, spoof, explanation, report, analytical exposition, discussion, description, news item and hortatory exposition.

### **C. Recount Text**

#### **1. Definition of Recount Text**

Gerot and Wignell (1994:154) stated that “Recount text is a text that retells events for the purpose of informing and entertaining their audience (or both)”. It tells an event or an experience happened in the past.

#### **2. Generic Structure**

a) Orientation is also called the setting. It provides the setting and introduces participants. It gives information such as who was involved, where it happened and when it happened. b) Events tells what happened and in what sequence. c) Re-orientation consists of optional-closure of events/ending. It’s about the author’s feeling.

#### **3. Significant Lexicogrammatical Features**

- a). Use of past tense (i.e. took, saw)
- b). Focus on specific participants (i.e. I, my group, David)
- c). Circumstances of time and place (i.e. from Bali, to town)

- d). Use of Material Processes (i.e. had gone, was driving)
- e). Focus on temporal sequences (i.e. first, then)

#### 4. Example

##### My Holiday in Parangtritis Beach

Last year, my family and I went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there. Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach.. After that my family and I went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable. That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach

(Source: <http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html> )

#### D. EGRA Technique

##### 1. Definition of EGRA Teaching Technique

Brown (1994:51) stated that ‘Technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives’. EGRA technique is a shortened form of the term Experience, Generalization, Reinforcement, and Application. EGRA is one of the techniques which are effective in teaching learning process. It is easy to make the students try to practice English. Moses (2001:1) in Helena (2004:2) says that EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. The active students will be more active, and the passive students will be active.

##### 2. Stages of EGRA Technique

- a). Experience: This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. The teacher tries to stimulate the student’s interest in the lesson by giving some questions and showing the teaching aids, such as pictures, living objects of things which are related to the materials.
- b). Generalization: In this stage the students are led through tasks to discover form, meaning and function of a structure they have been exposed to. The teacher will not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. In this step the teacher will guide through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. The teacher expects the students to have a special interest in the lesson and then gives a short explanation. The teacher expects his/her students to master the materials by giving some drills or task.
- c). Reinforcement: is a learning stage where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. The objective of this stage is to help learners to check or revise their generalization that students should have corrected and consciousness of the form and function of a certain structure item. In this step, the teacher explains again what the students have discovered so that they get reinforcement. Thomas (1984:81) says that reinforcement practices also tend to help individual focus on special activities. In other words, reinforcement sharpens the individual’s attention or concentration for the second task.

d). Application: is learning stage where students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively. This is the moment of truth where they can compose recount text by themselves well. The students must be able to apply the pattern of the materials in real situations. By doing this activity the students will feel free to do what they want related to their daily activity.

### **3. Procedure of EGRA Technique**

1. Teacher asks students some guided questions to build knowledge of the field. (Experience)
2. Teacher gives the recount text to the students to read loudly. (Experience)
3. Teacher divides students into some groups, and then asks students to look at the sentence and make conclusion in groups. (Generalization)
4. After finishing the exercise, the teacher asks each group to discuss and report his/her exercise in front of the class (starting from this step, the teacher is just a facilitator). She walks around the classroom to observe the discussion and helps the students if it is necessary. (Generalization)
5. If one group has finished reported their discussion, the other group may give question or comments. (Generalization)
6. Teacher asks students to make conclusion from they have discussed before. (Generalization)
7. Do the steps above for the next group. (Generalization)
8. Give them the best conclusion for their notes. (Generalization)
9. Teacher and students analyze the recount text together. (Reinforcement)
10. Teacher reviews and concludes the lesson together with the students. (Application)
11. Teacher gives homework to the students about the text. (Application)
12. Teacher asks students to submit the homework in the next session. (Application)

### **4. Advantages of Using EGRA Technique in Teaching a Recount Text**

According to Helena (2000:14), there are some advantages of using EGRA technique in teaching recount text. First, EGRA technique can be useful to the language teacher. Second, EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Third, EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of the recount text. Fourth, EGRA technique makes students learn by themselves before the teacher explains the use and the form of the structure.

## **III. Research Methodology**

### **A. Research Design**

This research is designed based on quantitative research. According to Creswell (2009:48), "Quantitative research is an approach for testing objective theories by examining the relationship among variables". This research is conducted by applying experimental research. In conducting this research, the subject of the research is divided into two classes: experimental class and control class and both of them are given pre-test and post-test.

### **B. Population and Sample**

#### **1. Population**

According to Ary (2010:148), "Population is defined as all members of any well-defined class of people, events, or objects". The population of this research is grade eleventh students of SMA Negeri 3 Pematangsiantar, 2016/2017 academic year, which consists of fourteen classes: XI IPA has 9 classes and XI IPS has 5 classes.

## **2. Sample**

According to Ary (2010:148), "Sample is the portion of a population". In this case, the researcher chooses two classes of grade eleventh students of SMA Negeri 3 Pematangsiantar, they are: XI IPA 1 class which consists of 30 students as the experimental class and XI IPA 2 class which consists of 30 students as the control class.

## **C. Technique of Collecting Data**

1. Pre-test is administered to both of classes before the treatment.
2. Treatment only introduces to the experimental subject after measuring the two classes. The experimental class is treated by using EGRA technique while the control class is treated without EGRA technique.
3. Post-test is given for each class and the average scores difference are compared in order to certain whether the experimental treatment produces a greater change than the control class.

## **D. Technique of Analyzing Data**

1. The researcher first observes the students' task result.
2. The researcher analyzes the students' task by finding out the generic structure of the text like orientation, events and re-orientation.
3. The researcher gives scores to the students' task.
4. The researcher lists the score of experimental class and control class as in the table.
5. The researcher inputs the data into IBM SPSS 20.0.
6. The researcher calculates the mean (M) of variable experimental class and control class by using IBM SPSS 20.0.
7. The researcher calculates the Standard Deviation of each class or variable by using IBM SPSS 20.0.
8. After that, the two classes will be compared using t-test to know whether the effect of EGRA technique in writing recount text by using IBM SPSS 20.0.

## **IV. Findings and Discussion**

### **A. Findings**

After the researcher had done the research, collected the data and calculated the data, the researcher got some findings from result of data calculation as follow:

1. The effect of EGRA technique in writing recount text at Grade XI of SMA Negeri 3 Pematangsiantar is good enough and successful. The students were more active and enthusiasm in teaching learning process. They became more interested and felt comfortable in writing and they also felt free to explore their ideas through discussion group, wrote their experience fluently and helped them learnt by themselves. They could develop their paragraph by using generic structure of recount text and also could increase their vocabulary, grammar especially in past tense well. It can be seen from the students' score in post-test of control and experimental class. The researcher got the lowest score in experimental class is 78 and the highest score is 90. Meanwhile in control class, the lowest score is 45 and the highest score is 86. And the researcher got the students' post-test mean of control and experimental class (Table 4.5). The researcher got mean of experimental class was 82.73 and mean of control class was 69.30. Mean of experimental class was higher than control class. It means that there are effects of EGRA technique in writing recount text.
2. There is significant effect of EGRA technique in writing recount text at Grade XI of SMA Negeri 3 Pematangsiantar. From data analysis, the researcher got t-test was 7.753 higher than t-table (1.672) at the level of significant was 0.05 with  $df = 58$ . Since t-test is higher than t-table, it can be concluded that the alternative hypothesis



(Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant effect of EGRA technique in writing recount text at the second year of SMA Negeri 3 Pematangsiantar.

## B. Discussion

To know the effect of EGRA technique in writing recount text, the researcher gave to the students pre-test and post-test in written test. After the post-test was administered, the researcher got the data in the form of pre-test and post-test score. Then, the data was analyzed by using t-test. The score of students' writing in pre-test from 30 students was average. It's shown from mean of total score of 30 students in pre-test was 66.67. Besides, the score of post-test could be said good that showed by the mean of total score of 30 students was 82.73. It means that the mean from pre-test and post-test are improved. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test and the result of t-test was 7.753. And then the researcher considered the degree of freedom or  $df = N - 2$  so,  $df$  was  $60 - 2 = 58$ . The researcher consulted to t-table, at the significance level of 0.05. The researcher found the  $df$  (58) in t-table at significance level 0.05 was 1.672. To answer the hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the researcher was 7.753 and the value of t-table was 1.672. It means t-count is bigger than t-table. Since, the t-test was bigger than t-table, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, and the theory was verified. It means that there is difference score in writing recount text at the second year of SMA Negeri 3 Pematangsiantar before and after teaching by using EGRA technique.

Finally, the researcher found the answer of the problems namely to know the significant effect of EGRA technique in writing recount text by analyzing the data. The writer found that t-test was higher than t-table ( $7.753 > 1.672$ ) which made (Ha) was accepted. It means that there is significant effect of EGRA technique in writing recount text. T-test is higher than t-table because the researcher uses EGRA technique in teaching. This technique will make students active. The active students will be more active and the passive students will be active. The students will be led through task and they can share their individual feelings, ideas and opinions widely in learning process to discuss the topic and to find or solve the problems from their material in the lesson before the researcher explains the material to the students clearly. So, the students can be active, interested and comfortable in writing recount text, while in control class, the students are difficult to find and to solve the problems because the researcher uses conventional method (without EGRA technique), so the students fell bored and lazy in writing recount text. The researcher chose two classes of grade eleventh students of SMA Negeri 3 Pematngsiantar used as the sample, they were: XI IPA 1 class which consisted of 30 students as the experimental class and XI IPA 2 which consisted of 30 students as the control class. In experimental class the researcher treated by using EGRA technique and in control class treated without using EGRA technique.

## V. Conclusion

According to result of the data analysis which has been stated in chapter IV, so the researcher concludes:

1. There is effect of EGRA teaching technique in writing recount text. It can be seen from the students' score in post-test of control and experimental class. The lowest score in experimental class is 78 and the highest score is 90. Meanwhile in control class, the lowest score is 45 and the highest score is 86. It means students taught by using EGRA teaching technique was higher than in control class taught by using Conventional Method.

2. The result of t-test had proved that significance difference means of experimental and control class. The mean of students which is taught by using EGRA teaching technique is higher than without using EGRA teaching technique. And from the calculation of t-test showed that t-test was higher than t-table ( $t\text{-test}=7.753 > t\text{-table}=1.672$ ). Since t-test is higher than t-table, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant effect of EGRA technique in writing recount text at the second year of SMA Negeri 3 Pematangsiantar.

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## THE EFFECT OF PICTURE TO THE ABILITY OF STUDENTS IN WRITING A DESCRIPTIVE TEXT

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### *Abstract*

*This research examined the effect of applying picture teaching media to the ability of grade Eight students in writing a descriptive text at SMP Negeri 2 Siantar. The sample of this research is taken from two classes that consists of 60 students (30 students in experimental group in class VIII<sup>3</sup> and 30 students in control group in class VIII<sup>4</sup>). The mean of post-test in experimental group is 76.6 and the mean of post-test in control group is 70.26 and the t-test is higher than t-table. It can be seen from df: 58 with the table is 1,67 ( $\alpha = 0.05$ ). It shows that t-test is higher than t-table ( $4.20 > 1,67$ ). After analyzing the data, the writer concluded that picture teaching media could develop the students' ability in writing descriptive text.*

**Keywords :** *Descriptive Text, Picture, Writing*

### **I. Introduction**

Language is a means of communication. According to Sapir (1921: 17) "Language is human and non-instinctive method of communicating ideas, emotion, desire, etc by means of voluntarily symbol". English is one of international languages in this world. English is very influential in every aspect, that is why English is important language. In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. The fourth skill is speaking, listening, reading and writing.

"Writing skill is more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem" Heaton (1975 : 138). The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, the writer can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar.

Nowadays, many teachers still teach writing by giving a text, explaining form and rules, and asking students to write a same text. The students feel bored because the students just listen to the teacher's explanation like students in SMP N 2 Siantar. So, the students don't understand what the teacher's explanation. The students are difficult to share their ideas. Because of this situation, the teachers have to find out the other ways to make the students' boredom disappear, to improve their learners' writing quality and understand easily. In teaching learning process, when we talk about writing, automatically it is also talking about genre. In Junior degree will find some genres, one of them is Descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Based on researcher experience during the teaching practice program (PPL) in SMP N 2 Siantar, the students' writing ability was still poor. Especially, when the students wrote a

descriptive text. Most of the students got the bad score is under of 70. The students problems in writing were due to some factors : The students can not express their ideas. They had very poor performances in producing and arranging their ideas. They were bored and not interested in writing activity which is done in the classroom because the teacher often using the conventional media and rarely to use the other media so that there was no variation of learning that was given by the teacher. As we know that, the variation technique could support students interest in teaching and learning process.

Using Picture is the media of teaching that used in the classroom as long as teaching learning process is running. The researcher thinks that by using picture in teaching learning process, will help the students to share their ideas. Because by using picture the students are free to give their opinion, giving the critics, sharing something, and make the sure for their understanding. So the researcher's opinion is picture media will help the students to share their ideas and specifically for writing descriptive text.

According to Wright (1989: 73), "Picture is suitable for the pictorial representation of single concepts, action or objects and also defines that picture is contains things, animals, etc". Picture can be very helpful in teaching and studying a language. According to Harmer (1998: 134), "Pictures can be in the form of flashcards ( smallest cards which we can hold up for our students to see ), large wall pictures ( big enough for everyone to see details), cue cards (small cards which students use in pair of group work), photographs, or illustrations ( typically in text book)". Based on the opinions above, picture is an interesting tool as a media of teaching to describe a noun in teaching learning process.

Based on the problem above, the researcher will make picture as media in teaching learning process notably in writing descriptive text, where it will help the teacher and students to achieve the goal of the lesson. And by making picture media the researcher has hopes and facts: The first hope is the students are able to pour their understanding in written text. And the fact is, the students are difficult to pour their understanding in written text. The second hope is the students are able to write descriptive text well, based on generic structure and language features and the fact is the students are not able to write the descriptive text well. And finally based on the explanation and problem above, the researcher will discuss about "The Effect of Picture Teaching Media to the Ability of Grade Eight Students of SMP N 2 Siantar in Writing Descriptive Text".

## **II. Review of the Related Literature**

Picture as part of visual aids can be used as technique I teaching English writing at junior high school. Visual aids are situation where the learner can see what is named by the word to be learned. It gives a lot of contribution because with picture, students not only can hear but also can see the sign which is illustrated by the picture to express of idea or words. Picture as one kind of media has some different terminology. Some experts have defined the notion of pictures. Points out that a picture may be defined as likeness of a person, place, things or idea on flat surface produces by means, drawing, painting or photography. Wright (1989: 2 ) states that "Picture can contribute to interest and motivation, a sense of a context of the language, and specific reverence points or stimulus. It means that picture is kind of visual aids which can make a great interest, motivation and stimulus to language learning". From the explanation above, it can be concluded that picture is kind of visual aids which includes an image of terms or kinds of picture and this picture is important to make success in learning because picture makes the children build their imagination, interest and motivation. It depends on the teacher to select which one is suitable. According to Wright (1989: 193) there are types of picture, such as:

(a). Picture of famous people, general thing to talk about achievement, physical, description, character; (b) Picture of several people, general things to do and talk about speech and thought bubbles cut out of sticky on the picture; (c) Picture of people in action, general thing to talk about everyday activities, describing and naming, what they are saying, or thinking and feeling, commenting on the people and their action; (d) Picture of place, picture of place might include, home or abroad, landscape, townscape, single building, views; (e) Picture from history, This picture illustrating scene, custom, and object from history; (f) Picture with a lot of information, this picture describe and identify part of the picture and other students decide with parts it is, matching activities, and memory activities; (g) Picture of the news, news picture invite identification of the incident, what happened, where, when, and to whom; (h) Picture of fantasies, this picture often illustrate everyday activities, for example eating, sleeping, running, ect; (i) Picture of maps and symbols, general thing to talk about what does the symbols mean?, how do you know, what should't you do?, what have you got to do ?, what can you do there?; (j) Pairs of picture, this picture the students must describe the differences between the object; (k) Picture and text, some picture have caption or article accompanying them, cartoon, newspaper picture, advertisement, pictures cut out of old book , ect

### **The Advantages and Disadvantage of Using Pictures**

In teaching English use media is important. The simple media is picture, but if we use picture there are some advantages and disadvantages of using picture. Advantages of using Picture according Wright (1998: 3) "The advantages of the picture are picture can motivate students, make they can pay attention and take part with the lesson, picture contribute to be context in which the language is being use, picture can describe some objects to be interpreted to respond to subjectively, and the last picture can stimulate and provide some information".

Although picture has the advantages, picture also disadvantages for using in teaching and learning process. Some important below, they are the size of picture, difficult to find the objective picture to use in specific lesson, the competence of the teacher to organize the picture when teaching and learning process, the clearly of the picture, and the colour of the picture. Writing is one of the most important skills in learning a language besides listening, speaking, and reading. "Writing is as tenets of communication language teaching" (Weigle 2002: 1). People can communicate with other people by writing and in communicating it people can express freely what in their mind and form it by their unique way to talk in written form. Because of that, writing process need much time to think about what ideas that people will develops in their writing. Writing is the last language skill and it is considered by many people as a difficult skill to be studied. In writing, there is a process of arranging letters, words, sentences and paragraph to another. It is also an essential skill, which expresses a speech to a group of visual symbols. Writing is one of four language skills which has important role in conveying thoughts, ideas or opinions in written form. Writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfying permanent record of thoughts and feelings.

Nazario et al. (2010: 5) stated that "Writing is a form of thinking. Our brains process ideas in different ways: mathematically, musically, and visually". But our use of language is the basis of all thinking. It allows us to share ideas, pass on knowledge, engage in debate, and advance our understanding of the world. In college, writing is the vehicle through which we learn new ideas and share them with one another. According to Langan (2009: 5) there are 4 basic principles in learning to write effectively.

1. Start with a clearly stated point that unifies your paragraph or essay; (2) Provide logical, detailed support for your point; (3) Organize and connect your supporting material, always aiming for coherence; (4) Revise and edit so that your sentences are effective and error-free.

According to Kendall & Khuon (2006) there are 3 steps in writing process, such as:

(a). Pre-writing, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing the subject to write about. It means making a list to potential subject. It purposes to narrow the focus, to discover the limits that will allow working productively; (b) Drafting, drafting is the points at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, middle and an end. Before beginning a drafting, some writers make an outline to remind them of what how they wish their ideas; (c) Revising, the writer should revise after drafting, because to revise their writing is important if they want to be a professional writer. "it is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision, revision and revision.

According to Hartono (2005) "Text is a unit of meaning which is coherent and appropriate for its context. Human beings are different from other creatures that live in a world". When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening. Halliday and Ruqaiya (1984) said that "A text is a social exchange of meanings. The meaning of a sentence may have different meaning according to the context". For example, I am buying a drink for everybody here, and the meaning of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meaning in different points of sentence. So, based on the opinions above, it can be concluded that text is a collection of word has function to communicate message. Descriptive text is a text which describes person, place, mood, situation and etc. Typically, descriptive writing uses the five senses sight, sound, touch, taste, and smell to help the reader experience what the writer has experienced. A descriptive writer carefully selects vivid examples and specific details to reveal people, places, processes, events, and ideas. Knapp and Watkins (2005: 99) noted that "Description is a text containing two components, the generic structure and lexicogrammatical features"

#### **Generic Structure:**

1. Identification : identifies phenomenon to be described
2. Description : describes parts, qualities and characteristics

#### **Lexicogrammatical Features:**

According to Martin and Rose (2008:143) quoted by Bashir, descriptive text has the following language features:

- (1). Use spesific participants, like Goanna, or other participants like my cat, my friend, etc; (2) Use present tense, as in: Jessica Alba is really a beautiful movie star, she meets all the requirements; (3) Use relational process to describe the characteristics of a thing or people described. For example, Eric the Red *is* an old man. Eric the Red has a greatcoat; (4) Use a adjectives, as in: beautiful, thin, fat, etc; (5) Use linking verb: to be, looks, seems, sounds, etc.

### III. Research Methodology

This research is a quantitative research that based on quasi-experimental: post-tests only design. This kind of research design is used to compare between two groups, experimental class (receives treatment) and the control class (receives no treatment). According to Ary (2010: 22), “Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses”. This research is designed to describe and to prove the effectiveness of applying picture teaching media to the students’ ability in writing descriptive text and to attract the students, so they are motivated to learn. There are two groups in this study, namely experimental group and control group. Experimental group is the group that will receive treatment by using picture. The control group is the group that will receive a different treatment namely without picture.

#### Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	√	X	√
		T1, T2, T3	
Control	√	Y	√
		T1, T2, T3	

#### Population and Sample

The population of this research is the eighth grade students of SMP Negeri2 Siantar. It consists of 9 classes (VIII-1 – VIII-9) . The number of population is 306 students. The writer chooses random clustering sampling to take the sample. In this research, the writer will take two classes or groups of the eighth grade students of SMP Negeri2 Siantar to do the research, they are: VIII-3 class which consist of 30 students as experimental class and VIII-4 which consist of 30 students as control class. So, total numbers of sample are 60 students.

#### Technique of Analyzing Data

Comparing using t-test to know what does the effect of using picture teaching media on the students’ ability in writing descriptive text. The t-test formula (Arikunto, 2010:354) is used as follow:

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

### IV. Findings and Discussion

#### Findings

1. The effect of using picture teaching media on students’ ability in writing descriptive text at eighth grade of SMP Negeri 2 Siantar is good enough and successful. We also can say that using picture teaching media is suitable media to increase students’ ability in writing descriptive text. We can see the students task result in the table. In experimental class that using picture teaching media , the students were more active and they can share their feeling, idea, and arguments before they completed their task that has given by the writer. So, the students can complete the text and their score are better than control class (conventional teaching media).

2. The effect of conventional teaching media on students’ ability in writing descriptive text at eighth grade of SMP Negeri 2 Siantar is not good enough (we can see from the table before). The students is still difficult to complete the text when the writer taught them with

conventional teaching media. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the writer.

3. The picture teaching media significantly affects the students' ability in writing descriptive text at eighth grade of SMP Negeri 2 Siantar. From the analysis of data, t-test is higher than t-table ( $4.20 > 1.67$ ) at the level of significant is 0.05 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is an effect of using picture teaching media on the students' ability in writing descriptive text at eighth grade of SMP Negeri 2 Siantar.

## Discussion

To know the effect of using picture to the students' achievement in teaching writing descriptive text, the writer gave them pre-test and post-test in written. After the post-test was administered, the writer got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. The score of students writing in pre-test from 30 students is average. It shows from the mean of total score in pre-test from 30 students are 63.8. Besides, the score of post-test can be said good that showed by the mean of total score of 30 students are 76.6. At a glance, the mean from pre-test and post-test can be seen that students' writing ability improved. Then, to know the significance different score between pre-test and post-test, the writer analyzed the data using t-test, the result of t-test is 4.20. The value of t-count has been found, and then the writer considered the degree of freedom or  $df = N - 2$  so, the  $df$  is  $30 + 30 - 2 = 58$ . The writer consulted to t-table, at the significance level of 0.05. The writer found the  $df$  (58) in t-table at significance level 0.05 that is (1,67).

To answer the hypothesis testing, the writer compared the value of t-test and t-table. The value of t-test that is gotten by the writer is (t-test = 4.20) and the value of t-table is (1,67). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected, the theory is verified. It means that there is different writing score of eighth grade students of SMP Negeri 2 Siantar between before and after taught using picture.

Finally, the writer finds the answer of the problem namely to know the significant of using picture in writing descriptive text by analyzing the data. It was proved by the students' average score in experimental class (12.8) and in control class (7.63). The writer found t-observed  $>$  t-table namely  $4.20 > 1.67$  which made ( $H_a$ ) is accepted. If t-test is higher than t-table, it means that there is significant effect of using picture in writing descriptive text. T-test  $>$  t-table because the writer using picture. By using picture, the students interested to find and to solve the problems from their lesson and help the writer in explaining the material to the students clearly, it can increase students' motivation in studying. So, the students can be active and fun in writing descriptive text. And while in control class, the students were difficult to find and to solve the problems because the writer didn't use picture teaching media, so the students can be bored and lazy in writing descriptive text. Regarding on the result of data analysis above, it is strongly related to some advantages served by using picture. As the theory of this media has been discussed in chapter II. According to Wright (1989: 73), "Picture is suitable for the pictorial representation of single concepts, action or objects and also defines that picture is contains things, animals, etc". Picture can be very helpful in teaching and studying a language. According to Harmer (1998: 134), "Pictures can be in the form of flashcards ( smallest cards which we can hold up for our students to see ), large wall pictures ( big enough for everyone to see details), cue cards (small cards which students use in pair of group work), photographs, or illustrations ( typically in text book)". Based on the opinions above, picture is an interesting tool as a media of teaching to describe a noun in teaching learning process. The writer used two classes from the nine class as the sample that consist of 30 students of each class. One class was chosen to be experimental



class that is received treatment by using Student picture teaching media and the other one as the control class that is received different treatment or without picture teaching media.

## V Conclusions

Based on the result of data analysis, which has been stated in chapter IV, so the writer concludes:

(1). The Picture taught to the eighth grade of SMP Negeri 2 Siantar has significant effect to their ability in writing descriptive text. It could be seen by the score of the students who taught by using picture was higher than without using picture. The students who were taught by using picture are more active, because they study actively to write a descriptive text to solve their problem. They struggled to comprehend the material; (2) The result of t-test has proved the significant means of experimental class and control class. The result of t-test = 4.20 while t-table=1,67 at  $df=58$  ( $N_x + N_y - 2$ ) and at the level of significant  $\alpha = 0.05$ , it is concluded that using picture affect significantly the students' writing descriptive text at grade eight of SMP Negeri 2 Siantar; (3) To make the students become enjoy in learning English, the teacher should find out the suitable media to teach the students, so that the students can increase their ability in English lesson. To increase the students ability in writing especially in writing descriptive text, the teacher can using picture because it is a suitable media that can be used to help the students are successful in their learning process.

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## THE EFFECT OF USING THINK TALK WRITE STRATEGY ON STUDENTS' WRITING DESCRIPTIVE TEXT

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### **Abstract**

*This research is intended to know the effect of Think Talk Write on Students' Writing descriptive Text. This research was conducted by applying Quasi-Experimental design. It was decided that X-IA 3 students were chosen as the experimental group and X-IA 4 as the control group. The data was gained through essay test. To analyze the data, the writer used SPSS. The result of analyzing the data shows the score of t-test is higher than t-table ( $5.40 > 1.66$ ). Based on the analysis of data, it can be concluded that Think Talk Write teaching strategy on students' writing descriptive text at grade X of SMA Negeri 2 Pematangsiantar is successful.*

**Keywords** - Effectiveness, Descriptive Text, TTW Teaching Strategy

### **I. Introduction**

Writing is an important skill which students must have, besides reading, listening and speaking in language learning process. According to Brown (2001: 335), writing is the product of thinking, drafting, and revising procedures that requires specialized skills. It is a process of putting ideas or thoughts into words which is combined into the form of paragraphs. By writing, student will know how to compile between information, ideas, thought and feeling become a unit product that available for everyone. Because of that, writing is an important skill to be learned. In the learning process, writing focuses on expressing ideas through text based on genre. Harmer (2004:86) stated that "writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be presented in learning activities." "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations" (Hyland, 2004: 15). But here the writer focuses on Descriptive text.

Pardiyono (2007: 34) stated, "Descriptive is type of written, which has the specific function to give description about an object (human or non-human)." In other words, descriptive text is a text which describes something, someone, situation, etc. or write about the way persons, places, or things appear. However, writing is not simply speech written down on paper. It is often found the difficulties in sharing the ideas in written form. It is more restricted and generally follows a standardized form of grammar, structure, organization and vocabulary. Heaton (1988:135) stated "Writing is more complex and difficult for teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgemental elements. In learning writing descriptive text, the writer found some problems faced by the students when teaching practice at grade X of SMA Negeri 2 Pematangsiantar. First, the students were not able to build ideas when they were writing the sentence to develop paragraphs. In this case, they were asked to describe their idol. The lack of ideas when they did writing can be seen from the following situations: When the students were asked to make a description about their idol, they didn't know how to start writing and what they would write even though they knew the topic which had been given by the teacher. It was because many students lacked some ideas even some of them had no idea at all so they just copied a description from internet; When they started writing, they wrote simple paragraph and it is incomplete elements of organization in descriptive text. For instance, they tend to jump to write the description of the subject without writing the identification.

Meanwhile, identification is important in writing descriptive text; When they were writing, their writing was misconception. For instance, they just wrote anything that they wanted to write about. The result is their writing became a report text, not a descriptive text anymore. Second, the students get grammatical error, mistake of structure or form and vocabulary. Grammatical error can be in the form of spelling, punctuation and tenses used. The last but not least, the students felt bored in writing because there was no interesting strategy or method to attract them in learning writing. The teacher taught them by using old strategy that was Conventional strategy even though they used a good media, for example: Picture. It made them felt bored. The ennui made some of the students did not do writing and just played without listening to the teacher's explanation.

The problems above will be solved if the teacher prepares the easy ways in delivering the materials. There are many strategies or techniques that can be used by teacher to attract the students' interests in writing. One of them is Think- Talk- Write teaching Strategy. This strategy is originally developed under cooperative learning model which has three basic features, namely: think, talk, and write. Think-Talk-Write teaching Strategy was introduced by Hunker and Laughlin. Hunker and Lughlin (1996: 82) said, "Think Talk Write (TTW) is a teaching strategy that gives student the freedom to express their ideas to his/ her friends because it is usually more open to his/ her friends". Nova Maulidah (2013) in her journal said that "Think Talk Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action."

Comparing to other strategies, Think-Talk-Write teaching Strategy seems the most interesting one for the students. Some researchers found that there are many benefits of Think-Talk-Write teaching Strategy. According to Nova Maulidah (2013), Think-Talk-Write teaching Strategy encourages the students to think, talk, and write based on the particular topic. It is used to develop the writing fluently and exercise the language before write them. According to Hunker and Laughlin (1996), Think-Talk-Write teaching Strategy is built as a thought and a reflection of students' ideas before they are expected to write. By doing this strategy in the learning, the students are expected to be interested to participate in writing actively and collaboratively in a small group, especially writing descriptive text because the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing. Based on some issues discussed above, the researcher intended to discuss: Is there any significant effect of using Think-Talk-Write teaching Strategy on students' writing descriptive text? By exposing the answer of this question, it is expected that the students can enjoy learning with others. After that, they can be more creative in composing descriptive text.

## II. Literature Review

Writing is one way of providing variety in classroom procedures. Writing also is the process of arranging words, letter, sentences and paragraph on the bases of structure. Harmer (2004:4) said that, "Writing is kind of expressing ideas, feelings and desires uses a conventional graphic system". Harmer (2004: 31) also added, "Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which puts in their minds". Based on the explanation above, the writer gives her opinion that writing is a unique skill. It is unique because writing allows us to flow our ideas, knowledge, experience and emotion into words on the page considerately. It is because many things that should be considered before do writing. It is also an important skill which is able to give message or information to the readers based on their understanding of written form. Besides it, the writer can communicates with the readers through writing. In the learning process, writing focuses on expressing ideas through text based on genre. One of genre is descriptive text. The word "descriptive" comes

from the word “describe”. Pardiyo (2007:34) stated, “Descriptive is type of written, which has the specific function to give description about an object (human or non-human)”. It means that it has a purpose to describe an object. The object can be concrete or abstract object. It can be person, animal, personality, etc.

There are many strategies that can be used to deliver the material well. One of them is Think Talk Write strategy. Think-Talk-Write teaching Strategy is developed under cooperative learning and focused on building thinking capacity, ability in sharing idea in a group and deciding the most important idea that will be written based on the structural. Hunker and Lughlin (1996:82) said, “Think- Talk- Write (TTW) is a teaching strategy that gives student the freedom to express their ideas to his/ her friends because it is usually more open to his/ her friends”. Maulidah (2013) stated that Think-Talk-Write teaching Strategy is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. There are three important stages in this strategy. First, Think means using your mind to form opinions, make decisions etc. Second, Talk means saying/ speaking things to give information’s. Third, Write means producing something in written form so that people can read, perform or use it.

According to Silver and Smith (as cited in Tambunan. 2010), there are series that should be followed in setting up Think-Talk-Write Strategy, they are:

- a) The teachers decided classroom into several groups. In group consist of 4-6 students.
- b) Teachers explain about Descriptive paragraph (Generic structure and Languages Features) by giving picture. Example: Picture of Lake Toba
- c) Students describe the picture in their imagination and make notes individually small (Think). Each student in group describe the picture of Lake Toba with individually, what they think about lake Toba, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.
- d) Students discuss with friends in groups to discuss the contents of the note they made (Talk). In this activity, Students discuss the results of a collection of ideas that they make in individually in the note about what they know of Lake Toba. Example of a small note from a student in group: Lake Toba has cool water and cool air.
- e) After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
- f) The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer. Yamin& Ansari (2008:88) also explained the procedure of Think Talk Write by making an instruction design of Think Talk Write as below:

Think Talk Write strategy has many benefits for students which has been found by some Researchers (Silver & Smith, 1996; and Tambunan. 2010). Silver & Smith (1996, in Tambunan, Y. F, 2010) stated that the advantages of learning model Think Talk Write is as follows:

1. Provide opportunities for learners to interact and collaborate to communicate or discuss ideas with others so that students help each other and exchange ideas. It helps students understand the material being taught.
2. Learners are involved in learning, so the students are more motivated to learn.
3. The strategy is centered on the learners, for example: giving a chance on the learners and the teacher acts as a mediator of learning environment. Teachers monitor and assess student participation, especially in discussion.

According to Tambunan. (2010), the benefits of this strategy as follows:

1. Encourage students to actively participate.

2. This strategy associates ideas and stimulate thinking for generation new ideas.
3. Helps students think, integrate and apply knowledge and skills.
4. The students feel more interested, enjoyable and have high motivation in writing descriptive by applying this strategy.

### III. Research Methodology

This research was conducted by applying Quasi-Experimental design to know the effect of applying Think-Talk-Write teaching strategy in writing descriptive text. In conducting this design, the subjects of the writer were divided into two groups; experimental group and control group. In this design, the subjects were assigned to the experimental group and control group by cluster random sampling. The data has been collected from the students grade X of SMA Negeri 2 Pematangsiantar. There were 68 students involved as the sample of the research. It was decided that grade X-IA 3 students were chosen as the experimental group and X-IA 4 as the control group. The data was gained through essay test. It was taken after the researcher taught descriptive text by applying Think-Talk Write teaching strategy to the experimental group and conventional teaching strategy to the control group. After that, both of them were given the same test that was making a descriptive text. Then, the students' writing was scored by using Jacob's Formula (Content 13-30; Organization 7-20; Vocabulary 7-20; Language Use 5-25; and Mechanics 2-5). To know the effect or result of the research, t – test formula was used to calculate. To analyze the data, the independent sample t-test was applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test.

### IV. Findings and Discussion

#### A. Findings

**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Writing Score	Experimental	34	77.82	7.505	1.287
	Control	34	66.26	9.949	1.706

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Writing Score	Equal variances assumed	.773	.382	5.408	66	.000	11.55882	2.13734	7.29148	15.82617
	Equal variances not assumed			5.408	61.371	.000	11.55882	2.13734	7.28546	15.83218

Based on the data analysis on this thesis, there are several discoveries that are found, these are the followings:

1. The effect of Think-Talk-Write teaching strategy is more significant to the students at grade X of SMA Negeri 2 Pematangsiantar in writing descriptive text than the effect of Conventional Method. Think-Talk-Write teaching strategy gave a positive influence to the students by giving time to the students to think about their own ideas to make a small note and talk with their friends in discussion forum before writing. It was proved from mean of the writing score in experimental group is 77,82 and in that class almost all of students got scores that are higher than the minimum standard score (KKM). Four of them got scores higher than 90 and the rest got about 70 to 87. There was only one students who got the score which did not pass the minimum standard score (KKM).
2. It was found that the effect of Conventional teaching strategy was lower than the effect of Think-Talk-Write teaching strategy to the students' achievement in writing descriptive text. Conventional teaching strategy that focused in explanation didn't give a significant change, and the class tended to be inactive and monotonous. It also affected the students' achievement in expressing their ideas when writing. Their ideas were not developing. It was proved from the mean of the writing score in control class is 66,26. After the class taught in conventional method, the highest score had been gotten by a student was 93 but the rest of students in control class got score around 65 up to 84, while the dominant score were about 60 up to 70.
3. It was found that using Think-Talk-Write teaching strategy is a good decision in teaching writing descriptive to support the students in building and organizing ideas. The statement could be showed by describing the analysis of the score from the essay test that had been held in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 5.40 and t-table was 1.66. So,  $H_a$  was accepted and  $H_0$  was rejected.

## **B. Discussion**

This research aimed to find out the effect of using Think-Talk-Write teaching strategy on students' writing descriptive text. In order to get the answer, the data were collected by giving essay test about describing person. From the data analysis, it is found that mean of experimental group is higher than in control group even though both of them have reached the minimum standard score. Besides it, the t-test also shows that the value of t-test was higher than t-table ( $5.408 > 1.668$ ). The result shows that this research has a relationship with the previous study that had been conducted by previous researchers (Maulidah, 2013; Simanungkalit & Silitonga, 2014). It is because they have the same finding with the researcher that is this strategy is successful to be done and has a significant effect. From the result of both groups above, it can be inferred that Think-Talk-Write teaching strategy is proper to use in teaching-learning process, especially in descriptive material even if the conventional strategy is not forbidden to be used. The inference shows that it is important to choose the best strategy before doing the teaching-learning process so that the material to be taught is delivered well. It is not all materials can be delivered by using only one strategy. But, this strategy is suitable for teaching and learning descriptive text because the students can share their ideas from the small note they have written down and compile between information and though that they heard before writing.

Based on the result, there is a significant effect of students' achievement in writing descriptive which was applied with Think-Talk Write teaching strategy. So, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

## V. Conclusion

After analyzing the data, it can be concluded that the students' achievement in writing descriptive text on experimental group at SMA Negeri 2 Pematang Siantaris more effective by using Think-Talk-Write teaching strategy. Think-Talk-Write teaching strategy can help the students in SMA Negeri 2 Pematang Siantar to build their ideas in their thinking, express their ideas to their friends in discussion forum and organize their ideas well before writing. By using this strategy, students can enjoy learning with others and they are more creative in composing descriptive text with well-organized.

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## THE EFFECT OF REALIA ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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### *Abstract*

*This is a research of the students' ability in writing descriptive text at second grade in SMP Negeri 8 Pematangsiantar. This research used experimental design which consists post-test in order to know the effect of using realia on students' writing ability. The sample of this research were 60 students that are divided into two classes, experimental group (30) and control(30). After the data has been analyzed, it was discovered that the effect of using realia media on students' ability in writing descriptive text was high. It shows that t-obtained value is higher than t-table ( $5.433 > 1.67$ ). The researcher suggests realia media to the teachers and researchers in teaching learning process especially in writing descriptive text because realia media is one of kind method to make the students easier to produce and write a text.*

**Keywords:** *Descriptive Text, Effect, Realia Media, Writing*

### **I. Introduction**

Writing is a medium of expressing idea or opinion that needs particular attention. That means people express the opinion or idea on the paper. Writing help people to make good sentences and to generate the idea or opinion. According to Nunan (2003: 88), writing is both a process and a product. The writer imagines, organizes, drafts, edits, and re-reads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product-an essay, letter, story, or research report. There are some factors the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of freewriting. Third, students are afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuations - to their writing rather than strengthening their ideas to be vivid. Spelling, grammar, and punctuation are also important parts in writing a paragraph, but the most important part is how the writers can give clear views through their writing. In the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 and 2013 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Descriptive text is one genre that must be mastered by students in learning English. Gerot and Wignell (1995:208) define “descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. Based on the researcher' observation in SMP N 8 Pematangsiantar, students assumed that writing is very difficult. To get the reason why students assumed writing is difficult, the researcher made a test to the students. From 12 classes in the second grade the researcher took 1 class and gave a test to the students to make a descriptive text by their own word. Many of students got score under 60. From the test, the researcher assumed the students got the low score because the students lack of vocabulary and the students did not have idea or opinion to write on the paper. Some



of students did not have idea because the students cannot imagine what the students want to write. So, from the problem above the researcher tries to give a solution by using media.

In teaching and learning process, the media is needed to increase student's ability in writing descriptive text. The researcher tries to give a solution to implement one of teaching technique. There is a technique of teaching learning which it is interesting and it can improve student's writing ability, namely realia. According to Herrel & Jordan (2003:23) Realia strategy is term for real things –concrete object includes things and object can be seen, felt, heard and smelt that are used in the classroom to build background knowledge and vocabulary. The goal of this strategy is to help students became enjoy and interested in the writing learning process, so the students can have creativity to write.

### **Research Problem**

“Isrealia significantly affect the students' ability in writing descriptive text at the second grade of SMP Negeri 8 Pematangsiantar?”

### **Research Purpose**

To find out whether realia significantly affects the students' ability in writing descriptive text at the second grade of SMP Negeri 8 Pematangsiantar.

### **Research Scope**

This research attempts to find out the effect of using realia to the students' ability in writing descriptive text at second grade of Junior High School. This research focus on generic structure and lexicogrammatical features of descriptive text.

### **Research Hypothesis**

1. Null Hypothesis (  $H_0$  )  
The effect of using realia is not more significant than the effect by using textbook on students' ability in writing descriptive ability.
2. Alternative Hypothesis (  $H_a$  )  
The effect of using realia is more significant than the effect by using textbook on students' ability in writing descriptive text.

## **II.Literature Review**

### **1. The Nature of Writing**

Writing is thinking process to express idea or opinion. Nunan( 2003: 88) mentions writing can be defined by a series of contrast:It is both of physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. That means writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing- a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.

## 2. Process of Writing

According Harmer (2004:4-5) there are 4 steps about writing process as follow:

### a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes. When planning, the writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured etc) but also the choice of language-whether, for example, it is formal or informal tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. (Harmer, 2004:4-5).

### b) Drafting

We can refer to the first version of a piece of paper as a draft. This “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts maybe produced on the way to final version. (Harmer, 2004:5).

### c) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesnot. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader reaction to a piece of writing will help the author to make appropriate revisions. (Harmer, 2004:5).

### d)Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. We might decide to represent these stages in the following way:“planning – drafting – editing – final draft”(Harmer, 2004:5).

## Descriptive Text

Descriptive text is a text to describe a particular person, place, or thing.( Gerot&Wignel, 1994:165)

1. **Social Function:** To describe a particular person, place or thing.

2. **Generic Structure**

- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, characteristics.

3. **Significant Lexicogrammatical Features:** Significant Lexicogrammatical Features:

- Focus on specific Participants, Use of Adjectives and action verb, Use of simple present tense

## **B. Teaching Media**

Teaching media are valuable instructional tools that can help make learning more effective and interesting. By using media, the students easy to understand about the lesson. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.

### **1. Realia**

According Herrel& Jordan (2003:23)Realia is a real thing –concrete objects- that are use in the classroom to build background knowledge and vocabulary. Realia allows the students to see, feel, hear, and even smell the object being explored. The use of realia in the classroom supports student learning ina wide variety of ways. Introducing real objects that can be seen, felt and manipulated is a powerful way to connect vocabulary to real life. The use of realia is motivating students because they can actually use the real objects in the way in which they are intended to be used. Realia introduces an authentic hands-on nature to many lesson. The use of real objects conveys meaning in a way that no photograph or illustration can.

### **2. The Steps of Implementing Realia**

According to Herrel& Jordan (2003:23-25) the steps in implementing the use of realia are:

#### **1) Identifying Opportunities to Use Realia**

Be aware of opportunities to include realia in lessons as you plan reread any stories to be read aloud or used for reading instruction to identity vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding. The students try to find the words are difficult before writing in front of the class based on the object. For example, they have note of the difficult vocabulary and to find the meaning of the words to make easier in writing.

#### **2) Collecting Data**

Begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. The students try to find the objects which are used in writing in front of the class. They must know what type of the object or how much it is. They know all of things about the objects.

#### **3) Building a Library of Realia**

After knowing all of things about the objects, the students have many vocabularies. For example is fruit. They know what are the English of warna (color), bentuk (model), batang (stem), and daun (leaf). They do not know before, but after learning using realia they like building a library of realia by themselves.

#### **4) Using Fields Trips as Realia**

If it is too large to move and the students“ learning would benefit by experiencing it, take a field trip. Give students the opportunity to really understand what they are studying. The students will be spirit to write after look at the object directly.

## **C. Teaching Writing by Using Realia**

Writing is a good way for students who learn English. They can express their idea and generate their idea on paper by paying attention on grammar rule and vocabulary. The students can add their vocabulary by writing. Students will make good sentences and write a paragraph with good structure if they always practice to write their idea or opinion.By using realia, the students easier to write descriptive text because they know what they will write by observing the real object. For example, the teacher chooses one bag and ask the students to identify the bag carefully. The students will interest to identify the bag carefully and write a descriptive text about the bag because the students know what they want to write by looking the bag . The students will easy to write and able to generate their idea about the bag because

they see the real object and the students will add their vocabulary. Teaching writing will be easy if they can see the real object because they will add their vocabulary by looking at the real object. Many of the students will find it difficult to write descriptive text if they do not see the real object. If they just imagine what they want to write, they will find it difficult to write sentences because they do not have an idea and cannot generate the idea.

Objects that are intrinsically interesting can provide a good starting-point for a variety of language work and communication activities. Jill and Charles Hadfield suggest bringing in a bag of 'evocative objects' that have a 'story to tell' (Hadfield and Hadfield 2003b: 32) in Harmer (1994). We can find an object with an obscure use and ask students to speculate about what it is for (it might/could/probably is) and/or design various explanations to account for it (it is used for -ing). The class could vote on the best idea. If we bring in more than one object, especially when they are not obviously connected, students can speculate on what they have in common or they can invent stories and scenarios using the various objects. They can choose which three from a collection of objects they will put in a time capsule, or which would be most useful on a desert island, etc.

### **III. Research Method**

#### **A. Research Design**

This research used a quantitative research. Aryet al (2010:39) states that "Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data".

There were two groups in this research, the control group and the experimental group. The experimental group was given treatment that used realia in writing descriptive text and the control group without using realia media. Both of the groups were given post test only.

#### **B. Population and Sample**

##### **Population**

In this research, the researcher chose grade VIII students of SMP NEGERI 8 Pematangsiantar. There are 12 classes of grade VIII, they are VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, VIII-10, VIII-11, VIII-12. The number of the students about 330 students.

##### **Sample**

From the population the researcher chose VIII-2 and VIII-3. The students in VIII-3 as experimental group were 30 students and VIII-2 as control group were 30 students.

#### **C. The Instrument of Collecting Data**

##### **Instruction:**

Write a descriptive text by your own words. Choose 1 of these topics:

- a). classroom
- b). bag

#### **D. The Technique of Collecting Data**

##### **1. Treatment**

In this study, both of the groups experimental group and control group were taught using the same teaching material and the same test items. The difference was how the researcher presented the materials. The experimental group was taught by using realia media while control group without realia media.

##### **2. Post-test**

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after they are given treatments. This test was used to find the effect of realia to develop students writing skill of descriptive text.

**E. The Technique of Analyzing Data**

The technique of data of this research, the researcher did the posttest to the experimental group and control group. The data will be compared from the mean of the score posttest both of group. After got the data from the score, they were analyzed and processed by using statistic calculation of T-test formula. The calculation by using IBM SPSS Statistics 20.

**IV. Findings and Discussion**

Test was given to the students at grade VIII-2 and VIII-3 in SMP N 8 Pematangsiantar. The data were collected from post-test to both experimental and control groups. The researcher taught the experimental class by using realia media and taught control class without realia media. At the end of learning process of treatment, the researcher gave posttest to the two classes. The highest score in Post-test of experimental group is 90. The lowest score in Post-test of experimental group is 70. The highest score in Post-test of control group is 85. The lowest score in Post-test of control group is 58.

To analyze whether there is effect of using realia media to the students' ability in writing a descriptive text in experimental and control class or not, the researcher uses Independent Sample T-Test which is calculated by using SPSS. The calculated data is post-test score of control and experimental class. The output of calculated data is SPSS as follows:

Group Statistics					
	Subject	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	75.77	6.725	1.228
	Control	30	65.80	7.467	1.363

In Group Statistics table, there are data of two groups which have 30 students of each group who are involved in the research. From the table, Mean of experimental group is higher than control group. It means that there is higher improvement in experimental group than control group.

**Independent Sample t-test**

	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	0.727	0.397
Post_test Equal variances not assumed		

In this table, it can be seen that significance value (Sig.) is 0.397. This value is higher than 0.05, so it can be interpreted that both samples (experimental and control group) have homogeneous variance. The second, t-test for Equality of Means, it is to test the difference of means. There are two important column, namely t and Sig. (2-tailed). Because two samples have homogeneous variance, so value that is used is t and Sig. (2-tailed) in line Equal variances assumed. For value of t is compared with t-table in level of significance is 5 % (0.05) and degree of freedom (df). The calculation of t-table is  $df = N - 2$ . Because total students of two groups is 60, so  $df = 60 - 2 = 58$ , it can be seen in df column. In table

Distribution of t-table Value, in line  $df = 58$ , significance of  $t_{0.05}$ , the value of t-table is 1.672

		t-test for Equality of Means						
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post - test	Equal variances assumed	5.433	58	.000	9.967	1.835	6.294	13.639
	Equal variances not assumed	5.433	57.376	.000	9.967	1.835	6.293	13.640

To identify there is effect of realia media that used in the class, there must be the improvement score of experimental group which is higher than control group. It can be seen from t and Sig. (2-tailed) column in line Equal variances assumed,  $t = 5.433$  and Sig. (2-tailed) = 0.000. The calculation of t should be higher than t-table ( $t > t\text{-table}$ ) or  $5.433 > 1.672$ . The last, Sig. (2-tailed) should be lower than 0.05, Sig. (2-tailed) = 0.000 < 0.05. It can be concluded that there is significant means difference of experimental and control group. It means that there is significant effect of using realia teaching media.

### Discussion

After the post-test was administered, the researcher got the data from experimental and control class. The mean from experimental and control post test can be seen that students' writing ability in experimental group was higher than control group. In experimental class that using realia media, the students were more active to write a descriptive text when the students can see or touch the real object. When the teacher ask the students to describe the object, the students would analyze the object carefully and explain about the object. So, the students in experimental group can write a descriptive text better than control group because they can add their vocabulary from the object and they can write their idea from the real object.

According Herrel& Jordan (2003:23)Realia is a real thing –concrete objects- that are usein the classroom to build background knowledge and vocabulary. Realia allows the students to see, feel, hear, and even smell the object being explored. The use of realia in the classroom supports student learning in a wide variety of ways. Introducing real objects that can be seen, felt and manipulated is a powerful way to connect vocabulary to real life. The use of realia is motivating students because they can actually use the real objects in the way in which they are intended to be used. The weakness of this media is the researcher cannot control the students outside of the class. The students will not pay attention to the teacher and researcher when the teacher taught and explained about the lesson to the students outside of class. The students will make noisy to the others and they cannot focus to study outside of the class.

## V. Conclusion

Based on the data analysis and research finding, it is conclude there is a significant effect of using realia media on the students' ability in writing descriptive text and using realia is more significant than without using realia media in writing descriptive text at second grade of SMP N 8 Pematangsiantar. The score of the students that were taught by using realia is higher than the students were not taught by using realia. In experimental class that using realia media, the students were more active to write a descriptive text when the students can see or touch the real object. When the teacher asked the students to describe the object, the students would analyze the object carefully and explain about the object. So, the students in experimental group can write a descriptive text better than control group because they can add their vocabulary from the object and they can write their idea from the real object. The effect without using realia on students' ability in writing descriptive text at the second grade of SMP Negeri 8 Pematangsiantar is not good enough. The students were still difficult to write a descriptive text when the researcher taught them with conventional teaching media. It can be seen from their result in post-test. Most of students were still low to write a descriptive text because they are lack vocabulary, the students are difficult to write their idea and the students waste much time to think what they want to write.

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## THE EFFECT OF SMALL GROUP DISCUSSION TO INTROVERT STUDENTS' IN WRITING ANALYTICAL EXPOSITION TEXT

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*The objective of the research was to find out the effect of small group discussion that give to introvert students' ability in writing analytical exposition text at grade XI in SMA Kartika Pematangsiantar. The sample of this research is taken from the students consist 40 introvert students from two classes. Then, quantitative data were obtained from the introvert students' writing score of pretest and post test. The finding of this study showed that there was improvement on the introvert students' ability in writing analytical exposition text. The score of the students in post-test is higher than pre-test. It can be seen from the mean score of pre-test was 58.50 and the mean score of post-test was 83.75. The researcher also found that  $t$ -test is higher than  $t$ -table. ( $4.42 > 1.67$ ). After analyzing data the researcher concluded that small group discussion could develop the introvert students' ability in writing analytical exposition text.*

**Keywords:** *Analytical exposition, effect, introvert*

### **I. Introduction**

Introvert personality is one of the personalities in psychology (Jung:1923). As Jung (1920) cited in Sharp (1936:12) classified the characteristics of people personality into 2 types: extrovert and introvert. According to Tami in study of psychology (2014:1) introverts have eleven common characteristics that are totally different from what an extrovert person exhibits. One of their most common traits is (1) introverts natural interest for the act of solitude. (2) Introverts love to be alone rather than staying with other people. However, these individuals may talk to other individuals also sometimes only if the topic is something that is very interesting for them. If the topic in a conversation looks very interesting for introverts, these individuals do not want to discuss it with small-talk. (3) Introverts like in-depth conversations that are covered by extreme seriousness up to the end of the conversation if the topics are very interesting. (4) Introverts love to accomplish their works alone and free from any kind of interruptions. (5) Introverts students difficult to interact with the other students, introvert individuals are those people who are always silent yet very affectionate and serious at all times. (6) In class room the introvert student loves to do something alone. During stressful days, (7) these individuals prefer to stay in a place where other people won't see them while recharging and doing the things that make them happy.

The researcher found problem in the student; the students did not have an idea while written analytical exposition text. The students were difficult in write a story in our phenomenon as the reference to make an analytical exposition text because they were very bored in writing moreover when they're asked to make their own story especially analytical expsition text. Some student did not understand how to make a writing because they did not know the easy technique to create a writing. The writer had experienced those findings in SMA TELADAN Pematangsiantar.

Small group discussion can makes the class more fun. The students can get more idea in the group than individual; and they can work with team. By using small group discussion the diligent student can motivate the introvert student so that they can more active in group. Actually the students were expected to able to write a good text with good content and coherence, but in fact they could not do it well. They did not know what they have to write.



Most of the students just keep silent for a few minutes. It is difficult to the students to produce the ideas. They need team work to complete the ideas and correct their written text. There are many types of text that should be learn by the students such as, recount text, descriptive, narrative, expository, procedure, news item, discussion report, hortatory and so on. In this research the researcher is interested in researching introvert students in writing analytical exposition text as one types of the text implemented in teaching writing. Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. By applying small group discussion the writer is sure that will be interested and be motivated in taking part in classroom activities because the introvert student wants to tell something to their friends. The strategy is designed to be used by a teacher and group of working together.

## **II. Review Literature**

This research is basically related to the accumulated ideas from various theories in the scope of writing. The terms used in this study are expected to give a clear understanding on the topic so that the readers will not get misinterpretation on each term used. The terms used in this study are as follow : Meyers (2005), Klein (1985), Harmer (1998), Openstax psychology (2014), Boeroe (2006), Nunan (2000).

### **A. Writing**

#### **1. Definition writing**

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Meyers (2005:2) say that "writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them".

According to Klein in Leslie (2013:4) states "writing is the ability to put pen and paper to express ideas through symbols, this way representations on the paper will have meaning and content that could be communicated to other people by the writers put their thoughts into words in a meaningful form and to mentally interact with the message". Another definition, by Nystrad (1998:75) who states that "writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects, and process of reading is a matter of predicting text in accord with the reader assumes about the writer's purpose". Consider that writing is also the important expression language activity, pretty and Jensen have an opinion that writing is a process of expression thought, of thing king and feeling and of shaping experiences, and it is an important medium for self-expression, for communication, and for the discovery meaning (Pretty and Jensen,1980:369)

From definition above the researcher concludes that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. It is also a process that we write is influenced by constraints of genre and has to be present in learning activities.

#### **2. Problems in Writing**

Students who lack basic skills in writing also lack basic skills in reading, and have not learn much about learning itself. Obviously they cannot study history or philosophy if they cannot read well. At the beginning of a class in writing, the teacher has difficulty in keeping their attention. If one attempts to teach process analysis to a deficient class at the beginning

term, one is going to put everyone to sleep. Exclusive attention to grammar produces the same result. So the writer should think about the purpose of her writing and who will be the readers of her writing.

[5] The students feel bored in writing

[6] The teacher usually use conventional method

The problem also happened to the English teacher. They seemed difficult to decide what technique and the right media must be used and how to teach writing appropriately. They must be able to find out how the way to make learning writing easier and to make learning writing as the fun activities for students. Teacher has responsibilities to guide the students during the learning process and give them response in teaching writing. To solve the problem, there are many media to help the teacher deliver the material or to make the students easier to get the concept of the material.

### **B. Analytical Exposition Text**

There are two experts that gave similar description of analytical exposition. Djuharia (2007:31) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no apparent efforts to persuade readers. Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. In addition, Siahaan and Shinoda (2008:51) argued that analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact. Based on the definitions, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

### **C. Small Group Discussion**

As explained earlier that technique in teaching is one of the main factors that determines the success of a teaching and learning process and it is also one of the determining factors of the purpose of study achievement, so it is reasonable enough to think that the appropriate technique selection in teaching is considerably important. Among the various pedagogical techniques used in teaching, small group discussion is one of them. Small group discussion is a discussion within a group consisting of three or more students. Johnson (1995:76) defines: "Small group discussion is discussion of three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group". A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order the students feel excited and more interested in learning and the use of small group discussion in teaching is a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning. In the case of learning reading, by using the small group discussion, the students may enjoy their learning activity escaping the ordinary pattern of reading a story or article aloud at sight. But conducting a learning activity by implementing the small group discussion is not easy to do. Applying a small group discussion learning even for the Vocational High School students still has get more directions from the teacher. Furthermore, Johnson (1995:78) suggests: "Students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups".

Most of the teaching learning process lately focuses on the teacher (teacher-centered), where as this type of teaching and learning process is proven less effective. Therefore, it is hoped that by using the small group discussion technique, the process of teaching and learning will be better and the target of learning is able to be achieved. The using of small group discussion in teaching, especially reading comprehension, will enable the students to

get the meaning of passage by getting information from his friends and teacher. The students can share the difficulties the reading text to each other and provide themselves with the knowledge. Barker (1999:168) declares: "The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and 'lost'".

From the descriptions above we know that using of small group discussion in a teaching learning process is not only able to increase the students' intellectual skills but also develop their social relationship.

#### **D. Introvert**

Introvert is one of the basic personality types which are proposed and developed by the 20th century Swiss psychologist Carl Jung. According to Jung (1875) cited in Boeree (1997:11), an introvert is a person whose interest is directed inward toward his own feelings and thoughts. Generally introverts expend energy in social situation and must spend time alone to recharge. Introvert students have a rich inner life. They may not make small talk, but may be able to speak at length about topics that interest them. Supporting Jung idea, Eysenck (1947) cited in Boeree (1998:6) mentioned in his Big Three Universal Traits that introverts are quite, introspective individuals who are oriented toward inner reality and who prefer a well-oriented life. They are usually tender mindedness, introspectiveness, seriousness, performance interfered with by excitement; easily aroused but restrained, inhibited, preference for solitary vocations; sensitivity to pain. Introvert may be misunderstood as shy, but this is not quality of introversion. As Cain (2012:53) has makes a clear distinction between introvert and shyness when she write, "Shyness is the fear of social disapproval, or humiliation, while introversion is a preference of environments that are not over stimulating. Shyness is inherently painful; introversion is not". They key is how the students re-energizes. If they do so by being with others, they are extrovert. If they do so by being along, they are introvert. It' important to realize, however, that introvert is not always shies, and extrovert can be shy. Shy extroverts may appear to not be shy because they are often found with others, but they do so wary of the vulnerability that comes with being public.

### **III. Research Methodology**

This research is designed base on quantitative research. Arikunto (2010:9) states, "Quantitative research is a way to connect cause and effect between the two factors is intentionally inflicted of the researchers by eliminating disturbing factors". This research is conducted by applying experimental design. In conducting this design, the subject of the researcher is divided into two groups; experimental group and control group. In this design, the subject will assign to the experimental group and control group by random method and both of them are given pre-test. The pre-test was administered to both of groups before the treatment groups. The treatment introduces only to the experimental subject after measuring the two groups. The experimental group is treated by usingsmall group discussion technique while the control group is treated without small group discussion technique. The post-test is given for each group and the average differences score are compare in order to certain whether the experimental treatment produce a greater change than the control group. The population of this research is the students grade XI at SMA Kartika Pematangsiantar, 2016/2017 academic year, which consist of four classes; XI-IPA has 2 classes and XI-IPS has 2 classes and total of the students is 161. The researcher use purposive sample to take sample. The sample consists of 40 students. The researcher gave questionnaire to the students. There are 24 of them related to measuring the degree of extroversion and introversion. There are

also 9 questions to measure the lie score, it measures how socially desirable the students are trying to be in their answer. By joining the questions, 33 questions is administered for personality test. The researcher gave pretest, treatment with small group discussion and gave posttest. The researcher does the same thing in control, pretest, teaching without treatment, posttest.

#### **IV. Findings and Discssion**

##### **A. Findings**

Based on the data analysis on this thesis, there were several discoveries that were found, these were the followings:

1. The effect of Small Group Discussion was more significant to the introvert students' achievement in writing skill than the effect of Conventional Method. The Small Group Discussion gave a positive influence to the introvert students through it time giving to the students to think about their own ideas in their group. It was proved from mean of the score in pre-test 69.50 and post-test 83.75, also in post test there are 2 introvert students who got score above 95 and the rest of the introvert students was about 80 up to 85
2. It was found that the effect of Conventional Method was lower than the effect of Small Group Discussion Method to the introvert students' ability in writing. Conventional Method that focused in explanation didn't give a significant change, and the class tended to be inactive and clumsy. It also affected the student's ability in sharing their ideas with their friends, and the statement was proved from the mean of score in pre-test 51.55 and post-test 69.50 in control class. After the class taught in conventional method, the highest score had been gotten by a student's was 90 but the rest of the introvert students in control class got score around 60 up 75, while the dominant score got by the introvert students was 60.
3. It was found that using Small Group Discussion Method is a good decision in teaching writing to support the introvert students in writing skills. The statement could be showed by describing the analysis of the score from the pre-test and post-test in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 4.42 and t-table was 1.68. So, Ha was accepted and Ho was rejected.

##### **B. Discussion**

The purpose of this research was to find out the writing achievement of introvert students by using Small Group Discussion Method. In order to get the answer, the data were collected by giving questionnaire which consist of 33 questions, 24 questions to measure E score and 9 questions to measure the Lie Score, and essay test pre-test and post-test about analytical exposition text. The questionnaire and tests were given to 79 students of SMA KartikaPematangsiantar as the samples. After the questionnaire result enlist, the data were focused on introvert students in experimental and control class while the introvert students were excluded from the data. From all the analyzed data, It is found that there was a significant improvement of introvert students' ability in writing skill which was applied with Small Group Discussion Method. It was proved from t-test that had been calculated. The t-test shown the value of t-test was higher than t-observed. It meant if t-test was higher than t-table ( $4.42 > 1.68$ ). So based on the value, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. There was a significant difference between variable X and variable Y. So, hypotheis testing was accepted and there was a significant effect of applying the Small Group Discussion to the introvert students' ability in writing at grade XI SMA KartikaPematangsiantar. Based on the result of the research, it was concluded that using

Small Group Discussion Method to the introvert students' writing ability was more effective than using Conventional Method.

## V. Conclusion

After analyzing the data, there are six conclusions, as below:

1. The writing ability' of introvert students on experimental group at SMA KartikaPematangsiantar is more effective by using Small Group Discussion method. The students are divided in two groups, they are experimental group and control group.
2. The use of Small Group Discussion Method has an effect to the introvert student' ability in writing at grade VII students of SMA KartikaPematangsiantar.
3. Providing processing time and builds in wait-time can enhances introvert students' depth andbreadth of thinking and they will motivate by their friends.
4. The result of analyzing the data shows the score of t-test is higher than t-table (4.42>1.68). It means that  $t_{test} > t_{table}$ , where t-table is 1.68 and t-test is 4.42, so t-test is higher than t-table.
5. As the candidate of educator, it is necessary to master the interesting method in teaching English. The method such as Small Group Discussion Method in learning process had given the positive influence, especially in teaching writing. The interesting method will make the students become comfort, interesting, happy, motivate the introvert students to work together and give more attention to the learning process in studying English. Especially, in learning writing where the whole students are accused and forced to speak up and share whatever they have in their mind without any hesitation. The time given to the students to their for their own ideas is the main core of Small Group Discussion Method which can enchanted students to work together in the group so that they can produce a lot of ideas in their hand and then discuss it with the group.

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## THE EFFECT OF USING PICTURE ON THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT

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### *Abstract*

*This research examined the effect of using picture on the students' ability in writing descriptive text at grade Eight of SMP Negeri 2 Tanah Jawa. The sample of this research is taken from two classes that consists of 60 students (30 students in experimental group in class VIII<sup>6</sup> and 30 students in control group in class VIII<sup>5</sup>). The writer found that the mean of post-test in experimental group is 76.6 and the mean of post-test in control group is 63.8 and the writer also found that t-test is higher than t-table ( $6.80 > 1.67$ ). After analyzing the data, the writer made conclusion that: there was significant effect of Using Picture On The Students Ability In Writing Descriptive Text.*

*Keywords: Descriptive Text, Picture, Writing*

### **I. Introduction**

#### **A. The Background of the Research**

In Indonesia, English is thought as a foreign language. English generally has been learned by the students since they were in the basic level of education. The writer chooses writing skill because writing is a very important component in English Language and it plays an important role in a human communication. Knapp (2005: 14) argues that "Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning". It means that writing starts in your Head by understanding what is expected of you in writing.

#### **B. The Identification of the Problems**

In line with background discussed before, the writer formulates the problems followed by the students at grade Eight SMP Negeri 2 Tanah Jawa: The students find it hard to describe something without picture.

#### **C. The Limitation of the Problems**

This research is limited towards teaching writing descriptive text through picture method to the Eight grade students of SMP Negeri 2 Tanah Jawa. In this research, the writer will focus on the generic structure and lexicogrammatical features of descriptive text. The generic structure of descriptive text, the first is Coherence: (meaning) The second is Cohesion: (meaning). And the last is Unity: (meaning). Lexicogrammatical features of descriptive text focus on specific participants, use of material processes, circumstances of time and place, use past tense, and focus on temporal sequence.

#### **D. The Problems of the Research**

Does the use of picture significantly affect the student's ability in writing descriptive text at grade eight SMP Negeri 2 Tanah Jawa?

## II. Review of Related Literature

### A. Writing

Harmer (2004:79) said, "Writing process is more complex than this of course, and the various stages of drawing, reviewing, redrafting, and writing, etc, are done, in a recursive way, we loop back forward and move forwards between these various stage." Writing can be a pleasant experience, the tool by which ideas and memories spill onto pages, paper or in technology period, it spill onto a computer screens.

### B. Process of Writing

The process of writing teaches students how to develop their ideas and record them in written form. Each stage of the writing process is important and needs to be explicitly taught. The writing process can be taught in sequence, but it is also important to help students understand that writers go back and fort between the steps as they write. Some writing is never taken to completion. According to Harmer (2004:4) writing is used for a wide variety of purpose it is produced in many different forms". There are four main elements of the writing process. They are: Planning, Drafting, Editing (Reflecting and Revising), Final Version.

### C. Kinds of Genre Texts

"Teacher who takes a genre orientation to writing instructions look beyond subject content, composing, process and textual form to see writing as attempts to communicate with readers. In the class room, genre teachers forms on texts, but this is not the narrow focus a disembodied grammar", (Hyland 2003:37)

There are many types of genre in writing. They are: Narrative, Recount, Report, Discussion, Explanation, Exposition, Procedures, Review, Spoof, Anecdote, News Item, Descriptive.

### D. Descriptive Text.

#### 1. Definition of Descriptive Text

Descriptive text is a text which says what a prson Or a things is like. Its purposes is to descriptive particular person, place, or things. According to Gerot and Wignell (1994 :165). Descriptive Text is a text that purposes to describe a paticular person, place or thing.

#### 2. Generic Structure and Significant Lexicogrammatical Features

According to Gerot and Wignell( 1994 : 165), stated the Generic Structure and Significant Lexicogrammatical Features.

*Generic Structure :*

- Identification : Identifies phenomenon to be described.
- Description : Describes parts, qualities, characteristics.

*Significant Lexicogrammatical Features :*

- Focus on specific Participants
- Use of Attributive and Identifying Processes
- Frequent use of Epithet and Classifiers in nominal groups
- Use of simple present tense.

### Example of Descriptive Text





### **My Dog**

*I have a beautiful dog. She is really cute, she is like a little baby. She is not big, but she still small. Her eye are black and her name is Chicy. The color of her foot are white and also has the tail with the color black and white.*

### **E. Pictures**

Picture is visual representation or image painted, drawing, photograph, or otherwise rendered on a flat surface. Picture as media are good to motivate students in learning of foreign language. Hornby (2003:631) states, that a picture can be a painting, drawing, of something, especially as a work of art. Picture used in the speaking season may come from books, magazine, news paper, comic, teachers drawing or students drawing.

### **F. Types of Pictures**

There are some types of picture according to Wright (1989:193) they are:

Pictures of single objects, Pictures of one person, Pictures of famous people, Pictures of several people, Pictures of people in action, Pictures of place, Pictures from history, Pictures from news, Pictures or maps and symbols, Explanatory pictures.

## **III. Research Methodology**

### **A. The Research Design**

This research is a quantitative research design. Furthermore, the group in this research includes:

1. Control group is learning to write descriptive text without using Picture.
2. Experimental group is learning to write descriptive text using Picture.

### **B. The Population and Sample**

#### **1. Population**

The population of this research is the eight grade students of SMPNegeri2Tanah Jawa. It consists of 9 classes (VIII-5 – VIII-6) . There are 30 students in each class so the number of population is 270 students.

#### **2. Sample**

In this research, the writer will take two classes or groups of the eight grade students SMPNegeri2Tanah Jawa to do the research, they are: VIII-5 class which consist of 30 students as experimental class and VIII-6 which consist of 30 students as control class. So, total numbers of sample are 60 students.

### C. The Instrument of Collecting Data

#### Example of Instrument

Name : \_\_\_\_\_ Date : \_\_\_\_\_  
Class : \_\_\_\_\_  
School : \_\_\_\_\_  
**Instruction :**  
1. You can descriptive about cat.  
2. You will have 45 minutes to write down a descriptive text.  
3. You may open your dictionaries.  
4. Your “text” will be scored based on the following criteria:  
a. Content

### IV. Finding and Discussion

#### A. Findings

Based on the analyzed data, some findings can be formulated as follow:

1. The effect of using Picture on the students ability in writing descriptive text at grade eighth SMP Negeri 2 Tanah Jawa is good enough and successful. We also can say that using Picture is suitable method to increase students' ability in writing descriptive text. We can see the students task result in the table. In experimental class that using Picture, the students were more active and they can share their feeling, idea, and arguments before they completed their task that has given by the writer. So, the students can complete the text and their score are better than control class (conventional teaching method).
2. The effect of conventional teaching method on students' ability in writing descriptive text at eighth grade SMP Negeri 2 Tanah Jawa is not good enough (we can see from the table before). The students is still difficult to complete the text when the writer taught them with conventional teaching method. Most of students were still low to complete the task that has given by the writer.
3. The media Picture significantly affects the students' ability in writing descriptive text at eighth grade SMP Negeri 2 Tanah Jawa. From the analysis of data, t-test is higher than t-table ( $99,2 > 2.00$ ) at the level of significant is 0.05 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is an the effect of using Picture on the students' ability in writing descriptive text at eighth grade of SMP Negeri 2 Tanah Jawa.

#### B. Discussion

To know the effect of using Picture to the students' achievement in teaching writing descriptive text, the writer gave test in written. To answer the hypothesis testing, the writer compared the value of t-test and t-table. The value of t-test that is gotten by the writer is (t-test = 99,2) and the value of t-table is (2.00). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected, the theory is verified. It means that there is different writing score of eighth grade students SMP Negeri2 Tanah Jawa between before and after taught using Picture.

Regarding on the result of data analysis above, it is strongly related to some advantages served by using PICTURE. As the theory of this method has been discussed in chapter II. According to Harmer (2004:23) that picture is a visual material. It is effective

material that used by teacher because many picture can be thought to the classroom to help the teacher gives the real condition. In other words picture can helps the teachers to explain the theory especially the theory of vocabulary besides, picture also helps the students to undertand, remember and make them interest to learn, and also help to develop their language and thinking ability. Picture are not just aspect of technique but throught their representation of place, object and the people. The writer used two classes from the twelve classes as the samples that consist of 30 students of each class. One class was chosen to be experimental class that is received treatment by using PICTURE teaching media and the other one as the control class that is received different treatment or without using PICTURE teaching media.

## V. Conclusions

Based on the result of data analysis, which has been stated in chapter IV, so the writer concludes:

1. The Picture taught to the eighth grade SMP Negeri2 Tanah Jawa has significant effect to their ability in writing decriptive text. It could be seen by the score of the students who taught by using Picture was higher than without using Picture.
2. The students who were taught by using Picture are more active, because they study actively to write a descriptive text to solve their problem. They struggled to comprehend the material.
3. The result of t-test has proved the significant means of experimental class and control class. The result of t-test = 99,2 while t-table=2.00 at df=58 ( $N_x + N_y - 2$ ) and at the level of significant  $\alpha = 0.05$ , it is concluded that using Picture affect significantly the students' writing Descriptive text at eighth grade SMP Negeri2 Tanah Jawa.
4. To make the students become enjoy in learning English, the teacher should find out the suitable method to teach the students, so that the students can increase their ability in English lesson. To increase the students ability in writing especially in writing descriptive text, the teacher can using Picture because it is a suitable method that can be used to help the students are successful in their learning process.

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## THE EFFECT OF PICTURE TO THE ABILITY OF STUDENTS IN WRITING A RECOUNT TEXT

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### *Abstract*

*As experimental research, aimed to know the effect of technique that is given, whether it influences to the object or not. The sample of this research is taken from two classes that consists of 60 students (30 students in experimental group in class VIII<sup>1</sup> and 30 students in control group in class VIII<sup>2</sup>). The data were analyzed by applying T-Test formula. The T-test is higher than T-table ( $4.308 > 1.672$ ) at the level significant is 0.05 with  $df = 58$  ( $N - 2 = 60 - 2 = 58$ ), it means that there is an effect of using picture teaching media to the students' ability in writing recount text at SMP N Siantar. After analyzing the data, the researcher concluded that, their writing skill through understanding the text. Basically, it is benefiting for those who want to know deeper the ability of students in writing a good Recount text by using picture.*

**Keywords:** *Recount, Picture, Writing*

### **I. Introduction**

In Indonesia, English is implemented as a foreign language. Students in Indonesia learn English as a foreign language in a subject. Harmer (2007:19) explains that "EFL described situations where students were learning English in order to use it with any other English speaker in the world. In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing. According to Heaton (1988:135), writing is more complex and difficult for teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgement. From Heaton's opinion, it can be concluded that writing is a very important subject because it trains us to share ideas from our brain. It is not easy to translate concept in our brain to be a written language.

Since writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing is difficult. First, writing requires good grammar.

A nonnative person has to remember a large number of rules in structures which are quite different from their own language. Second, people are often known to spend more time to write than to listen, to speak, and even to read. Third, when students of English as a foreign language write something, they have a big question in their mind whether their writing is correct or not. Based on the writer's experience when teaching practice, the writer found some difficulties of students especially in writing recount text. When the teacher asked the students to write an example of recount text, they tend to be confused to write it. It looks like they have an idea but they are difficult to construct it become a text. To increase the students writing achievement especially in recount text, the writer suggests the using of picture teaching media as a new method is recommended. The reason for this application is based on the assumption that by applying this learning strategy, it is acknowledge that the writing skill, in this case is recount text can be facilitated effectively. Picture is easy to find from many sources. It can be taken from books, the Internet, and magazines. Furthermore, there are some kinds of picture; series of picture, cue cards, flash cards, posters, and photographs. However, there are roles of picture. Wright (1989:17) explained that picture can

motivate the students to take part in the teaching and learning process. They contribute to the context in which the language is being used. The picture can be described in an objective way or interpreted or responded to subjectively. Then, picture can cue responses to questions or cue substitutions through controlled practice. Based on the matters above, the writer is interested to conduct the research entitled: "The Effect of Picture Teaching Media to the Ability of Grade Eighth Students of SMP N 2 Siantar in Writing a Recount Text". The writer hopes that by using this teaching media, they feel interested and be more active when they learnt writing especially recount text.

## **II. Review of Related Literature**

### **a) Definition of Picture**

Picture is media that can be applied in teaching and learning English. Wright (1989:2) Pictures are not just an aspect of method but through their representation of places, object and people they are essential part of the overall experience we must help our students to cope with. The picture will motivate the students to get ideas, information and make the presentation or instruction more efficient. Wright (1989:136) Picture has been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.

### **A. Writing**

Langan (2009:9) stated that "writing is a skill". It is a skill like driving, typing, or cooking, and like any skills, it can be learned. Everything around us can be learnt as long as we want to know about something, and also you can write well if you want to learn. According to Knapp and Watkins (2005:82), "writing is itself a relatively disciplined activity and while discussion and working with peers is important, so are the times to individually reflect on work and independently complete a task".

### **B. Recount Text**

According to Knapp (2005:224), "Recount text, basically it is written out to make a report about an experience of a series of related event". A recount is written out to inform an event or to entertain people. Recount is to tell "what happened". Recount tells a series of events and evaluates their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events. In this study, students are assigned to write a recount text. Gerot and Wignell (1994:194) found that recount text has social function, generic structure, and linguistic features that are as follows: Social function Generic structure: Orientation, Events, Re-orientation

### **1. Example of recount text:**

#### **My Holiday**

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

### III. Research Methodology

SPSS is capable of handling large amounts of data and can perform all of the analyses covered in the text and much more. SPSS data processing program has been used in various issues such as marker research, control and quality improvement and scientific research. SPSS program is very popular because it is often used as a tool to simplify the process of data processing. The researcher uses SPSS because the program is very helpful in the process of data processing, so that the result of data are accurate and trusted. The variable view of the Data Editor displays the names and qualities of every variable, shows information regarding the meaning of our data. Each row represents a single variable. The columns contain information about specific features of each variable such as the Name, Type, Label, and Value. The Data View of the Data Editor displays every case and data value for all variables. Data values can be entered by clicking on a cell and typing in the value. To calculate Mean just input the data, click Analyze, descriptive Statistics and then Descriptive automatically will appear automatically minimum score, maximal score, mean and standard deviation. To get the result from t-test with the same step need to input data. Input value variable to Test variable(s) and group variable to Grouping Variable then click Define Groups. Type experimental in Group 1 column and Control in Group 2 column, then click Continue and then OK. The last step then click Analyze, Compare Means and Independent Sample T-Test.

### IV. Research Findings

Based on the analyzed data, some findings can be formulated as follow:

1. The effect of picture teaching media to the students' ability in writing recount text at SMP Negeri 2 Siantar is good enough and successful. We also can say that using picture teaching media is suitable technique to increase students' ability in writing recount text and this technique can improve the students' score in writing recount text. For example, FA (initial name) got score 65 in pre test but in post test he got score 85, AJS (initial name) got score 65 in pre test but in post test he got 90 in post test, DAS (initial name) got score 70 in pre test but in post test she got score 85. In experimental class that using picture teaching media, the students were more active, motivate and they can share their feeling, idea, and arguments before they completed their task that has given by the writer. The students can develop their paragraph by using generic structure and language features of recount text. And the other, the students can increase their vocabulary and using spelling, punctuation and capitalization well. So, the students can complete the text and their score are better than control class (Without using picture teaching media).
2. The effect of without using picture teaching media to the students' ability in writing recount text at SMP Negeri 2 Siantar is not good enough. Picture Teaching Media is significant effect to the students' ability in writing recount text at SMP Negeri 2 Siantar.

From the analysis of data, t-test is higher than t-table ( $4.308 > 1.672$ ) at the level of significant is 0.05 with  $df = N-2$ . It means that the test is significant. It also means that there is an the effect of using picture teaching media to the students' ability in writing recount text at SMP N 2 Siantar.

### V. Conclusions

After analyzing the data, the researcher can conclude that picture teaching media is a technique that can improve the students' ability in writing recount text. picture teaching media gives impact to the students because this technique should be applied in teaching writing especially in recount text or the other text. So, the students will be more interested in writing and they can understand the material easily. The effect of picture teaching media is

very helpful in teaching writing and it can make the students more active in class discussion, ask question and also share ideas for other students.

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## THE EFFECT OF C-T-L TO THE ABILITY OF GRADE TEN STUDENTS IN WRITING A DESCRIPTIVE TEXT

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### **Abstract**

*This research purpose is to know the effect of contextual teaching and learning teaching method to the ability of grade ten students of SMK Swasta Teladan Tanah Jawa in writing a descriptive text. This Research is experiment with population research is all the students at grade tenth of SMA Negeri 6 Pematangsiantar. The instrument that used is a test in essay test form. The data were analyzed by applying the t-test, it was found that  $t_o$  3.39 and  $t_{table}$  1.67 at the level of significant  $p = 0.05$  and  $df = 30 + 30 - 2 = 58$ . After analyzing the data, the writer concluded that Contextual Teaching and Learning Teaching Method could develop the students' ability in writing.*

**Keywords:** *Contextual Teaching and Learning, Descriptive Text, Writing*

### **I. Introduction**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader (Nunan, 2003: 88). To increase the students writing achievement especially in descriptive text, the writer suggests the using of CTL teaching method as a method is recommended.

According to Sears (2003:9) Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real-life situations. An observation of English teaching has conducted by applying Bern's cooperative system, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable. The reason for this application is based on the assumption that by applying this learning method, it is knowledge that the writing skill, in this case is descriptive text can be facilitated effectively. Based on the matters above, the writer is interested to conduct the research entitled: "The Effect of Contextual Teaching and Learning (CTL) Teaching Method to the Ability of Tenth Grade Students in Writing Descriptive Text at Smk Swasta Teladan Tanah Jawa". The writer hopes that by using this teaching method, the students feel interested and be more active when they learnt writing especially descriptive text.

The purpose of the study is to find out whether the effect of Contextual Teaching and Learning (CTL) to the ability of grade tenth students in writing a descriptive text? To find out the effect of Contextual Teaching and Learning method to the ability of grade ten students in writing a descriptive text. To find out the effect of Conventional Teaching method to the ability of grade ten students in writing a descriptive text. To find out whether the effect of Contextual Teaching and Learning Teaching method is more significant than the effect of Conventional teaching method to the ability of grade ten students in writing a descriptive text or not.



## II. Literature Review

There are four skills in language, one of them is writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader (Nunan, 2003: 88). So with writing we can express our feeling, emotion, desire to word and organizing them to make the reader understand for what we stated. Oshima and Hogue (2006, p. 265) defined writing as a process of creating ideas, organizing them, writing a rough draft, and finally polishing the rough draft through editing and revisions. It means that writing we should find the main idea, organize them into outline to make some drafts, and the last make paraphrase to develop the main idea with using revision to make a good writing product. In writing, writers have to know well about their work that will be shared. Delivering meaning in writing is the relationship between the writers and readers to understand what the meaning of text is. Teaching method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. According to Anthony (1963: 63) method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Rusman (2013:190) CTL is an approach/perspective to teaching and learning that recognizes and addresses the situated nature of knowledge. Through connections both in and out of classroom, a CTL approach aims at making Experience relevant and meaningful to students by building knowledge that will have applications to lifelong learning. In general, CTL aims to build collaboration between the university/school and community in ways which are mutually beneficial. According to Johnson (2002) Contextual Teaching and Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their lives, that is, with context of their personal, social, and cultural circumstance. Sears (2003:9) also said that Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real-life situations. Today, most of students in the school got a lot of material that was not in context. Therefore, they were difficult to make connection between what they are learning and how that knowledge will be use in their daily lives. The methods of the classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

In addition, Nurhadi (2003:31) stated in his book that there are seven strategies in Contextual Teaching and Learning. Here they are:

### a) **Constructivism.**

In this teaching and learning model, students construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with preexisting intellectual constructs. Based on this statement, the teacher transfer knowledge to student and students learn step by step from the limited context and construct their own knowledge to find the deep understanding through meaningful learning experience.

### b) **Inquiry.**

Basically, inquiry is fundamental activity of Contextual Teaching and Learning. Knowledge and skill got by the students do not expect from remembering the facts, but from self inquiry. Inquiry is the regulated activities included observing, asking, analyzing, and formulating theory whether individual or in a group.

### c) **Questioning.**

The questioning technique enhances student learning and development of problem solving and other higher-order thinking skills. For CTL to achieve its aims, appropriate

types and levels of question must be asked. This question not monopolized by the teacher but also asked by the students. The teacher lead the students to know something, suggest the students to get information, asses the students' skill of critical thinking so it teaches the students think critically.

**d) Learning Community.**

In Contextual Teaching and Learning, learning community suggest that the result of teaching and learning is resulted from doing task with other students group. Grouping can lead the students to share their experiences among friends, solve the problem together, and create better learning than learn alone.

**e) Modeling.**

Modeling is needed to give the students an example. The teacher gave the example before giving the task to the students, and demonstrate what the students must learn. Model is not only from the teacher but also can be design by the students.

**f) Reflection.**

Reflection is also an important role in CTL. Reflection is a way of thinking on what have students done in learning activity. Students will give an opinion, critics, comments, and suggestions on their own activities. As a result, they know what have they learned, what they should do after the process of learning, and then they perhaps relate the knowledge with their own real life.

**g) Authentic Assessment.**

This is the process of collecting the data that can give the description of students learning development. Its purpose to know the students developing in learning is not from the test given but from the participation of the students in learning process whether inside or outside of the class. Therefore, the Center of Occupational research development (CORD) stated that there are five strategies for the teachers in applying the Contextual Teaching Learning they are called REACT, which stands for Relating, Experiencing, Applying, Cooperating, and Transferring.

More its explanation as below:

- 1) **Relating.** Learning related with the real world experience context.
- 2) **Experiencing.** Learning focused on the expiration, discovery, and invention.
- 3) **Applying.** Learning should be presented into the context of useful.
- 4) **Cooperating.** Learning through interpersonal communication context, togetherness, etc.
- 5) **Transferring.** Learning through the use of knowledge in the situation or new context.

In sum up, for Contextual Teaching and Learning to be effective, all strategies above must be present in the teaching learning process. A teacher should integrate with other commonly accepted good teaching practices.

These other practices include promoting self regulated learning, addressing student diversity when teaching, designing authentic assessment and using questioning to develop higher order thinking skills. According Knapp and Watkins, (2005:19) text is always produced in a context. While text is produced by individual and individual is always produced as social subjects: in particular, social environments. In order words, text is never completely individual or original; the always relate to a social environment. Knap & Watkins (2005: 21). "Genre is an organizing concept for cultural practices". Genre are classified according to their social purpose and identified according to the stages they move through to attain their purpose. There are five fundamental genres of writing namely: describing instructing, arguing, explaining, and narrating.

### III. Research Methodology

Methodology is a specific set of procedure of researching. Cohen (2007:272) stated that the essential feature or experimental research is that investigation deliberatory control and manipulate conditions which determinethe events in which they are interested ,introduce and intervention and measure the difference that it makes.This research uses the experimental design which consist of treatment and post test in order to know the effect of CTL to the ability of grade tenin writing a descriptive text. Including the experimental research,the samples divide into two groups. They are control group,which will be taught by using conventional method ,and the experimental group which will be taught by using CTL. The population of this study is grade ten studentsof SMK SWASTA TELADAN Tanah Jawa. Which consist of 7pararelclasses. There are X TKR 1class; X RPL2 classes; X TSM 3 classes; X AK 1 class. Total numbers of students are 244 students.In scoring the test ther writer uses Jacobset all. (1981) 5 criteria namely :1. Content, 2.Organization, 3.Vocabularies, 4.Language Use 5.Mechanics. The score of the test focuses on content, organization, language use.

No.	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5
	Total	100

### IV. Findings and Discussion

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:The researcher found that there is the effect of using contextual teaching and learning teaching method to the ability of grade X students of SMK Swasta Teladan Tanah Jawa in writing a descriptive text. It showed that the score of the students in experimental group was higher than control group. The effet of using conventional teaching method in writing a descriptive text is quite good but as good as using contextual teaching and learning teaching method. The student are still difficult to complete the text when the researcher taught them with conventional teaching method. It can be seen from their result in control group. Most of the students are still low to complete the task that has given by the researcher.To know the effect of using contextual teaching and learning teaching method to the students' ability in writing descriptive text, the researcher gave them pre-test and post-test in written.

After the post-test was administered, the researcher got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. The score of students writing in pre-test from 30 students is average. It shows from the mean of total score in pre-test from 30 students are 66.13. Besides, the score of post-test can be said good that showed by the mean of total score of 30 students are 78. At a glance, the mean from pre-test and post-test can be seen that students' writing ability improved. Then, to know the significance different score between pre-test and post-test, the reasearcher analyzed the data using t-test, the result of t-test is 3.39. The value of t-test has been found, and then the researcher found the df ( 58 ) in t-table at significance level 0.05 that is ( 1.67 ).

To answer the hypothesis testing, the researcher compared the value of t-test and t-table. Thevalue of t-test that is gotten by the writer is (t-test = 3.39 and the value of t-table is 1.67 ).

It is known that t-test is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis (  $H_a$  ) is accepted and the null Hypothesis ( $H_0$ ) is rejected, the theory is verified. It means that there is different writing score of grade X students of SMK Swasta Teladan Tanah Jawa between before and after taught using CTL.

Finally, the researcher finds the answer of the problem namely to know the significant of CTL method in writing descriptive text by analyzing the data. It was proved by the students' average score in experimental class ( 11.5 ) and in control class ( 7.8 ). The writer found  $t_{\text{observed}} > t_{\text{table}}$  namely  $3.39 > 1.67$  which made (  $H_a$  ) is accepted.

If t-test is higher than t-table, it means that there is significant effect of using contextual teaching and learning teaching method in writing descriptive text.  $T_{\text{test}} > t_{\text{table}}$  because the researcher using CTL teaching method. By using contextual teaching and learning teaching method, the students are required to grasp the relationship between the experience of studying in school to real life. Because adopted CTL flow constructivism, in which a students is led to find his own knowledge. Through the foundation of philosophical constructivism students are expected to learn through experince instead of memorizing. The students more interest to do the test. So, the students can be active and fun in writing descriptive text. And while in control class, the students were difficult to find and to solve the problems because the descriptive did not use CTL as teaching method, so the students can be bored and lazy in writing descriptive text. The researcher used two classes from the nine classes at the sample that consist of 30 students of each class. One class was chosen to be experimental class that is received treatment by contextual teaching and learning as teaching method and the other one as the control class that is received different treatment or conventional teaching method.

## V. Conclusion

The use of contextual teaching and learning teaching method to the ability of grade X students of SMK Swasta Teladan Tanah Jawa in writing a descriptive text has significant effect. It could be seen from the score of the students taught by using CTL teaching method was higher than those by using conventional teaching method. Using contextual teaching and learning teaching method can improve the students' ability in writing a descriptive text.

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## THE EFFECT OF USING PICTURES SERIES ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT

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### **Abstract**

*The objective of this reasearch is to find out the effect of using pictures series on students achievement in writing narrative text. The participant of this research were the student grade XI of SMA N 3 Pematangsiantar. The data is collected by given essay test. The researcher found that there was the effect of using pictures series in writing narrative text. The students able to tell a story by using pictures series, they were more active in the class and able to complete their task well. This technique were effective in writing narrative text. It can also seen from t-test was higher then t-table ( $2.71 > 1.67$ ). Finally, the researcher concluded that the effect of using pictures series on students' achievement in writing narrative text was significant. It is suggested that pictures series could be used by teacher to improve students' achievement in writing narrative text.*

### **I. Introduction**

English as a global language in all over the world seems to be priority for people to learn. Nowadays, we live in era of globalization, full of challanges and competition among other peopleether in or out of country. English is one most common languages use by people. In learning english, there are four basic language skills that must be well master by the students. Namely speaking, reading, listeing and writing. In this research, the researcher focus on writing skill.

Langan (2009:10) states, "Writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned". It means that writing skill is not natural gift, but an ability which needs learn and practice. Everyone who wants to be able to write a text, they should learn how to express their ideas and feelings, and how the process to produce language in form of written text that comes from their thought. Furthermore Knapp and Watkins (2005:15) State, "Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning". It means that writing is a difficult skill that has technique or strategies and some processes of activities to get a paragraph and to full it all, need an educator and practices.

Although people already know the importance of writing skills, in fact, the teaching and learning process in the class somehow does not run smoothly. As the result, it does not show asuccessful achievement at the end of teaching and learning writing. Based on the researcher's observation in SMA N 3 Pematangsiantar, it was found that grade XI students especially students still had difficulties in the writing class. They had a mind set that writing was very difficult. When they were assigned to write a text, they seemed unwilling to do it. Moreover, some of them tended to just copy and paste from the internet, from their friends' work, and some of them preferred to do not submit their works. Moreover, some of the students paid less attentionin writing class. There were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions. Instead, some students played their mobile phones and chit- chatted during the lesson. It could be concluded that their motivation to join the lesson was quite low.

Based on the observation on the students' writings, there were some mistakes in them. Their writings indicated that the students also had some difficulties in some aspects of writing. Those difficulties were related to the content, organization, mechanic, grammar, and vocabulary. The students found a difficulty to express their ideas when they were asked to write a text especially to think about what they should write as the first sentence in their paragraph. As the result, the students' writing was very short. Unfortunately, some of them also preferred to copy their friends' work and submitted them to their teacher. In other words, the students had difficulty in generating the ideas in writing. Another difficulty was related with the organization. The students still made mistakes in sequencing their ideas into a coherent paragraph. So, some of the students' writings were not well sequenced. Some of their writing also confused the readers.

In this case, Narrative text chosen as the specific genre to teach because of its social function, it's familiarity to students' life and experiences so the researcher hopes the students will be easier in writing idea. Almost every day people deal with text. It can be said that people live with text. According to Anderson and Anderson (1997), texts are created when people communicate in spoken or written. There are two main types of texts. Those are literary and factual. Literary text includes narrative, poetic and dramatic. Narrative text is a text which tells a story (Anderson and Anderson, 1997). The purpose of narrative texts is to entertain and to inform the reader or listener.

Picture series are the kind of media which belongs to a category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. The pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981:49). Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell a story and ask the students to write a story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to become creative writers.

Based on the problems above, the researcher proposed picture series to improve the students' writing skills especially in writing narrative text. Picture series was chosen because the English teacher never used picture series in writing class before. In addition, picture series also have many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepared and relatively adjustable to be used for various ages of learners and purposes. So, the writer will discuss "The Effect of Using Pictures Series on Students' Achievement in Writing Narrative Text. Based on the observation and the explanation above, the problem of this research can be formulated as "What is the effect of using Pictures Series on students' achievement in writing narrative text?". The researcher would like to find out the effect of using Pictures Series on students' achievement in writing narrative text at grade XI.

## II. Literature Review

The writer has found two relevant studies which related to this research. The first study was taken from Mansur (2011) who studied the teaching English entitled "*Improving the Students Ability in Writing Narrative Text through Series Picture at the Tenth Grade of SMA PGRI Tuban*". The research was a classroom action research that dealt with the use of picture series to improve the students' ability in writing narrative text at the tenth grade of SMA PGRI I Tuban. The writer analyzed the data in a descriptive way. The result of the study showed that (1) the implementation of picture series in teaching narrative text is effective to use because it can attract the students and motivate them in writing. It is also mentioned that

through picture series, the students can get enough stimuli. The students also could show their opinion about the picture so they can express their ideas, (2) the students' writing ability in narrative text after using picture series was improved in each aspect. The students could develop the content of the story and organized it based on the generic structure. They also used the proper vocabularies. It made the reader understood with the whole of the story. The average score in the first cycle was 65, and the average score in the second cycle was 71.

The second was taken from Sarinten (2010) which entitled "*Improving Students' Skill in Writing Narrative Text through Picture Series at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010*". The study was a classroom action research. It aimed at finding out whether or not picture series can improve the students' skill and motivation in writing narrative text. The result of the study, the writer found that picture series can improve students' motivation and students' skill in writing narrative text. Picture series can improve students' skill in writing narrative text and it became one of appropriate ways in teaching writing.

Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effect of writing narrative text by using Pictures Series. The differences between this study and previous studies were the objective of this study and the method of this study. The objective of this study was to find the effect of writing narrative text by using Pictures Series. The effect of using pictures series on students' achievement in writing narrative text can be seen from the increasing of students' post-test scores in writing test.

By the study in the case, the writer want to find and interesting to teach narrative text as the way to improve students' writing especially narrative text, because the writer believes that the giving them such pictures series as guide, then the students' look the pictures while they are writing will be better to organize. The picture for teaching will make the students' interested in learning english in the classroom. the students' will not be bored with the material given by the teacher by using pictures series, students' are expected to make in improving their writing skill.

### III. Research Methodology

#### Research Design

The research is a quantitative research that based on experimental study. According to Arikunto (2010:9) "Quantitative research is a way to connect cause and effect between two factors in intentionally inflicted of the researchers by eliminating factors that disturb." This research is conducted to see the effect of applying Pictures Series to the students' ability in writing narrative based on numeric data that is gotten from the result of the students. According to Ary,et.al (2010:265), an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observe the effect of manipulation on the dependent variable(s).

In other word, the researcher needs two group of subject, experimental and control group. The experimental group receives specific treatment while control group receives no treatment. Using a control group enables researcher to see many explanations for the effect of treatment. Clearly, the research design is figured as following :

Group	Pre Test	Treatment	Post Test
Experimental	✓	X	✓
Control	✓	Y	✓

### Setting

A population is a set (or collection) of all elements possessing one or more attributes of interest, (Arikunto 2010:173). The population of this research will be the students of SMA N 3 Pematang Siantar at grade XI. There are Seven classes: XI IA1, XI IA2, XI IA3, XI IA4, XI IA5, XI IA6, XI IA7 the sum of the students are 210 students.

**Table 3.2. The Students' Population**

XI IA1	30
XI IA2	30
XI IA3	30
XI IA4	30
XI IA5	30
XI IA6	30
XI IA7	30
<b>TOTAL</b>	<b>210</b>

### Data Collection

Instrument for collecting data is really important in very scientific research. In this research, the researcher uses writing test, it is essay as the instrument for collecting data and it is administrated to both experimental and control groups.

### Technique of Data Analysis

The method of data analysis in this study is recount analysis. The steps of analyzing data are presented as follow:

1. The researcher try to check the structure of sentence in writing, including generic structures and language features in recount text.
2. The researcher see directly their attitude in making sentence of writing.
3. The researcher check the content, vocabulary, and grammar in writing.
4. The researcher examine the sentence in paragraph whether it is finished completely or not.
5. The researcher make conclusion of the problem in writing.

## IV. Findings And Discussion

### Findings

Research findings were the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

The researcher found that there wasthe effect of using Pictures Series on students' achievement in writing narrative text at grade eleven students of SMA Negeri 3 Pematangsiantar. It showed from the score of the student's by using Pictures Series highest than the pre-test and it was shown significantly. It means that the score changed. The mean of experimental group was 80.16 and the mean of control group was 65.33. It showed that the score of the students in experimental group was higher than control group. From the analysis of the data, T-observed is higher than T-table ( $2.71 > 1.67$ ) at the level of significant 0.10,so there is the effect of using Pictures Series on students' achievement in writing narrative text at grade eleven students of SMA Negeri 3 Pematangsiantar.



## Discussion

Wright (1989:17) suggests that there are some roles for pictures in writing. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be described in an objective way, or interpreted, or responded to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practices. The last, pictures can stimulate, and provide information to be referred to in discussion or storytelling.

The above statements show that Pictures Series provides more opportunity for students to exchange their opinion, ideas, information among all members of group in a discussion, and take chance in process of understanding: (1) content; (2) vocabulary; (3) organization; (4) language use; (5) grammar; (6) mechanic. The important thing is that the learners can participate actively, more confident, and their motivation improve in joining writing class.

## V. Conclusion

The purpose of this research is to find out whether teaching by using pictures series is more significant than without using pictures series on students' achievement in writing narrative text at grade eleven of SMA Negeri 3 Pematangsiantar. The important thing is that the learners can participate actively, more confident, and their motivation improve in joining writing class. The researcher concludes that in teaching writing by using pictures series on students' achievement in writing narrative text is more effective than without using pictures series.

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## COHERENCE AND UNITY IN THE STUDENTS' WRITING OF DESCRIPTIVE PARAGRAPH

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### *Abstract*

*This research is aimed to determine the ability of the students in writing descriptive paragraphs in coherence and unity. The research population is all students of 8-9 grades in SMP Negeri 7 Pematangsiantar. The methodology research is the qualitative research. Then the researchers analyzed the students' writing based on four criteria that is very good, good, poor and very poor. The result obtained almost all students of grade 8-9 are not able to write descriptive paragraph in coherence and unity of the whole paragraph. There are many students lack coherence and unity of the students ability in writing descriptive paragraph. By seeing the research findings, the writer concludes that the ability of the students in writing descriptive paragraph is still did not able to writing with coherence and unity.*

**Key Words :** *Coherence, Descriptive Paragraph, Paragraph, Unity, Writing*

### **I. Introduction**

Writing activity doing to deliver information to the readers by the writer in a written form. The information that is delivered is commonly arrange in a paragraph or text. A writer usually writes and arranges her/his ideas in a good paragraph or text in order to make the readers understand about what the writer means. According to Rass (2001: 30) "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization." According to Brown (2001:3) "Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization." Hughey et al (1983:3) explain that "Writing is a communicative act." It depends upon the awareness of the social expectation. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say. The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

Therefore, the condition automatically makes the readers understand with the paragraph. They would get the information from the paragraph because it did have unity. The supporting details did have support the topic anymore and it was caused of inappropriate words in connecting the sentences in the paragraph. The phenomena above finally ordered the researcher to do a research. Then, the problem is focus on analyzing the unity and coherence of a descriptive paragraph. Writing becomes the most difficult skill when the foreign language learners learn it. Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules. Harris (1997:38) states that "the students can use writing to

express their ideas, opinions, realities, and point of view.” People can communicate a variety of messages known readers or unknown readers by writing. Such communication is extremely important in the modern world, whether the interaction takes the form of most technologically advanced electronic mail. In conclusion, writing is a communicative activity that needs to be encouraged nurtured during the language learners’ course of study. A paragraph should have good relation to the thesis statement and topic sentence.

The researcher focuses on descriptive paragraph which is taught in the junior high school. The student’s difficult to write a paragraph. A paragraph is a group of sentences that develop one topic or idea. It has three main parts. The first part is the topic sentence. It is called the topic sentence because it states the topic or the subject of the paragraph. The second main part is the supporting sentences. The supporting sentences develop the topic. This means that they explain the topic sentence in detail. The last part is the concluding sentence. The concluding sentence summarizes the paragraph and/or adds a final comment. The research problem of the background is how are the student’s coherence and unity in writing descriptive paragraph at grade VIII in SMP NEGERI 7 PEMATANGSIANTAR? The purpose of the research is to find out the ability of the student coherence and unity in writing descriptive paragraph. To know the ability of the students in writing descriptive paragraph.

## II. Literature Review

Paragraph is a form of writing result that is composed by the writers when they write something. It is a group of sentences that work together to develop the topic sentence. A writer should know the important or essential elements of paragraph in order to make or produce a good paragraph in their writing. When the writers start to write, their drafts are definitely arranged in a paragraph or passage. According to Oshima and Hogue (1991: 16) and Boardman and Frydenberg (2002: 4), “paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.” It shows that a paragraph talks about one single idea and consists of some supporting details to support the topic sentence.

According to John Langan (2009: 47) “To write an effective paragraph, you should begin by making a point and then go on to support that point with specific evidence. There are three major structural in paragraph. The first is Topic Sentence. This part contains with a problem or issue that will be discussed in the paragraph. Dorothy and Carlos (2005: 21) state that “Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph.” Topic sentence tells the main idea of paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. . A good topic sentence has controlling ideas –words or phrases that help guide the flow of ideas in the paragraph.

The second is supporting sentence. It is used to develop and support the topic sentence. Usually, supporting sentences contain with reasons, facts, examples or statistics in explaining the topic. Lopez and Dequilla define that “a paragraph has Unity when every sentences in the paragraph works toward developing a single idea.” Supporting ideas develop the paragraph by adding more information. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. So, the writers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph. Supporting sentences develop the topic sentence.

The third is concluding sentence. Alice and Ann (2007:58) said that “A concluding sentence signals the end of the paragraph and reminds the reader of the main idea.” A

paragraph does not always need a concluding sentence.” For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay. A good concluding sentence signals the end of the paragraph and summarizes the important points briefly or restates the topic sentence in different words. All the sentences clearly connect each other to show the coherence of the paragraph itself.

According to Oshima and Hogue (1991: 29), every good paragraph has unity, which means that in each paragraph, only one main topic is discussed. It means that coherence and unity in a paragraph will be showed when the paragraph only talks about one single idea and every sentence will best develop the paragraph’s main idea. Lepionka (2008:118) states that coherence is the quality of sequence and integrity or togetherness. It determines that the sentences connect in a logical order and they work together to develop the main idea in the paragraph. The sentences must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one. It shows that the connection of the sentences in a paragraph should connect logically. Between the one sentence and the next should support by good transition words or conjunctions. So, the coherence of the paragraph can be achieved. Unity in writing is the connection of all ideas to a single topic. Lopez and Dequilla (2000: 54) define that a paragraph has unity when every sentences in the paragraph works toward developing a single idea. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. Therefore, the writers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph.

According to Oshima and Hogue, every good paragraph has unity, which means that in each paragraph; only one main topic is discuss. There are several factors in unity :

- a) Develop a paragraph around a major idea. Express this idea in the topic sentence.
- b) Make the relationship between the main idea of the paragraph and the thesis of the paper clear.
- c) Support the main idea of the paragraph with details.
- d) Create separate paragraphs for those details that explore your topic from different perspectives.
- F) Eliminate sentences that do not support the main idea. Alternately, you may revise the main idea to include those sentences

Then the researcher concludes is coherence and unity is all of the sentences logical and the entire supporting sentence describes about the one idea. And also focus only one idea, connected each other’s and then make a conclusion about the topic sentence but did not repetitive about the topic sentence.

### **III. Research Methodology**

This writer uses descriptive qualitative research. According to Burns and Grove (2003:201), descriptive research is designed to provide a picture of a situation as it naturally happens. The researcher argued that this research was categorized as descriptive research because it described and analyzed the elements of coherence and unity that were arranged by the students when they wrote or composed paragraph. Qualitative research is less easy to define. It explores questions such as what, why and how, rather than how many or how much; it is primarily concerned with meaning rather than measuring.

Understanding why individuals and groups think and behave as they do lies at the heart of qualitative research. Descriptive qualitative research is discourse analysis because the data analysis to know the ability of students to develop the idea in a paragraph and analysis the important of students to know the important that students writing a paragraph with

coherence and unity when they writing a paragraph. The researcher used the instrument is written test about descriptive paragraph. The research collect the data from the students are twenty-five students. After collecting the data, the research analysis that the Reading the descriptive paragraph written by students. Identifying the elements of paragraph: topic sentence, supporting sentence, concluding sentence, vocabulary, relation the sentences in paragraph coherence and unity to know bad or good of their writing paragraph. Identifying the irrelevant and irrelevant supporting sentences based the main topic. Identify the chronological all the sentences. Drawing the conclusion.

#### **IV. Findings and Discussions**

After having analyzed all the data, the researcher analyzes 25 data. The data was analyzed based on the coherence and unity of the student's ability in writing descriptive paragraph. Thus, the research problems have been answered on the table above, they are the criteria of the student's in writing descriptive paragraph made by the grade VIII students to find out the abilities of the students in writing descriptive paragraph. So the abilities of the students in class Eight-9 still many students not coherence and unity in writing descriptive paragraph.

1. The ability of the students writing descriptive paragraph according the data analyzed there are four criteria; the first criteria is very good. There are six students writing with advance score, because the writing of the six students are focus only one interesting main idea, all of the sentence have related for each sentences. The students develop the idea to describe about thing and all of the sentences are relevant, logical and reasoning to support the main idea for many complete the evidence.

2. The second criteria is good, there are nine students writing with score intermediate because all the nine writing of the students only state about the main point, there are lack concrete all of the sentences. The sentences have detail about the support the data but lack thoughtful to support the main topic. The writing still lack coherence and unity so there are still get the score almost advance. Need more specific to describe about the description so that the reader can reflect an image describe of the writer.

3. The third is score poor criteria, there are six students get the basic criteria because the student writing is acceptable the main idea and the supporting sentence is sufficient to relate the topic sentence. The students are not able to conclude the sentence about the main topic. The evidence of the data is lack relevant or not complete thought out.

4. The last criteria is very poor, there are four students the score about beginner, the ability of the students more need improve or must much repair about the writing of the students. Because the students writing are irrelevant, the entire sentence does not with specific to describe about the main point. The students writing are missing or invalid about the topic sentence. Organize the idea is unrelated and evidence is not relevant. There are not coherence and unity.

This part discussed about the finding in this research by reflecting on some theories related with their ability in writing coherence and unity.

a) The students' ability to write coherently

From the research that had been conducted in descriptive writing class showed that the students who have understood about the structure in paragraph will be more capable and more organize to develop their ideas. The students needs to have deep understanding about how to write a good paragraph that should concern on topic sentence and supporting sentences. It was related with Oshima's and Hague's theory, a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In this research of descriptive writing, student needs to state at least three supporting sentences.

Each supporting sentence was discussed in body paragraph. Therefore, the comprehension of paragraph plays the important role the coherence and unity in writing descriptive paragraph.

b) The ability of students in writing in unity

Unity means that there is a concentration on the explanation of the purpose of writing topic idea in a paragraph. There are irrelevant sentences to the sentences that are developing in a paragraph. As readers move into a paragraph, they need to know where they are, in relation to the whole essay, and what to expect in the sentences to come. In a well – unified paragraph, there is a foundation on which to build with a topic sentence and main sentences which clearly support the controlling idea. To make a paragraph unity; the writers definitely should think one central idea or topic. Then, the main points and supporting sentences should support the topic sentence directly.

Moreover, writing with unity in a descriptive writing is not easy enough. Based on findings, there were only 6 students who get the very good criteria because their paragraph discusses only one main topic. It indicates that they have unity paragraph. Thus, it appropriate with the theory that every good paragraph has unity, which means that in each paragraph; only one main topic is discussed. Besides, the most criteria the students get is in good criteria with 9 students. Likewise, the poor criteria are six students. There are 4 students who cannot build the unity in their writing. They tend to discuss more than one thought in their writing. All elements of a paragraph must be relevant to the central thought if unity is to been achieved. The researcher conclude, there are factors why the students difficult to writing descriptive paragraph:

The students confuse to writing something or difficult to know what the idea must their writing about something. The students not interest to writing The knowledge about writing is very poor or the students not thought that writing is important to know about their ability to describe something with the good evidence. The teacher in the school seldom asks to write something or describe about thing or less practice. The students' minimum about vocabularies. The students do not understand how to write good and relevant all of the sentences. The teacher actually know the ability of the students so that can repair what the weakness of the students in writing descriptive paragraph. The students still confuse about words coherence and unity in writing.

## V. Conclusions

After having analyzed all the data, then the writer writes the conclusion from 25 data that was written by the grade VIII-9 of students in SMP Negeri 7 Pematangsiantar.

1. In writing with coherence, there were only 6 students who get the score very good. It indicates that only few students who can make the coherence in writing very well. Besides, the very good score, there were good, poor and very poor score with total students of 19. It shows that the students' ability in writing coherence was in fair criteria or not coherence.
2. In writing unity, 6 students were in very good or very good score , and 9 students were in good score. It shows that some students can make the unity good enough in their writing. There were 6 students got poor score. It indicates that many students are still cannot discuss in one central idea in their paragraph. The main points do not relate directly to its thesis statement. Then, there were 4 students got very poor score was in fair level.

Despite there were not all of the students make the coherence in the paragraph, the result of the research showed that they are many students were not able to use writing in unity, transition signals and logical order.

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## THE EFFECT OF CLUSTERING TECHNIQUE ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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### **Abstract**

*This research is aimed to know the effect of clustering technique on the students' ability in writing descriptive text. Therefore, the problems is "Does the application of clustering technique significantly affect the students' ability in writing descriptive text at grade VII of SMP Negeri 2 Pematangsiantar?" This research was conducted by applying Quasi-Experimental design. Grade VII students of SMP Negeri 2 Pematangsiantar were used as the population. It was decided that VII-1 students as the experimental group and VII-2 student as the control group. To analyze the data, the writer used IBMSPSS 20.0. The result of analyzing the data shows the score of t-test is higher than t-table ( $7.88 > 1.67$ ). Based on the analysis of data, it can be concluded that there is a significant effect of of clustering technique significantly affect the students' ability in writing descriptive text at grade VII of SMP Negeri 2 Pematangsiantar.*

**Keywords:** *Effect, clustering technique, descriptive, genre, writing*

### **I. Introduction**

Writing is one of the four language skills which is very important to learn besides reading, listening and speaking. Sharples (1999:8) said that writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

As we know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As Richard and Renandya (2002:303) said, "Writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text."

In the first year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text.

The descriptive text is one genre that must be mastered by students in learning English. And theoretically, according to Ervina (2010:7) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

In fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text. Based on the writer's observation at the time of the teaching practice program (PPL) in SMP Negeri 2 Pematangsiantar contained 75% of students who were unable to write a descriptive paragraph. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Besides that, the teacher uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted.



Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process. There are a lot of methods and techniques to get the English teaching effectively.

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to Langan (2001:25) clustering technique also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you.”

Clustering technique is used in the pre-writing stage of the writing process; because in this stage students develop their ideas first before they apply the whole paragraph in written. “Pre-” means before; pre -writing means the work done by the writer before the paragraph is actually written. Reid (1988:30) said that, Pre writing is the first stage in the writing process to find out the various ideas to write therefore; clustering technique is used to avoid students to leave a blank page of paper because of their limitation to develop the ideas in writing.

Based on some issues discussed above, the writer intends to make a research entitled “The Effect of Clustering Technique on the Students’ Ability in Writing Descriptive Text at Grade VII of SMP Negeri 2 Pematangsiantar”.

## II. Literature Review

Writing is the act of putting letters, symbols, or words on paper or a computer screen. Writing is used to express and explain ideas. Lamb and Jhonson (1999:173) state that “writing is the expression of language in the form of letters, symbol or word.” The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences. Writing is communication. In other words, writing is how do someone more what are there in their mind by written.

Harmer (2004: 4) said that, “Writing is kind of expressing ideas, feelings and desires uses a conventional graphic system”. Harmer (2004: 31) also added, “Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which puts in their minds”.

The word genre comes from the French and originally Latin word for ‘kind’ or ‘class’. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. Texts are classified into genres on the basis of the communicator.

According to Gerot and Wignell (1994:190-219), there are thirteen genres of writing form. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote. Each text has its own social function, generic structure and language features.

Every genre has a number of characteristics and it has the specific purpose which makes it different from other genre. In this study, it is only focused on report text.

According to Harmer (2004: 12), “The writing process is a way of looking at what people do when they compose written text”. The writing process teaches the students how to develop their ideas and record them in written form. Each stage of the writing process is important and needs to be explicitly taught.

Harmer (2004: 4) also added, “There are four main elements in writing process, they are: Planning, Drafting, Editing (Reflecting and Revising), and Final Version. All of them will be discussed in the following:

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. So the purpose of descriptive text is to Describe the characteristics and conditions of the object either person, thing, place, or animal) by using adjective and attribute.

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definitions about clustering stated by experts, Buscemi (2002:14), said that “clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay.” Also called *mapping*, and *diagramming*, it is another effective way to gather information for an essay. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of narrative writing.

In addition, Langan (2000: 25) said that “Clustering also known as diagramming or mapping, or another strategy that can be used to generate material for a paper.” This method is helpful for people to think in a visually way. In clustering, you use lines, boxes, arrows and circle to show relationship among the ideas and details that occur to you.

Based on the definition above, the writer concludes that clustering technique is a kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and circles to show relationship among ideas, it helps students to find ideas and also enrich the ideas.

According to Axelrod and Cooper (1985:461), the application of clustering technique as follows:

- a. In a word or phrase, write your topic in the center of a piece of paper. Circle it.
- b. Also in a word or phrases, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.
- c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.

By giving a certain key word or target word to the students and ask them to make clustering based on it, we made the students to increase their connected vocabularies. It’s also able to trigger their background knowledge and help them in memorizing of new vocabulary. Even though clustering is actually a technique, which is usually used in pre-writing paragraph but the researcher assumes that the technique is also applicable in increasing the vocabulary of the students.

### III. Research Methodology

This research uses quantitative experiment. Quantitative experiment is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research is conducted in line with random assignment posttest-only design. This research method is used to describe variables, to examine relationships among variables and to determine cause-and-effect interactions between variables.' (Burns & Grove 2005:23)

This research is conducted at SMP Negeri 2 Pematangsiantar. The school is located at Jln. Brigjen Rajamin Purba, Sh 96, Bukit Shofa, and Kec. Siantar Sitalasari, Kota

Pematangsiantar Prop. Sumatera Utara. It was established in June 6<sup>th</sup>, 1951. This research was held more or less for a month started from October to November, 2016.

The Population of this research is the grade VII students of SMP Negeri 2 Pematangsiantar which consist of ten classes. The total numbers of students are 350 students. In selecting the sample, purposive sample is used. The writer will divide them into two groups; the first class is VII-4 called as the control group and the second class is VII-10 called as the experimental group.

The instrument that the writer will use in this research is essay test. The test given to the students are focused on writing descriptive paragraph. The aim of this test is to measure the students' ability in writing descriptive paragraph. The test is used in this study is pre-test and post-test.

To know the effect or result of the research, t – test formula was used to calculate. To analyze the data, the independent sample t-test is applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test. The procedure of analyzing data using IBM SPSS 20.0 ( Saragih, 2015: 181).

#### IV. Findings and Discussion

##### A. Findings

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Writing Score	Experimental	30	77.9000	13.75989	2.51220
	Control	30	50.9333	12.72232	2.32277

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	1.461	.232	7.882	58	.000	26.9667	3.42146	20.11787	33.81547
	Equal variances not assumed			7.882	57.647	.000	26.9667	3.42146	20.11697	33.81636

Based on the data analysis of the research, the researcher discovers that the effect of Clustering technique is more significant to the students at grade VII of SMP Negeri 2

Pematangsiantar in writing descriptive text than the effect of Conventional Method. It was proved from the mean of the writing score in experimental group is 77,90 and only three students who got the score which did not pass the minimum standard score ( KKM). The mean of the writing score in control group is 50,93 and only three students who got the score which pass the minimum standard score ( KKM).

Using Clustering technique is a good decision in teaching writing descriptive to motivate the students to write and to stimulus their ideas. The statement could be showed by describing the analysis of the score from the essay test that had been held in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 7.882 and t-table was 1.671. So,  $H_a$  was accepted and  $H_o$  was rejected.

## B. Discussion

This research aimed to find out is there any significant effect of using Clustering technique to the students' ability in writing descriptive text of SMP Negeri 2 Pematangsiantar. They were divided into two groups namely experimental and control group.

The relevant previous studies related to the use of Clustering Technique which supporting the materials of this research were enough to prove that the research was successful to be conducted. It can be seen from the writing score and total number of students who passed the minimum standard score between experimental and control group. The students in experimental group had chance to organize their thinking before they develop in a text.

Based on the result of the data analysis, it is proven that the students' score in writing descriptive paragraph by using clustering technique is better. It means that using clustering technique in teaching writing descriptive paragraph is quite effective. Another reason based on the students' responses is because most students interesting to learn writing especially descriptive text.

## V. Conclusions

After analyzing the data, there are several conclusions, as below:

1. The students' achievement in writing descriptive text on experimental group at SMP Negeri 2 Pematang Siantaris more effective by using clustering technique.
2. Clustering Technique can help the students in SMP Negeri 2 Pematang Siantar to organize their thinking before they develop in a paragraph.
3. By using Clustering Technique, students can enjoy learning with others and they are more creative in composing descriptive text with well-organized.

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## THE EFFECT OF CARTOON VIDEO TEACHING MEDIA IN WRITING NARRATIVE TEXT

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### **Abstract**

*This research examined the effect of Cartoon Video Teaching Media to the ability for grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text. The problems of the research are : (1) What is the effect of Cartoon Video Teaching Media to the ability for Grade Eight students SMP Negeri 10 Pematangsiantar in writing narrative text? (2) What is the effect without Cartoon Video Teaching Media to the ability for Grade Eight students SMP Negeri 10 Pematangsiantar in writing narrative text? (3) Is the effect of Cartoon Video Teaching Media more significant than the effect without Cartoon Video Teaching Media to the ability for Grade Eight students SMP Negeri 10 Pematangsiantar in writing narrative text? The design of this research was experimental quantitative research. As experimental research, the aim is to know the effect of Cartoon Video Teaching Media that given, whether it influences to the object or not. In this research in collecting the data, the researcher has to do three steps, they are; pre-test, treatment, and post-test. The writer finds out that Cartoon Video Teaching media is more effective for the students than without Cartoon Video Teaching media to the ability for Grade Eight Students SMP Negeri 10 Pematangsiantar in writing narrative text.*

**Keywords:** *Cartoon video, effect, media, narrative, writing*

### **I. Introduction**

Nowadays English has become a very important language in the world, English has been an international language since long time ago. English has important role in this modern life, one of the important functions is supporting people to communicate with English in many aspects of their life, it can be used to express feelings, ideas, opinions, and thoughts to other in oral or written language. Both of them have equal function in supporting people to increase their knowledge, especially to get a job, to absorb in modern and technology life. The purpose of teaching English to the students in junior high school level is to make them understand and to develop communication skill in the form of spoken and written to solve some problems in daily activity.

English has four basic language skills which must be mastered and learnt by students in school. There are listening, speaking, reading, and writing. Here writing skill tends to be considered as the most important skill to be mastered. Writing is important and paradoxically, we can only improve our spoken language by writing. Besides that, writing can be a media for people to express their feeling, ideas, thinking or opinion. The students are demanded to master writing. Based on Indonesian curriculum 2006 there are many types of written form that have to be learnt by students. Therefore, the students are expected to know or master writing skill. And also the students are expected to know or master writing skill and one of the texts that should be learnt by students in junior high school is narrative text, it stated that the students should be able to understand and make narrative text.

Writing becomes the main concern for teachers who teach English in Junior High School. It was proved because based on the writer's experience during teaching practice 2016

at SMP N 10 Pematangsiantar. The researcher found that they almost did not understand all the content in their book, so when their teacher asked them to speak, read, listen or write, they did not know what they had to write and did because their writing was still lack. The low skill of the students was caused by the students acted in asking, just kept silent when they were asked for the opinion, often back and forth out of the room, and always used the local language when they were interacting with people. This allowed students be low in understanding a sentence into Indonesian, so that they also got difficulty in expressing the idea in writing. Most of the students had not been able to express ideas and the students' ability to use punctuation in their writing.

To make a good writing, the students need several processes. They are pre-writing, planning, and revising draft, and go to final writing. It needs a lot of time to arrange a paragraph. Writing is a gradual activity involving stages like setting goals, generating the ideas, organizing information, selecting appropriate languages, making a draft, reading, reviewing it, and then revising editing. Because English only a native language that should be learned by the students most the students still have to translate their work to English, so it needs more processes, more practices, and some steps to be able to make a good writing.

Based on the facts stated above, teachers needs a unique variations in teaching writing. The teacher has to find the media to make students interested to build their self confidence in writing. Media is material or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. Nowadays, in the teaching and learning process, media or visual aid holds a strategic role. The Media is the means for transmitting, delivering, and giving an exact definition, explanation and example, which is used to make the students get the given material easily and relaxily. By using the media, the teacher can maximally teach the certain lesson with different way. Media can also refer to the mean for establishing the condition of the learners to identify someone or something that is taught by the teacher.

Cartoon Video is one of the audiovisual media that can be applied in teaching narrative writing. It is not only entertain, but also used to improve the students' mastery of writing a narrative story. With this media, the students will not easily get bored because most of the young learners love to see the cartoon video. Lavery (2008: 24) argues that film and video are effective ways in motivating and helping students to understand language. So, by teaching media cartoon video, students will get interest and try to re-write the story from the film.

The other good side is this cartoon video does not have any violence and pornographic elements, therefore it is suitable for the students. The conversation and speech in the movie can be easily remembered and understood because it provides the daily conversation language which is often heard by the students.

Based on the research background above, the research propose the main problems as follows:

1. What is the effect of cartoon video teaching media to the ability for grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text?
2. What is the effect without cartoon video teaching media to the ability for grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text?
3. Is the effect of cartoon video teaching media more significant than the effect without cartoon video teaching media to the ability for grade eight students of SMP Negeri 10 Pematangsiantar in writing narrative text?

## II. Literature Review

The researcher uses some theories of experts to support the theory that is used in this research, such as Anderson (1997), Arikunto (2010), Ayres (2008), Bearn and Wolstencroft (2007), Byren (1983), Gerlach and Ely (1980), Gerrot and Wignell (1995), Heaton (1990), Hungey (1983), Keraf (1989), Lavery (2008), Li-Ling KUO (1991), Lynne (2001), Nystrand (1989), Parera (1993), Scholes (1985).

## III. Research Methodology

This research is designed base on quantitative research. Arikunto (2010:9) states, “Quantitative research is a way to connect cause and effect between the two factors is intentionally inflicted of the researchers by eliminating disturbing factors”.

This study is conducted by using experimental research method pre-test and post-test design. The design will be applied in order to investigate the effect of video on writing narrative text. The experimental group will learn by video as the media of learning narrative text, while the control group will learn without video. The writer will show the example of narrative text by cartoon video and give the task for the students’ class VIII-4. The students do the task in the classroom. The students are given 40 minutes for retelling the narrative story from the video cartoon based on generic structure of the text like orientation, complication and resolution.

In collecting data, the writer chooses test for collecting the data is by using essay test. Essay formats are practical, reliable and they give possibility and consistent process of scoring and grading.

After the test have been finished to be done, the researcher will analyze the data. The first, researcher Checks the students’ test and the second researcher analyzes the students task by finding out the generic structure of the text like orientation, complication and resolution. After that gives the scoring to the students’ test and then input the data of the students by IBM SPSS 20.0.SPSS.

## IV. Findings and Discussion

After analyzed the data from the students’ writing narrative text, the writer found some research problems that will be discussed, they are: What is the effect of cartoon video teaching media to the ability for grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text? What is the effect without cartoon video teaching media to the ability for grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text? Is the effect of cartoon video teaching media more significant than the effect without cartoon video teaching media to the ability for grade eight students of SMP Negeri 10 Pematangsiantar in writing narrative text? And the answer of those problems are:

1. The effects of Cartoon video Teaching Media to the ability on the Grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text is good enough and successful. We also can say that Cartoon Video teaching media is suitable media to increase students’ ability in writing narrative text and can improve the students’ score in writing narrative text. For example, ES (initial name) got score 75 in pre test but in post test he got score 92, YTR (initial name) got score 68 in pre test but in post test he got 88 in post test, RT (initial name) got score 66 in pre test but in post test she got score 87. In experimental class that Cartoon Video teaching media, the students were more active, and more interested they can share their feeling, idea, and arguments before they completed their task that has given by the writer. The students can develop their paragraph by using generic structure and language features of



- narrative text. And the other, the students can increase their vocabulary and using spelling, punctuation and capitalization well. So, the students can complete the text and their score are better than control class without Cartoon Video Teaching Media.
2. The effect of without Cartoon Video Teaching Media to the ability on the Grade Eight students of SMP Negeri 10 Pematangsiantar in writing Narrative text is not good enough. The students were not able to develop their paragraph by using generic structure and language feature. The students were not motivated and not interested to write narrative text. The students did not have many vocabulary that make the student difficult to write narrative text. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the writer.
  3. Cartoon Video Teaching Media is significant effect to the ability on the Grade Eight students of SMP Negeri 10 Pematangsiantar in writing narrative text.

The main subjects that being discussed on this research is the effect of cartoon video teaching media to the ability for grade eight students smp negeri 10 pematangsiantar in writing narrative text. To know the effect of Cartoon Video Teaching Media to the students' ability in writing narrative text, the researcher gave them pre-test and post-test in written. After the post-test and pre- test was administered, the researcher got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. The score of students writing in pre-test from 32 students is average. It shows from the mean of total score in pre-test from 32 students are 62.47. Besides, the score of post-test can be said good that showed by the mean of total score of 32 students are 78.84 At a glance, the mean from pre-test and post-test can be seen that students' writing ability improved. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test, the result of t-test is 4.065. The value of t-count has been found, and then the researcher considered the degree of freedom or  $df = N - 2$  so, the  $df$  is  $64 - 2 = 62$ . The researcher consulted to t-table, at the significance level of 0.05. The researcher found the  $df$  (62) in t-table at significance level 0.05 that is 1.671.

To know the hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the researcher is (t-test =4.065) and the value of t-table is (1.671). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the Accepted Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_0$ ) is rejected, the theory is verified. It means that there is different writing score on the Grade Eight students SMP Negeri 10 between before and after taught Cartoon Video Teaching Media.

Finally, the researcher finds the answer of then problem namely to know the significant of Cartoon Video Teaching Media in writing narrative text by analyzing the data. The writer found t-observed  $>$  t-table namely  $4.065 > 1.671$  which made ( $H_a$ ) is accepted. If t-test is higher than t-table, it means that there is significant effect of Cartoon Video Teaching Media in writing narrative text. T-test  $>$  t-table because the researcher using Cartoon Video Teaching Media. By Cartoon Video Teaching Media, can add students' insights to express their ideas and can make the studens more interested to find and to solve the problems from their lesson and help the writer in explaining the material to the students clearly, it can increase students' motivation in studying. So, the students can be active and fun in writing narrative text. And while in control class, the students were difficult to find and to solve the problems because the writer didn't use Cartoon Video Teaching media, so the students can be bored and lazy in writing narrative text.

The writer used two classes of seven classes as the sample that consist of 32 students of each class. One class was chosen to be experimental class that is received treatment by Cartoon Video Teaching Media and the other one as the control class that is received different treatment or without Cartoon Video Teaching Media.

## V. Conclusions

Based on the result of the data analysis, the following conclusions are derived as follows:

1. The effects of Cartoon video Teaching Media to the ability on the Grade eight students SMP Negeri 10 Pematangsiantar in writing narrative text, make the students were more active, and more interested they can share their feeling, idea, and arguments before they completed their task that has given by the writer. The students can develop their paragraph by using generic structure and language features of narrative text. And the other, the students can increase their vocabulary and using spelling, punctuation and capitalization well.
2. The effect of without Cartoon Video Teaching Media to the ability on the Grade Eight students of SMP Negeri 10 Pematangsiantar in writing Narrative text is not good enough. The students were not able to develop their paragraph by using generic structure and language feature. The students were not motivated and not interested to write narrative text. The students did not have many vocabulary that make the student difficult to write narrative text.
3. Cartoon Video Teaching Media is significant effect to the ability on the Grade Eight students of SMP Negeri 10 Pematangsiantar in writing narrative text.

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## THE EFFECT OF PICTURE TO THE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT

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### *Abstract*

*The study aimed to find out whether or not there was a significant difference in descriptive writing between those who were taught through picture media and those who were not. The population is the eight grade students of SMP Tamansiswa Pematangsiantar. In taking the sample, the writer uses simple random sampling technique. Class VIII-A was chosen as experimental group who were taught writing descriptive text using picture and class VIII-B as control group who were taught writing descriptive text without picture. The instrument used to collect the data was writing test. The assessment of the test result was focused on the five elements of scoring writing (content, organization, vocabulary, language use, and mechanic). After analyzing the data, the writer concluded that picture could develop the students' ability in writing descriptive text.*

**Keywords:** *Descriptive text, picture, teaching, writing*

### **I. Introduction**

Writing is one of four basic skills that are very important in teaching and learning English. It is very important to be mastered because without this skill people cannot show their idea through writing text books, novels, newspaper, magazines and any information. Manser (2006:7) stated that "writing as a means of communication". It tells that speaking is not only one way to communicate to the others people. It also will give us time to consider carefully what we are going to communicate. So, it is the important skill because through writing people can express their ideas or convey feeling or a piece of information fluently and accurately. Writing is an effective action for the students to improve their skill. By writing, they also convey a piece of information effectively. It means, writing make the students can develop their imagination and they can express his/her thought idea feeling, and expression as well by written language.

There are many types of texts that must be mastered in writing. In the eight grade syllabus, one of the types writing is descriptive text. Descriptive text taught by the teacher to give information to the students about how the students describe something, such as people, place, animals and so on specifically. Kane (2000: 351) stated that "Description is about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception". It means that descriptive text is to describe about the characteristic of something, place, or person.

Mostly, people think that writing is difficult skill to be mastered. Heaton (1988:135) stated that "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements". Most of the students faced difficulties when writing especially in writing a descriptive text. It is because the students are thinking too much but not producing much. It cause they did not have any ideas what they have to be written although they have

been given a topic from the teacher. For example, when the teacher wrote a word about 'My Self' and asked them to describe it, they spent much time to describe it and most of students just keep silent for a few minutes. Therefore, to make the students more interested and to stimulate the students' motivation in learning writing process, using media is recommended to deliver the material in teaching learning process.

Based on the writer's experience in teaching practice program (PPL), the writer found that the students were low in English. It can be proved by most of the students' value did not exceed KKM limits. The students were expected to get score 70 but in fact most of the students just got score 65. It can be caused by teaching media that applied by the teacher. The teacher still used the conventional media in teaching writing like textbook. The teacher just asked the students to make a descriptive text by read an example of a descriptive text and then asked the students to make a descriptive text with another topic. So, it make the students bored and get low scoring in writing a descriptive text. The problems also came from the students. They did not know the technique of writing and were not interested in writing so that they were lazy to think. As stated by Masitoh and Suprijadi (2015: 39), most of Indonesian students faced some difficulties in writing including developing ideas, unenthusiastic students' attitude to the lesson, and difficulty in grammar.

As the teacher, we must be able to find out how the way to make learning writing easier and to make learning writing as the fun activities for students. Teacher has responsibilities to guide the students during the learning process and give them response in teaching writing. To solve the problem, there are many media to help the teacher delivers the material or to make the students easier to get the concept of the material. The use of media allows students to be involved in teaching and learning process. Some kind of media that can teacher use in teaching writing are picture, song, puzzle, models, comic, etc.

Based on the problems above, the writer chooses picture as a media for helping students in writing a descriptive text. Picture can be tools or media to stimulate students toward their writing skill. There are some reasons that picture can help the students learning process. Students can acquire the meaning by seeing things in the pictures without teacher's explanation. Picture also helps the students to communicate or explain the events in the picture. Moreover, picture can also avoid boredom in learning descriptive text. According to Wright (1989:2), pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help our students to cope with." In relation to the teaching writing descriptive texts, pictures are useful to use. The use of picture can support the process of teaching writing descriptive text.

## **II. Literature Review**

### **A. Teaching Media**

Media or visual aids play an important role in teaching and learning process. It is very difficult for the teacher to attract the students' interest without using material. Teaching materials are central to writing instruction and are widely used to stimulate, model, and support writing. They tend to be mainly paper-based, but also include audio and visual aids, computer-mediated resources, and real objects (Hyland 2003: 85). The use of media facilitates the teacher and the students to reach the goals of the study. Teacher can use suitable instrument material, as they could they stimulate the students to express their imagination in interpreting the content or the topic, and as the teacher must be more creative in the classroom. So, student is more interest that allow students lesson.

There are many kinds of visual material in teaching writing according to Hyland (2003: 91) such as; video documentaries, movies, TV programs, photographs, pictures, cartoon. But

in this study, the writer chooses picture as a material for teaching the students about writing a descriptive text in the classroom.

## **1. Picture Media**

### **a. The Definition of Picture Media**

Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation. According to Wright (1989: 2) pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences. Raimes (1938: 27) stated that pictures provide a shared experience for the students in the class. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students. Picture not only provides the students with basic material for their composition but also stimulates their imaginative powers.

### **b. Roles of Picture**

According to Wright (1989: 17), there are some roles of pictures:

- a. Pictures motivate the students
- b. Pictures bring the real world into the classroom and provide a context for language learning
- c. Different responses are possible to the pictures; They can be described in an objective way or interpreted or responds due to subjectively
- d. Pictures can stimulate and provide information that could be used in conversation, discussion, and storytelling.

### **c. The Advantages of Using Picture**

The maneuverability of picture stated by Haycraft (1978: 99) is a great advantage.

The advantages using pictures are:

- a. Passing pictures around the class and getting group working can save time.
- b. Revision can derive from reintroduction of media.
- c. Media can be accelerated because showing or pointing is a more rapid process.

It becomes clear now how pictures contribute to the teaching and learning process at school. Picture can stimulate creative expression. They can help the students to arrange information in sequential form and organize the knowledge derived.

## **B. Writing**

### **1. Definition of Writing**

According to Brown (2001: 336), "writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release". Writing is the activity of taking ideas, thoughts, and emotions and transferring them onto paper or computer screen using knowledge of language conventions and the writing process to create meaningful text. Undoubtedly, writing is most difficult skill for students to be mastered, especially for students with English as second language. Raimes (1938) stated that "writing helps our student learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language".

From several definitions of writing in the previous section, it can be concluded that writing is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words on a piece of paper.

## 2. Process of Writing

Harmer (2004: 4-5) suggest four main elements of writing process to produce a readable meaningful text, they are: planning, drafting, editing (reflecting and revising), and final version. All of them will be discussed in the following:

- a) Planning is any activity that encourages students to write. It is become a way of warming up the writers' brain before they write. Writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing for and thirdly, writers have to consider the content structure of the piece.
- b) Drafting. In the drafting, writer 'go' at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- c) Editing (Reflecting and Revising). In this process, writer read through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader.
- d) Final Version. It means that writers have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

## C. Descriptive Text

Descriptive text is a part of factual genres. It is one of kinds of text which studied at the school in junior high school. It is a kind of text with a purpose to give information. Zemach and Rumisek (2003:25) stated that "a descriptive paragraph explains how someone or something looks or feels."

From the definitions above, the writer conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of character and personality. The social function of descriptive text is is to describe a particular person, place or thing. It presents the characteristics of something in order to make clear impression of a person, place, or thing. According to Zemach and Rumisek (2003: 26) there are three kinds of descriptive paragraph, they are: Describing a people, describing a place, describing a process. Descriptive text has generic structure. Gerot and Wignell (1994: 165) classified generic structure of descriptive text into two parts, they were: Identification which identifies phenomenon that will be described and description which describe parts, qualities, or characteristics of something or someone in detail. Knapp and Watkins (2005:98-99) write there are several grammatical features of descriptive writing they are: In descriptive text, the present tense is predominantly used. Present tense is used to show the habitual action, relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomena (is, are, has, have). Relational verbs are verbs that serve as a link between a subject and its complement. Action verbs are used when describing behaviors/ users. Action verbs are verbs to declare that the subject is doing an action or to state that something happens. Mental verbs

are used when describing feeling in literary descriptions. Mental verbs are verbs that apply perception (look, feel), affection (like, worry), and cognition (think, understand). In mental verbs there is the sensing participant and phenomenon. Adjectives are used to add extra information. Adjectives are words that describe, identify, or further define a noun or pronoun.

The example of descriptive text is”

**My Pet**

Identification	I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.
Description	Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

**III. Research Methodology**

In this research, the writer uses a quantitative research design. It is because this writer wants to find out the effect of picture media to the students’ ability in writing a descriptive text. The research did at SMP TAMAN SISWA Pematangsiantar jalan RA. Kartini No.18.

In this research, the writer used the test such as pre test and post test as the instrument of collecting the data. The test is used to measure the students’ writing descriptive text as the instrument to get the data. In this research, the writer gave writing test to the students. The material learned by the students how to write a descriptive text and identify the generic structure of the text. The writer analyzed the result of the test and gave score the test will be conducted to both control and experimental group. In collecting data, there were three steps applied: the pre-test was conducted to find out the result and the mean of the class which used the experimental class and control class. It was given before treatment; the two groups were in the same level of knowledge to create a descriptive text. After conducted a pre-test, the writer conducted a treatment. The experimental group and control group were taught by using the same material but different instrument. In experimental group, the writer taught writing a descriptive text by using picture. In control group, the writer taught writing a descriptive text without using picture. After explained the material, both of the groups were given the same test to know the mean scores of the control group and experimental group and to know whether there is a different finding in both groups.

After, the data are collected, and then the writer analyzes the data by the following steps:

1. The writer observes first the students task result.
2. The writer analyzes the students’ worksheets with find out the generic structure of descriptive text`
3. The writer gives scores to the students’ worksheet.
4. The writer lists the score of experimental class as variable X and control class as variable Y in the table.
5. The writer calculates the mean (M) of variable X and Y by using the formula of

(Arikunto, 2010): 1.  $Mx = \frac{\sum x}{Nx}$

2.  $My = \frac{\sum y}{Ny}$

6. The writer calculates the Standard Deviation of each class or variable by using the

formula of (Arikunto, 2010): 1.  $SDx = \sqrt{\frac{N \sum x^2 - (\sum X)^2}{N(N-1)}}$

2.  $SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$

7. After that, the two classes will be compared using t-test to know the effect of picture media on the students' ability in writing descriptive text. The t-test formula (Arikunto, 2010:354) is used as follow :

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Notes:

Mx : Mean of Experimental class

My : Mean of control group

$\sum x^2$  : The standard deviation of experimental group

$\sum y^2$  : The standard deviation of control group

Nx : The total sample of experimental group

Ny : The total sample of control group

#### IV. Findings and Discussion

##### A. Data Analysis

Mean of pre test in experimental is 59.53 and the standard deviation is 7.67. Mean of post test in experimental is 79.4 and the standard deviation is 5.59. Mean of pre test in control group is 55.76 and the standard deviation is 7.41. Mean of post test in control group is 69.26 and the standard deviation is 8.85. Then the writer analyzed the t-test of this research and the result are: Mean is 19.86, then total scores range made by the students in experimental class in pre-test and post-test was 596, where it was divided with the total number of students in experimental class was 30 students. It has been calculated and the result found was 19.86 as the mean of experimental class . Then, the writer calculated the standard deviation of experimental class with the formulation below :

$$\begin{aligned} 1. \sum x^2 &= \sum d^2 - \frac{(\sum d)^2}{Nx} \\ &= 13264 - \frac{596^2}{30} \\ &= 13264 - \frac{355216}{30} \\ &= 13264 - 11840.53 \\ &= 1423.47 \end{aligned}$$

The total quadrate of the scores range made by the students in experimental class in the post-test and pre-test was 13264, it was subtracted with the total score range of post test and pre-test, which was quadrated, 355216, and divided with the total number of students in experimental class was 30 students. It has been calculated and the result found was 1423.47 as the Standard Deviation (SD) in experimental class. Next, the mean and standard deviation of experimental class above are used to examine the t-test formula.

Mean of control group is 13.36, then total scores range made by the students in control class in pre-test and post-test was 401, where it was divided with the total number of students in control class was 30 students. It has been calculated and the result found was 13.36 as the mean of control class . Then, the writer calculated the standard deviation of control class with the formulation below :



$$\begin{aligned}
 1. \sum y^2 &= \sum d^2 - \frac{(\sum d)^2}{N_y} \\
 &= 6063 - \frac{401^2}{30} \\
 &= 6063 - \frac{160801}{30} \\
 &= 6063 - 5360.03 \\
 &= 702.97
 \end{aligned}$$

The total quadrate of the scores range made by the students in control class in the post-test and pre-test was 6063, it was subtracted with the total score range of post test and pre-test, which was quadrated, 160801, and divided with the total number of students in control class was 30 students. It has been calculated and the result found was 702.97 as the Standard Deviation (SD) in control class. Next, the mean and standard deviation of control class above are used to examine the t-test formula.

The test formula was applied as follows:

$$\begin{array}{llll}
 M_x &= 19.86 & \sum x^2 &= 1423.47 & N_x &= 30 \\
 M_y &= 13.36 & \sum y^2 &= 702.97 & N_y &= 30
 \end{array}$$

$$\begin{aligned}
 &\frac{M_x - M_y}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|N_x + N_y| - 2} \right\| \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 t &= \frac{19.86 - 13.36}{\sqrt{\left\| \frac{1423.47 + 702.97}{30 + 30 - 2} \right\| \left[ \frac{1}{30} + \frac{1}{30} \right]}} \\
 t &= \frac{6.5}{\sqrt{\left\| \frac{2126.44}{58} \right\| \left[ \frac{2}{30} \right]}} \\
 t &= \frac{6.5}{\sqrt{\left\| 36.66 \right\| [0.067]}} \\
 t &= \frac{6.5}{\sqrt{2.45}} \\
 t &= \frac{6.5}{1.56} \\
 \text{T-test} &= 4.16
 \end{aligned}$$

The result of data can be decided that observed was higher than the t-table (4.16 < 1.67). From the result of calculation above, the total t-test obtained value of the research is 4.16. Therefore, the Alternate Hypothesis (H<sub>a</sub>) is accepted and Null Hypothesis (H<sub>0</sub>) is rejected.

## B. Findings

Based on the analyzed data, some findings can be formulated as follow:

1. The effect of using picture media to the ability of grade eight students of SMP TAMANSISWA Pematangsiantar in writing a descriptive text is good enough and successful. We also can say that using picture media is suitable media to increase the students' ability in writing descriptive text. We can see the students task result in the table. In experimental class that using picture media, the students were more active and interest. They can share their feeling, idea, and arguments before they completed their task that has given by the writer. So, the students can complete the text and their score are better than control class (conventional media).

2. The effect of conventional media to the ability of grade eight students of SMP TAMANSISWA Pematangsiantar in writing a descriptive text is not good enough (we can see from the table before). The students is still difficult to complete the text when the writer taught them with conventional teaching method. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the writer.
3. Picture media significantly affects the students' ability in writing recount text at eighth grade of SMP Negeri 1 Pematangsiantar. From the analysis of data, t-test is higher than t-table ( $4.16 > 1.67$ ) at the level of significant is 0.05 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is an the effect of using picture mediato the ability of grade eight students of SMP TAMANSISWA Pematangsiantar in writing a descriptive text.

### C. Discussion

There are some factors that are influenced the students in writing after they got the treatment using picture media in teaching writing a descriptive text. Picture is a valuable resource as it provides: (1) a shared experience in the classroom; (2) a need for common language forms to use in the classroom; (3) a variety of task; and (4) a focus of interest for students. According to Wright (1989: 17), the roles of pictures in writing, they are: 1) Picture can motivate the students and make him or her wants to pay attention and want to take part. 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train). 3) Pictures can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.') 4) Pictures can cue responses to questions or cue substitutions through controlled practice. 5) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling. It means that by using picture media, the students can be interested to find and to solve the problems from their lesson and help the writer in explaining the material about descriptive text to the students clearly. It can increase students' motivation and change the students' behavior in studying. So, the students can be active and fun in writing a descriptive text. And while in control class, the students were difficult to find and to solve the problems because the writer didn't use picture media, so the students be bored and lazy also difficult to produce the idea in writing descriptive text.

Regarding on the result of data analysis above, it is strongly related to some advantages served by using picture media.. As the theory of this media has been discussed in chapter II. According to Wright (1989:2), pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help our students to cope with." The main idea behind picture media is to motivate students to encourage and other master's skill present by the teacher.

### V. Conclusion

Picture media taught to the grade eight students of SMP Tamansiswa Pematangsiantar has significant effect to the student's ability in writing a narrative text. The students were taught by using picture media are more active, because they study actively in writing a descriptive text to solve their problems. They struggled to comprehend the material about a descriptive text. Picture media helps the students in producing the idea so that the students are easy to write especially in writing a descriptive text.

During the research, the writer found the problems of students in writing a descriptive text, they were: the students were not interested in writing a descriptive text because the students were difficult to produce the idea, the students also were lazy to write because they often felt bored in writing and do not know the technique of writing. The problems also come from the teacher, such as: the teacher still using a conventional media in teaching writing so that the teacher still monotone in teaching writing.

Based on the problems that the writer found during the research, the writer suggests doing the following:

1. Teacher should use picture media in teaching English writing especially in writing a descriptive text.
2. The teachers should be more carefully in choosing the suitable media or the way in teaching writing, in order to motivated and encourage them so that the students will be more interested and they can be able to write especially in writing a descriptive text.
3. Learning by using picture media can help student easier to write and can make the students are easy to produce the idea in order to make a descriptive text.

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## THE EFFECT OF USING PICTURES ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT

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### **Abstract**

*This research is intended to know the effect of using pictures on the students' writing recount text. The methodology which is used quantitative research that based on quasi-experimental design: the post-test only design. Grade eight students of SMP Negeri 4 Pematangsiantar were used as the population and there were 70 students chosen as the sample of the research by using random sampling. It was decided that grade VIII-2 students were chosen as the experimental group and VIII-3 as the control group which it consists of 35 students for each group. The data was gained through essay test. To analyze the data, the researcher used IBMSPSS 20.0. It is found that the  $t$ -test was higher than  $t$ -table ( $3.03 > 1.66$ ). The conclusion is there was a significant effect of students' achievement in writing recount*

**Keywords:** *pictures, recount text, students' ability, writing*

### **I. Introduction**

Writing is an important skill in English which students must have, besides reading, listening, and speaking in language learning process. According to Brown (2001:335), writing is the products of thinking, drafting, and revising procedures that requires specialized skills. It is a process of putting ideas or thoughts into words which is combined into the form of paragraph. By writing, students will know how to compile between information, ideas, thought and feeling become a unit product that available for everyone. Because of that, writing is an important skill to be learned. Writing is the difficult skill for second language learners to master (Richards 2002:203). The main reason is because of the writing system of English language differs from Indonesian. English has its own grammatical system that is different from Indonesian. For example, when the students want to tell their past experiences in English, they have to pay attention to the use of past tense. In fact, the students do not have to consider the tenses because there are no tenses in Indonesian. Moreover, English is not their mother tongue. It is difficult for them to construct sentences. They also have difficulties to construct paragraphs into well-organized. They often insert Indonesian words while writing English texts. They usually become confused and lose their ideas in the midst of their writing.

One of the scopes of the study of English in junior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of procedure, descriptive, recount, narrative, and report. In this case, the researcher conducted recount text because it is one of the texts that the students always produce whether they realize it or not. Recount is a text which consists of three aspects and it tells about people's experience in the past. Based on the researcher's experience when teaching students, they would be enthusiastic when they were asked to tell about their experience or story. The researcher found some problems faced by the students in writing recount text when teaching practice at grade eight of SMP Negeri 4 Pematangsiantar. The first problem is the students could not develop the idea in writing. It could be seen in the class when they asked by the teacher to write a text. They looked very confused to write a text. Then, some students looked not enthusiastic to write a text based on the teacher's instruction because they had no idea on

what they want to write in their worksheet. In addition, it could be seen in the result of the lesson when the teacher shown the students' work to the researcher. The second problem is the students could not construct a coherent and cohesive paragraph. It could be seen in the result of the students' work. They did not understand how to construct a coherent and cohesive paragraph. Then, they did not construct the paragraph into coherence and cohesive because they could not develop the idea in writing a text. Therefore, students had difficulties in writing a text. The third problem is students still had difficulties in writing a text. It was proved by the grammatical errors which were found in the students writing. They still used a simple present tense in writing a recount text. Moreover, students were confused when choosing the Verb 2 in writing text. They put -ed in all verb which have to be changed into Verb 2. For example, for the verb "build" the students wrote "builded" where as the correct Verb is "built." It seems that grammatical errors were happened in their writing. And another problem is related to the media. The researcher found that the teacher did not provide the interesting media for the students in teaching writing. The students felt bored because the teacher rarely used an interesting media. In addition, it did not help the students to learning English especially in writing. The media can support the students' motivation and encourage students in teaching and learning process.

One of the media that can be used to the students' writing skills is pictures. According to Wright (1989:2), "picture are not just an aspect of method but through their representation of place, objective and people they are an essential part of the overall experience we help our students to cope with". Specifically, pictures contribute to the improvement of the students' interest and motivation. They can also be a sense of the context of the language and a specific reference point or stimulus. Using pictures in writing recount texts can help the students to organize its generic structures, namely orientation, sequence of events and re-orientation in a good chronological order. It helps teachers to serve the important aspects in teaching recount that are to introduce the generic structure, language features, and lexical grammatical features. Showing pictures before writing recount text also can help the students to predict the sequence of events that happen in the text. By using pictures, the students' difficulties in writing can be reduced because pictures can stimulate ideas and creative expressions.

## **II. Literature Review**

### **2.1 Writing**

Writing is one of the language skills that important in our life. According to (Harmer 2004:31), writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. However, writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. According to Harmer (2004:4) there are four main stages process of writing. The stages are presented as follows:

#### **a. Planning**

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. They have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

#### **b. Drafting**

After the students have a list of ideas related to the topic, it is an activity for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

#### **c. Editing**

In editing, students should re-write their first draft after finishing it. It is to see where it works and where it does not. It means that this step is important to check the text coherence and to stimulate further ideas. And also, encourages students to find and correct their mistakes in writing.

#### **d. Final Version**

When the students have edited their draft, making the changes they consider to be necessary, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

## **2.2 Text**

The concept of writing as a skill needs to be differentiated from writing as a text. According to Knapp and Watkins (2005:29), a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Texts can be classified and organised in a multitude of ways: everyday, formal, entertaining and informational.

## **2.3 Recount Text**

According to Anderson (1997:49), recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp (2005:223) stated that recount is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount is text function as for telling an incident in the past.

## **2.4 Constructing in Written Recount Text**

According to Anderson (1997:53) a recount text has three main parts of generic structure, they are:

- a. Orientation: the opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.
- b. Events: it is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
- c. Reorientation: it functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The grammatical features usually found in a recount text are:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or writer`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

## 2.5 Pictures

Picture is drawings, photographs, posters, slides, cartoons, magazines advertisements, diagrams, graphs, tables, charts, and maps, can be valuable resource for teaching writing (Raimes 1983:27). According to Wright (1989:2), picture are not just an aspect of method but through their representation of place, objective and people they are an essential part of the overall experience we help our students to cope with. Pictures as media that used by the teacher to facilitate the teacher in delivering the materials that can stimulate mind, feelings, concentrate and the interest of the students in teaching learning process. They can stimulate students in learning language and make it easier for them to understand the material and to memorize words that they get from the pictures. Using pictures as teaching aids can be a great help to the teacher in the classroom. Students will not always be successful in learning English just by listening to explanations from the teacher or by reading many books. Therefore, the researcher choose pictures as teaching aids for teaching writing to junior high school students.

## 2.6 The Advantages of Pictures

The use of picture in teaching offers a number of advantages. According to Raimes (1983:27-28), picture is valuable resource as it provides:

- a. A shared experience in the classroom;
- b. A need for common language forms to use in the classroom;
- c. A variety of tasks;
- d. A focus of interest for students.

Wright (1989:2) describes that picture contribute to:

- a. Interest and motivation;
- b. A sense of the context of the language;
- c. A specific reference point or stimulus.

## 2.7 The Role of Pictures in Teaching Writing

According to Wright (1989:17), the roles of pictures in writing are as follows:

- a. Picture can motivate the students and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
- c. Pictures can be described as an objective way ('This is a train.') or interpreted ('It's probably a local train.') or responded to subjectively ('I like traveling by train.').
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

There are five criteria as selected by Wright (1997:3) as follows:

- a. Easy to prepare.  
The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
- b. Easy to organize.  
The teacher has to decide whether the efforts of organizing the pictures are complicated or not.
- c. Interesting.

The pictures as the material given should be interesting to the students and the teacher.

d. Meaningful and authentic.

The pictures should be meaningful and authentic when it is used for learning the new language.

e. Sufficient amount of language.

The activity gives rise to a sufficient amount of language in the language lesson.

### **III. Research Methodology**

This research discusses about the method and the procedure to answer the problem of this research. Methodology is a specific set of procedure of researching. It explains the design, population and sample, procedure of collecting data, and technique of analyzing data.

#### **3.1 Research Design**

This research is a quantitative research that based on quasi-experimental: the post-test only design. Design of this research would take the same post-test for two groups, but that would be different treatment before the test. The experimental group was treated by using pictures while the control group was treated without using pictures.

#### **3.2 Population and Sample**

The population of this research was the grade eight students of SMP Negeri 4 Pematangsiantar which consist of ten classes. The total numbers of students are 335 students. The researcher choose cluster sampling to take the sample. The researcher divided them into two groups; VIII-2 is the experimental group and VIII-3 is the control group. Each class has 35 students.

#### **3.3 The Procedure of Collecting Data**

The procedure of collecting the data in this research was the researcher gave the treatment to both of groups. The researcher gave the same topic with different treatment. The experimental group was taught by using pictures and the control group was taught without using pictures. After the treatment had been conducted, the two groups were given the test. The function of the test is to know the different mean scores of the control group and experimental group after getting treatment. The result of both groups was analyzed to find out if the effect of using pictures in writing recount text is significant or not.

#### **3.4 Technique of Analyzing Data**

The researcher used minimum standard score (KKM) of English lesson for grade eight of SMP Negeri 4 Pematangsiantar in order to score the students' ability in writing recount text. That was 72 for students writing ability. It means for those who get score  $< 72$ , they do not pass the minimum standard score (KKM), while for those who get score  $72$  or  $> 72$ , they pass the minimum standard score (KKM). To know the effect or result of the research, t – test formula was used to calculate. To analyze the data, the independent sample t-test was applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test.



## IV. Findings and Discussion

### 4.1 Findings

Based on the data analysis on this thesis, there are several discoveries that are found, these are the followings:

- a. The effect of using pictures is good enough and successful to the students ability in writing recount text at grade eight of SMP Negeri 4 Pematangsiantar. By using pictures, gave a positive influence to the students by giving time to the students about their own ideas to make a small note. It can be seen from their result in post-test. So, the students can complete the text and their score are better than control group (without using pictures).
- b. The effect of without using pictures is not good enough to the students' ability in writing recount text at grade eight of SMP Negeri 4 Pematangsiantar. The students are still difficult to complete the text when the researcher taught them without using pictures. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the researcher.
- c. It was found that using pictures is a good decision in teaching writing recount to support the students in building and organizing ideas. The statement could be showed by describing the analysis of the score from the essay test that had been held in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 3.03 and t-table was 1.66. So,  $H_a$  was accepted and  $H_0$  was rejected.

### 4.2 Discussion

This research aimed to find out the effect of using pictures on the students' ability in writing recount text. In order to get the answer, the data were collected by giving essay test about describing person.

Puji Astuti (2011) in her journal said that "pictures motivated the students in teaching-learning process". The students were interested in understanding the story and they could write a recount text well. Furthermore, the teacher responses about the implementation of pictures were positive. It could be the alternative way in teaching learning process of writing.

From all the analyzed data, it is found that there was a significant effect of students' achievement in writing recount which was applied with using pictures. It was proved from t-test that had been calculated. The t-test shown the value of t-test was higher than t-observed. It meant if t-test was higher than t-table ( $3.03 > 1.66$ ). There was a significant difference between variable X and variable Y. So based on the value, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Based on the result of the research, it is concluded that there is significant effect of using pictures on the students' ability in writing recount text at grade eight of SMP Negeri 4 Pematangsiantar.

## V. Conclusions

After analyzing the data, there are several conclusions, as below:

- a. The students' achievement in writing recount text on experimental group at SMP Negeri 4 Pematangsiantar is more effective by using pictures.
- b. Based on the analysis of data,  $H_a$  was accepted and  $H_0$  was rejected.
- c. Students were improved in terms of their ability in gaining ideas through pictures.
- d. Pictures helped students to write in the correct generic structure, with more ideas, in the appropriate grammar, and with rich vocabulary.
- e. The implementation of pictures improves the students' motivation in learning writing.

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## THE EFFECT OF USING MIND MAPPING ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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### **Abstract**

*This research examined the Effect of Using Mind Mapping on the Students' Ability in Writing Descriptive Text at Grade Eight of SMP Negeri 7 Pematangsiantar. As experimental research, aimed to know the effect of technique that given, whether it influences to the object or not. The sample of this research is taken from two classes that consists of 60 students (30 students in experimental group and 30 students in control group). The writer found that the mean of post-test in experimental group is 75.46 and the mean of post-test in control group is 51.68. The writer also found that t-test is higher than t-table ( $3.45 > 1.67$ ). The writer concluded that using mind mapping on the students' ability in writing descriptive text.*

**Keywords:** *Descriptive text, mind mapping, writing*

### **I. Introduction**

Throughsome decades until today, there is such an offering of a new perspective of how the people around the world do in order to built a good communication. The people around the world try to search a language in order to make this world become an unity. And based on the thousand varieties and languages in this world before, we need to consider that in the beginning, the world most of people search an unify to communicate with another. Then, it began in the Post of Second war world. All the people who had been impacted by the second world word chose english as international language, because in that era, the most powerful economic is united states which has english as their National language. So, the chosen language is English. English become an International language. Since the role of intenational language fell into English, a whole mass of people learn English for a thousand purposes and reasons. Beside to interact with one another in this world, One of the main purpose is to compete globally. The use of English in today's globalised and internationalised world is such a vital way to be a world citizen. Therefore, English becomes a need in many human life aspects nowadays, especially in education. All the educational institutions in many countries put English as a main Subject. This is caused by the role of English in this world. Therefore, All the educational institutions in many countries put English as a main Subject. Furthermore, English becomes a main indicator in defining an education standard in a particular country, and includes in Indonesia.

If there is a talking about English, it means there must be a talking about how to speak, how to listen, how to read, and how to write in English. Because in mastering English completely, the learners are expected to master four main skills in English. These will involve receptive skills; listening skill (understanding the spoken language), reading skill (understanding written language) and productive skills; speaking skill (producing spoken language), and writing skill (producing written language). Listening skill is the first skill of a human being. Since the babies born, the babies delivered to the world they heard whispered by their father. Then speaking skill is existed by imitating what they have heard most, it is the common way of communication. Reading is the skill which needed to be taught same as writing, but writing skill is still regarded as the most difficult skill because it requires mastery in great field of language element much more than other skills.

Writing skill in a teaching and learning process tends to be one of the most difficult skills to acquire. The statement is supported as what Langan (2009: 10) said, “Many people find it difficult to do the intense, active thinking that clear writing demands. It is frightening to sit down before a blank sheet of paper or a computer screen and know that an hour later, little on it may be worth keeping. It is frustrating to discover how much of a challenge it is to transfer thoughts and feelings from one’s head into words. It is upsetting to find that an apparently simple writing subject often turns out to be complicated. But writing is not an automatic process; for almost everyone, competent writing comes from plain hard work—from determination, sweat, and head-on battle.” The statement is proved by something that not everyone can produce in writing although in his/her mother tongue. Additionally, writing is also considered as the most complicated language skill to be learned, compared to other language skills. The statement is also supported as what Harmer stated (2004:12) “Writing gives them more ‘thinking time’ than they get when attempt spontaneous conversation”. From this explanation, the students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will revising again and again to get the satisfying result expected. For additional, the writing process always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules that starts in your head by understanding what is expected to you in writing. Next, it’s about what will you going to write and planning how you are organize the sentence, which are aimed to develop and explain the topic.

The cautions of why the low of students’ achievement are the students found difficulties to write because their vocabularies are not good, they have a bad knowledge in their English grammar, and it made the students felt unconfident to use their language. As we know, vocabulary is one of the main part in comprehending the four skills. Probably, there were only few of the students that mastering the vocabulary. The writer also guessed that there was a tendention that the students are lazy to learn the vocabulary as well. Because, the students have to memorize a lot of vocabulary and includes grammatical structures, and also idiom as much as possible. And one of the surprised finding was the students did not have any idea to write, and and and they weren’t able to explore their ideas, they feel so stuck to pour out their ideas in a piece of paper. The writer believe that all the mentioned statement made the students feel bored to learn the language. In other side, the writer also feels that the students also hated the monotonous situation in teaching and learning activity that should be changed by the teacher as the person who has the responsibility to achieve a succuseful learning result.

Although teacher must have responsibility to improve students’ achievement in learning and creating an interesting atmosphere in the classroom to make the students can develop by their ideas in writing, but in fact, the students are not asked to practice their writing ability. Also, the teacher always teaches the students by using conventional method. The conventional method that teacher apply in teaching writing skill is really not effective. During learning activities in the classroom, the teacher only asks students to read the text, translate it by using dictionary, and rewrite the translation. So, the centre point of that problems is placed on how the way the teacher conduct the teaching and learning activity.

Therefore, the writer thought that there must be such an efficient technique in order to improve the students ability in learning especially in writing. After took for a long time to think, the writer decides to focus on using Mind mapping as a technique in conducting the writing activity in English subject. One of the reason why the writer chooses Mind mapping because Mind mapping can call the students’ ideas before write something. Mind Mapping also can be used to generate, visualize, structure, and classify ideas, solving problem, making decision and writing. That technique also helps students to associate ideas, think creatively, and make connections that might not otherwise make. For additional, this technique use basic mental operations involved in perceiving, processing and evaluating information.

## II. Review of Related Literature

### A. Definition of Writing

In the previous chapter, the writer have stated that writing as a skill which called as a productive skill. This skill is intended to learn by the students. Rogers (2005:02) said that writing is known as the graphic mark that use to represents specific linguistic utterance. It means writing does represent language because human does not only engage the non-linguistic types in a communication. that's why writing is classified as one of the way in doing the communication.

The acquisition of language is normal for children, and that one happens automatically. Like learn to walk, writing must always be conciously learned. According to feez and Joyce (1998:5) "the writing skill should be given a lesson and a practice. It points out that, —Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well". Therefore, the writer assumpts that Writing makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. So, when we sit down, holding a pen and facing a piece of paper ready to write, apparently we are engaging in more than just one act of consciousness, such as the contents of thoughts, the style of thoughts, the organization of thoughts, the purpose of thought, and soon. These acts lead us to create a good and careful thinking which is strongly needed when we want to produce a good writing.

Based on definition above, the writer defines writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in form of written words. Morly (2007:3) states that " writing is so absorbing and involving that make you feel more alive concertrated yet euphoric". It means writing can change the feeling of the people, for example: a woman who broke her heart express that emotion through the handwritten into the diary, because she does not want the people know about her heart. After the woman pour the ideas into a diary, the woman at least will feel free and even happy. Writing is an extreme act of attention and memory, it pleads with the brain cells to make new connections. The idea have function independently of a context carries important ideological implications, and one of most serious is the mechanistic view that human communication works by transferring ideas from one mind to another via language .

Kane (2000:17) states, " Writing is a more complex". Because writing is neither an essay nor spontaneous activity. Writing needs some mental efforts that are combined and arranged. Writing needs hard working and it needs for the students when the students do writing activity. They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching.

In addition, Seow cited in Richards (2008:31) states" there are four steps in the writing process: Planning, drafting, revising and editing". Those steps are needed when we want to start to writing an essay so that an essay are combined one with the next sentence and become a good paragraph. That have an idea and then follow by supporting sentences after make a paragraph and each paragraph also have relation one with the other .

Knapp and Watkins (2005:15) argues that "Learning to write is a difficult and complex series of process that require a range of explicit teaching methodologies throughout all the stages of learning". It means that writing start in your Head by understanding what is expected of you in writing. Next, it's about what will you going to write and planning how you are organize the sentence, which are aimed to develop and explain the topic. In this research, the writer wants the students can develop the topic including topic sentences, supporting sentences and it must cohesion, coherent, and unity.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is describing something, especially in a detailed, interesting way. Langan (2009:92) stated that “Descriptive text is describing of something or someone, give the readers a picture in words. To make this “word picture” as vivid and real as possible, you must observe and record specific details that appeal to your readers’ senses (sight, hearing, taste, smell, and touch). More than any other type of writing, a descriptive paragraph needs sharp, colorful details.”

For additional, Kane (1988:348) also stated that “Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.”

Based on explanations above the writer conclude that Descriptive text has the function to describe something to make a text more details and specific, and make the readers can imagine what we have written.

### **2. Social Function of Descriptive Text**

According to Wignel (1995:165), the function of descriptive text is used to describe a particular person, place or thing.

### **3. Generic Structure of Descriptive Text**

Wignel said (1995:165), there are two generic structures of description text, they are:

1. Identification : identifies phenomenon to be described
2. Description : describes parts, qualities, characteristics

### **4. Significant Lexicogrammatical Features:**

According to Wignel (1995:165), there four significant lexicogrammatical features of description text, they are:

1. Focus on specific Participants (ex: My father, My house, etc.)
2. Use of Attributive and Identifying Processes ( ex. My seatmate is amazing)
3. Use of simple present tense (ex. She is beautiful, etc)

## **C. Mind Mapping Strategy**

Mind Map Technique was created by Tony Buzan, the leader of Brain Foundation. He found Mind Mapping Strategy by doing a research in 1964. His research was aimed to find the work system of brain. Buzan explains the latest discoveries about the brain and helps us to understand more clearly how our mind works. Then, he found that brain is easier to save information in pictures, symbols, sounds, shapes, and feelings.

### **1. The Definition of Mind Mapping**

According to Buzan (2003:4) Mind mapping is a way of taking notes and organizing thoughts into key words and pictures and is a technique that can condense mounds of data onto one sheet of paper. In addition Mind Mapping is creative note-taking method, which makes us to be easier remembering much information. The best mind mapping is colorful and used much pictures, symbols and words. It is visual map of ideas, laid out in a radial format around a central thought and it involves a unique combination of imagery, color and visual-spatial arrangement which is proven to significantly improve recall when compared to conventional methods of note-taking and learning by rote. It needs imagination and association to activate our brain in remembering something.

## 2. The Purpose of Mind Mapping

One of the reason why children feel difficult to comprehend their lesson is that use a linier note in summarizing the lesson. Linier note is a common strategy to make a note by writing sentence in their book. They write whole paper with so many paragraphs and make them confuse. Thus, their brain feels difficult to receive a lot of information and visualize the lesson.

According to a research findings that conducted by Sperry and Ornstein in 1960's to 1970's (Buzan, 1974:15), brain was found that consisted of two parts. These two parts have different way to work. Basically, the left brain has a rational character (logic, language, number, analysis, etc) while the right brain has an emotional character (rhythm, music, color, image and imagination). If people use these two parts of brain when they study, they will get a great value.

Mind Mapping is very useful to improve the students' achievement in studying because it has so many advantages. Buzan (2003:4) describes the advantages of mind mapping for the children, such as: (1) remember better, (2) come up with brilliant ideas, (3) save time and make the most of the time they have, (4) get better grades, (5) organize their thinking, their hobbies and their life, (6) have more fun.

## 3. The Procedure of Mind Mapping

Every word is 'multi-ordinate', which simply means that each word is like a little centre on which there are many, many little hooks (Buzan, 1974: 80). It means that every word is central of many words related to it. Thus, the natural structure of mind mapping is about that the central word will produce branches and every branch will produce small branches. This process will occur as long as the students need.

Furthermore, Buzan (in Mind Map for Kids, 2003:10) explains the steps below in how to make mind mapping, they are presented below;

1. Use a blank sheet of unlined paper and some colored pens/pencils. Make sure the paper is placed sideways.
2. Draw a picture in the middle of the page that sums up your main subjects. The picture represents your topic.
3. Draw some thick curved connected lines coming away from the picture in the middle of page, one for each the main ideas you have about your subject. The central branches represent your main sub-topic.
4. Name of these ideas and if you want draw a little picture of each-this uses of both sides of brain. Words are underlined throughout a mind map. This because they are key words, and the underlining, as in normal notes, shows their importance.
5. From each of these ideas, you can draw other connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. The additional branches represent the details.

## III. Methodology of the Research

### A. Research design

This study intended to find out the effect of applying Mind Mapping technique on the students' ability in writing descriptive text at eight grade students of SMP Negeri 7 Pematangsiantar. So the writer used quantitative research design in this study. Quantitative research is based on the measurement of quantity or amount (Kotari, 1990:3).

In conducting this research, the sample of the research is divided into two groups, namely experimental group and control group. The experimental group is the group that

received treatments by applying Mind Mapping technique, while control group is the group that taught without applying Mind Mapping technique.

## **B. Population and Sample**

### **1. Population**

According to Arikunto (2010:173) population is all of subject research. Population refers to the subject. The population used in this research is grade eight students of SMP Negeri 7 P.Siantar. The total number of students is 310 students.

### **2. Sample**

According to Arikunto (2010:174) sample is some or the representative of population which is going to be observed. The sample is selected by using mind mapping technique. Based on this technique, two classes are chosen sample. One class as experimental group, namely VIII-1 consists of 30 students and the second class as control group, namely VIII-2 consists of 30 students.

## **C. Instrument of Research**

Instrument is a device that used for collecting data. The writer chose test as the instrument for the research. Arikunto (2013:192) defines that instrument is tools or facilities that used by the researcher to collect the data to make the research become easier to do or the technique that the writer uses in collecting the data. The writer used essay test which are taken from the text. An essay test item is usually set out which requires to write what they are know about the information from the text.

## **D. Technique of Collecting Data**

In collecting data, the writer use some technique, namely:

1. The writer makes two classes for experimental group and control group.
2. Then the writer explain “mind mapping technique in improving students’ writing ability”.
3. In experimental group the writer explains the material and give a example, and then give test, after that the writer give also a test for homework as the application about the writer technique.
4. In control group the writer explains the material and gives an example, and then gives a test.
5. The writer compares the result of the student’s in the experimental group and in the control group.
6. Assessment of Writing: According to Jacobs, et al Weigle (2002:116), there are five components which must be paid attention in scoring descriptive paragraph namely content, organization, vocabulary, language use, and mechanics.

## **E. Technique of Analyzing Data**

After, the data are collected, and then the writer analyzes the data by the following steps:

1. The writer observes first the students task result.
2. The writer analyzes the students’ worksheets with find out the generic structure of the text like orientation, events, and reorientation.
3. The writer gives scores to the students’ worksheet.



4. The writer lists the score of experimental class as variable X and control class as variable Y in the table.
5. The writer calculates the mean (M) of variable X and Y by using the following formula :

The form : ( Arikunto, 2010)

1.  $Mx = \sum \frac{x}{Nx}$
2.  $My = \sum \frac{y}{Ny}$

6. The writer calculates the Standard Deviation of each class or variable by using the following formula:

The form : (Arikunto, 2010)

- a)  $SDx = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{N(N-1)}}$
- b)  $SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$

7. After that, the two classes would be compared using t-test to know what is the effect of using mind mapping on the students' ability in writing descriptive text. The t-test formula (Arikunto, 2010:354) is used as follow:

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Notes:

Mx : Mean of Experimental class

My : Mean of control group

$\sum x^2$  : The standard deviation of experimental group

$\sum y^2$  : The standard deviation of control group

Nx : The total sample of experimental group

Ny : The total sample of control group

## IV. Finding and Discussion

### A. Research Finding

Research finding were the conclusion of the research result with data shown. After the writer treated the data and verified the hypothesis, then the writer came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved.

The writer found that there was the effect of using mind mapping on the students' ability in writing descriptive text at grade VIII SMP Negeri 7 Pematangsiantar. It showed from the score of the student's by using mind mapping highest than the pre-test and it was shown significantly. It means that the score changed. The mean of experimental group was 75.46 and the mean of control group was 51.86. It showed that the score of the students in experimental group was higher than control group. From the analysis of the data, T-observed is higher than T-table ( $3.45 > 1.67$ ) at the level of significant, so there is the effect of using mind mapping on the students' ability in writing descriptive text at grade VIII SMP Negeri 7 Pematangsiantar.

## B. Discussion

The writer had done the research in SMP Negeri 7 Pematangsiantar and the writer got the data from two classes. One class was experimental class and the other one was control class. In this research, the writer wants to know the effect of using mind mapping on the student's ability in writing descriptive text. In the research, the writer asked the students to do the test. All the students got the same material in the learning.

After the writer analyzed the data, the writer got the result that the mean of experimental group and the mean of control group. Then, T-observed is higher than T-table at the level of significant with df, it means that there is the effect of using mind mapping on the students' ability in writing descriptive text at grade eight SMPNegeri 7 Pematangsiantar. After the writer has analyzed the data, she found that the students in experimental group had high score than in control group and the writer found the weakness from the research. The writer only research some classes to represent the students of grade eight of SMP Negeri 7 Pematangsiantar. Nevertheless, the writer has observed that other students in the school have the same learning disadvantages as the writer's choice class.

The result of the research, inform that the score of the students that was taught by using mind mapping was higher than without mind mapping. It proves the mind mapping can increase the motivation, production and the ability of learning of the students. So the writer concludes that using mind mapping for writing grade VIII of SMPNegeri 7 Pematangsiantar is effective.

## V. Conclusion

This chapter is the report of the findings of the data analysis, when the analysis has been described in chapter II and IV, in order to know that the researcher did the research at grade VIII SMP Negeri 7Pematangsiantar. At last this chapter is divided into two parts. The first deals with the conclusion and the second part deals with the suggestion.

According to the result of the data analysis, which has been stated in chapter IV, so the writer concludes:

1. Mind mapping as form at the grade eight SMP Negeri 7 Pematangsiantar has significant effect to the student's ability in writing descriptive text. It could be seen by the score of the students who taught by using mind mapping was higher than without using mind mapping.
2. The students also considered that the kind of action was necessary for them and they expected that cooperative learning such as mind mapping would be given regularly and continuously. Nevertheless, the teacher has to know about the classroom arrangement, because it influences to make the class alive, willingness to learn and an effort in carrying out school tasks. If there are no appropriate instructions from the teacher, the students will tend to make some noises without regarding the discussion goal.
3. Based on the result of T-test it is proved that there was significant difference means between the experimental group and control group. The result of T-test = 3.45 while T-table = 1.67 at df = 58 ( $N_x + N_y - 2$ ) and at the level of significant  $p=0.10$ . It is concluded that using mind mapping significantly affects students' ability in writing descriptive text at grade VIII SMP Negeri 7 Pematangsiantar.

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## THE EFFECT OF VIDEO MEDIA ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT

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### **Abstract**

*This research is about the effect of using video in teaching procedure text. The population of this study was grade IX of Junior High School. The researcher took 60 students, 30 students as experimental class and 30 students as control class. The data were collected by administering writing test including pre-test and post-test both of experimental class and control class. It was discovered that the effect of using video on students' writing ability was high with the result  $t > t_{table}$  or  $2.67 > 1.672$ . It means that using media in teaching procedure text grade nine in Junior High School is effective to improve students' writing ability and the teacher should be more carefully in choosing the technique in teaching writing.*

**Keywords :** *Effect, procedure text, video media, writing*

### **1. Introduction**

In learning English as a foreign language the four language skills must be well-mastered by students. All of these language skills are listening, speaking, reading and writing. It is very important to everyone especially for students to become fluent in English. Writing is one of the four language skills that plays a very important role in second language learning. Basically, writing is expression of idea, opinion, experience, or information in the mind of the writer into the form of written language. Based on the researcher's experience of observation in SMP Negeri 10 Pematangsiantar and teacher's explanation about the weakness of students in writing, it was found that many students could not write properly. There are many aspects that affect students' ability in writing Procedural Text. The first, Government do not serve suitable facility with the learning material. Example a teacher teach English in Listening skill but there is no speaker. The second, from school in SMP Negeri 10 has minimal facility like in focus, speaker, radio. The school has a laboratory but it is not effectively using. The third, teacher, teacher are not able to create interesting media in teaching and learning process so the students can not enjoy their lessons. They can not teach effectively and they can not apply their learning material because the facility is unequal to the material. The fourth, students feel bored with the learning process because they can not imagine what their teacher explain. So, They did not pay attention and enthusiasm on the learning process. They perhaps have idea in their mind but they do not know how to recognize their point of views in writing. The researcher stated the problems of the research: What is the effect of using video on students' ability in writing procedural text? What is the effect by using textbook on students' ability in writing procedural text? Is the effect of using video more significant than the effect by using on students' ability in writing procedural text?. To find out the effect of using video on students' ability in writing procedural text. To find out the effect by using textbook on students' ability in writing procedural text. To find out the effect of using video is more significant than the effect by using textbook.

## II. Literature Review

### 1. The Nature of Writing

Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentences pattern. Writing is a skill, which must be taught and practice. Moreover, writing is a skill that can always be improved on one hand. It requires the ability to be creative and write what is on your mind Patel M.F, (2008:125).

Boardman (2008:31) states, ‘there are six steps in the writing process: analyzing the assignment, brainstorming, organising your ideas, writing your first draft, rewriting the first draft, writing the next draft (on final) draft’. The steps follow each other in order, but it also repeats some of the stages multiple times. This is particularly true with writing the first and writing the next draft.

### 2. Procedure Text

#### a) The Social Function of Procedure Text

Procedure text is to tell students how to do something or make something is done through steps or actions Wardiman (2008:2). Procedure is a text a form in which found instruction of action sequence concerning something, contain a procedure sequence treatment for something, the focus of writing is located in speech manner or the sequence how it is finished.

According to Siahaan et al (2016:59), ‘‘Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. It contains four components i.e., goal, material, method, and re-orientation’’. The goal is to describe how something is accomplished. The material deals with the thing needed in the case being discussed. Some text does not need material. The method concerns with a sequence of steps by which the something accomplished to achieve the goal. The re-orientation is optional.

#### b) The Generic Structures of Procedure Text

The generic structures of procedure text consists as following (Wardiman 2008 : 11):

a) Goal /aim (Title) : The final purpose doing the instructions.

The goal is to describe how something is accomplished. An introductory statement that gives the heading, the goal or the aim of the activity and states what the procedure text is aiming to achieve. Sometimes the goal is indicated in main heading.

b) Material : Ingredients, utensils, equipment to do the instructions.

The material deals with the thing needed in the case being discussed. The listing of materials or equipment to be used for procedure. Some text does not need the material.

c) Steps : A set of instructions to achieve the final purpose

The method concerns with a sequence of steps by which the something is accomplished to achieve the goal.

d) Re-orientation

Re-orientation: Optional. The last sentences are stating is an orientation of a procedural text.

**c) Significant Lexicogrammatical Features**

a) Focus on general human agents ( by using tool that used by people)

b) Use of simple present tense (e.g : I like Apple )

The simple present tense is used to discuss permanent situations and the frequency of events. Example :

1. I go to school.
2. You go to market.
3. She goes to cinema.
4. He goes to shop.

from the example we can know form the formula of simple present tense :

+) S+VI+O/C

-)S+Do/Does+not+O/C

?)Do/Does+S+VI+O/C

Example :

+) Erick reads a book everyday

-) Erick does not read a book everyday

?) Does Erick read a book everyday ?

Yes. He does/ No. He does not ( doesn't)

Note for: I, We, You, They = Do

He, She, It = Does

The simple present tense is also used to show how often something happens with adverb of frequency : Always, Usually, Often, Sometimes, Occasionally, Seldom, Rarely, Never and when discussing daily, weekly, monthly, routine, etc.

Example :

I *always* get up at 06.00 A.M.

I *never* drink some coffee before 12.00 P.M.

I work on my website *everyday*.

**d) Use imperatives sentence : (e.g : Cut, don't mix )**

A type of sentence that gives advice or instructions or that expresses a request or command. An imperative sentence typically begins with the base form of verb, as in Go now! The implied subject you is said to be (You) go now!.

Example:

Leave the cat alone.

Bring me some ice.

Go to the store for me.

**e) Use mainly of temporal conjunctions (e.g : first, then, finally,...)**

Time connectives are connectives that you use to start your work with. There mostly really important in instructions such as First of all pour the oil. E.g.: First, Second, Third, Then, After, That, Next, Firstly, Secondly, Thirdly, Finally, etc.

- f) **Use adverbial phrases to express details of time and place, manner, etc. (e.g : for five minutes, 2 centimeters from the top)**

### 3. Types of Media

According to Smaldino et al (2004:9), "Media is a means of communication and source of information. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning. There are six basic types of media used in learning and instruction, such as :

- a) Text  
Text is alphanumeric characters that may be displayed in any format-book, poster, chalkboard, computer screen, and so on.
- b) Audio  
Audio includes anything you can hear- a person's voice, music, mechanical, sounds (running car engine), noise, and so on. It may be live or recorded.
- c) Visuals  
Visual is regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographic, graphics in a book, cartoons and so on.
- d) Motion media  
These are media that show motion, including video tape, animation, and so on.
- e) Real objects and models  
Manipulative are three dimensional and can be touched and handed by students.
- f) People  
These may be teachers, students, or subject-matters expert. People are critical to learning. Students learn from the teacher, other student, and other adults.

### 4. Video (Audio Visual)

In this research the researcher use video as media to increase students ability in writing Procedure Text. Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media. Video was first developed for mechanical television systems, which were quickly replaced by cathode ray tube (CRT) Systems which were later replaced by flat panel displays of several types.

Video systems vary in display resolution, aspect ratio, refresh rate, color capabilities and other qualities. Analog and digital variants exist and can be carried on a variety of media , including radio broadcast, magnetic tape, optical discs, computer files, and network streaming.(Wikipedia)

## III. Research Methodology

### 1. Research Design

In this research, the researcher used quantitative method. As a quantitative method, the researcher wanted to know the achievement of the grade nine students of SMP N 10 Pematangsiantar in writing procedure by using video. In this research there were two classes of the students, they were : Experimental class and control class. The experimental class would teach by using video and control class only by using a text book. Both of classes were given pre-test and post-test. It is applied in order to find out the influences of video on students writing procedure text ability.

## **2. Population and Sample**

### **a) Population**

The population of this research was grade IX of SMP N 10 Pematangsiantar. There were six classes of grade IX, that were IX-1, IX-2, IX-3, IX-4, IX-5, IX-6, IX-7. The students being researched consist of two classes where experimental group consist of 30 students, and control class consist of 30 students.

### **b) Sample**

In this research, the researcher choose the sample randomly in order to be an experimental or control group. The sample was grade IX class IX -5 as experimental group and class IX-7 as control group.

## **3. Instrument of collecting Data**

Instruction :

- 1) Write down a procedure text How to make Apple Banana Smoothie You have maximum 45 minutes to write down a procedure text.
- 2) Then, identify your text based on the generic structures.

## **4. Technique of Collecting Data**

### **a) Pre-Test**

Pre-test was conducted to find out the result and the mean scores of the group which using video in the experimental class and textbook in control class.

### **b) Treatment**

Experimental class and control class used Conventional method both classes are given writing material during one week, for the first the researcher explained about Social Function and Generic Structure of Procedure Text. Then, the researcher show the video about How to Melon Smoothie and How to Make Healthy Avocado Juice as the example.

### **c) Post-Test**

After explaining the material, experimental class was given the test that showed the video about How to Make Apple Banana Smoothie and Control class was given test by using textbook to know the result of the treatment. At last, the researcher found the effect of using media video was influence to the writing of the student.

## **IV. Findings and Discussion**

### **Findings**

After the researcher had done analyzing the data, the researcher got some findings as follows in the below that can be answered the research problem, that are :

- 1) The effect of using video on students ability in writing procedural text was the students more active, antusias, diligent and creative to learn about procedure text.
- 2) The effect of using textbook on students ability in writing procedure text was the students felt bored and pasif to learn about procedure text.
- 3) The researcher found that in experimental group, the Mean of pre-test is 56.6 and post-test is 73.6 which in control group, pre-test is 46 and in post-test is 54.6.

### **Discussion**

From the research findings above, it can be known that some roles for video in writing video can motivate the students and make him or her want to pay attention and want to take a part, video contribute to the context of the learning material. Therefore, video can introduce students to some new vocabularies because they provide a lot of words, encourage students to



find out the words appropriate to the illustration and recall students prior knowledge which will be helpful in arranging their writing procedure text.

The weakness by using video were the first, the students can not write correctly the content of learning material in video because the video moved quickly. The second, students can not hear clearly the voice of the native speaker. The third, the researcher can not control students activities outside of the class.

Based on the computation above, it can be concluded that the difference was statistically significant. Teaching writing after using video was more effective than teaching writing before using video. Students can understand about procedure text using video. It could be seen by the result of the test where the students of experimental group score was higher after giving treatment than students of control group.

## V. Conclusion

Based on the data analysis above it can be concluded as the following : The use of video has significant effect on the ability of the students at grade IX of SMP Negeri 10 Pematangsiantar in writing procedure text. The students that were taught by using video were more effective, because they study by watching and hearing the video while they were writing. So that they would be writing enjoyable and the process of learning would be effective and efficient.

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## THE EFFECT OF CLUSTERING TECHNIQUE ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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### Abstract

*This research is aimed to know the effect of clustering technique on the students' ability in writing narrative text. Therefore, The problem is "Is there any significant effect of applying clustering technique to improve students' ability in writing narrative text at grade VIII of SMP Negeri 2 Pematangsiantar? This research was conducted by applying Experimental design. Grade VIII students of SMP Negeri 2 Pematangsiantar were used as the population. It was chosen that grade VIII- 3 as the experimental group and VIII-2 as the control group. To analyze the data, the writer used IBMSPSS 20.0. The result of analyzing the data shows the score of t-test is higher than t-table ( $5.53 > 1.67$ ). Based on the analysis of data, it can be concluded that there is a significant effect of of clustering technique significantly affect the students' ability in writing narrative text at grade VIII of SMP Negeri 2 Pematangsiantar.*

**Keywords** - Clustering technique, effectiveness, narrative text

### I. Introduction

There are so many languages in this world. One of the international languages is English. English is the language used by most countries among other languages in the world. As Richards and Rodgers (1986:1) said, "Latin was most widely studied as foreign language five hundred years ago". However, English has become the most widely studied foreign language today. English is one of the important foreign languages in Indonesia that has purpose to absorb and to develop knowledge, technology, and to establish relationship with other nations. Thus, it is essential to learn English to help peoples need to get information and knowledge in every aspect such as education, science, religion, social and technology. Because of the reason our government puts English as a first foreign language Minister of Education and culture decree No: 372/2003, stated that English becomes the first foreign language and the compulsory subject that should be thought in Indonesia school from junior high school up to university level. It means that students in our country in any level must study English. Commonly, English is divided into two; written and oral. It also consist four skills that should be learned by students. They are listening, speaking, reading and writing. Listening and reading are included as receptive skills, on the other hand speaking and writing are included as productive skills.

Among the skills, writing is the most difficult skill. Many people find it easy to speak but hard to write things down on paper. In learning writing, students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. The effect can be seen in English writing score, it is regarded as a main problem in many schools. To overcome this problem, a technique which can improve students score in English writing is needed.

According to the researcher's observation the students' writing skill of SMP N 2 Pematangsiantar was still low. They still had difficulties in understanding narrative text. The researcher will be tried to use Narrative text as writing material in giving lesson to the students. The student difficulties in writing were caused by some factor that might come from the students and the teacher. Most the student admitted that they often felt bored when they

must to write a text, especially a long text and uninteresting topic text. In the class, some students were sometimes seemed to lean over head on the table and talk each other.. The limited word's choice makes the students find difficulties in applying the appropriate words to express their ideas. Narrative text is a text that tells us about story. Usually people use the narrative to present a view of the world that entertains or informs the reader or listener. Some example of narrative text are, fantasy novels, bedtime stories, historic fiction, and stories. There are many problems in writing text like, grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling.

To solve these problems, it needs the creativity of teachers to use the suitable technique in teaching writing of narrative text. There are a lot of techniques and methods in teaching - learning process that can motivate the students and the teacher to get the English teaching effectively.

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term "Clustering Technique". Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to Langan (2000:22), "Clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper". This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you."

Clustering technique is the way which actually gives the words that closely related to the "theme" provided. This technique will help the students to organize their ideas before they develop in paragraph of narrative text and also they can build the connections and establish the associations between the students experience and the new information. This technique is an effective tool for the prewriting stage of the writing process. As Smalley and Ruetten (2000:44) said that clustering is making a visual map of the ideas and this way allows the students to think creatively. Moreover, the clustering technique can motivate the students to write and to stimulate their ideas. Beside that, this technique will help the students to organize their thinking before they develop in a paragraph.

Based on the writer's experience when he did the observation on SMP N 2 Pematangsiantar, in teaching learning process the English teacher did not use the clustering technique in teaching writing especially narrative text. Students did not understand clearly about narrative text, how to identify the generic structures and the linguistic features of narrative text and how to write it. The teacher used the old technique in teaching narrative (Grammar Translation Method) he only give the text then, identified the linguistic features and the generic structures and finally the teacher gave the simple past tense formula to make the students easier in writing narrative text. But in fact this technique made them bored and difficult to understand the material when teaching learning process conducted.

Because of these problems that have mentioned above the writer takes a title of this research, "The Effect of Clustering Technique on the Students' Ability in Writing Narrative Text at Grade VIII of SMP N 2 Pematangsiantar." So the writer hoped that the clustering technique could give effect the students' ability in writing narrative text at the grade eight students of SMP Negeri 2 Pematangsiantar

## **II. Literature Review**

Richard (1986:1) defined "writing is the most difficult skills for second language learner to master of putting together string of grammatically correct sentences." Most students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar.

Nevertheless, it is a demand that should be fulfilled by students even they have many obstacles.

There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers (1985:3) said, “writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”.

According to Murcia (1991:233) writing is “the ability to express one’s ideas in written form in a second or foreign language.”It means that writing is an activity to express our ideas in written form.

On the other side, Barnet and Stubb (1983:3) said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”.

From definition above can be conclude that writing should be seen as the way to express ideas from the writer’s knowledge and resources without forgetting the linguistic rule, the writing will be full of meaning.

According to Harmer (2004:4), the writing process is the stage goes through in order to produce something in its final written form. The writer not only needs to know the process of writing, but also need to apply these processes to the works. It will help the writer to organize idea logically.

Harmer (2004:4) adds that There are four main elements in writing process, they are: Planning, Drafting, Editing (Reflecting and Revising), and Final Version. All of them will be discussed in the following:

According to Crystal (2008: 481) “a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9) “a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of a location”. In addition, Schmidt and Richard (2002: 349) narrative text is the written or oral account of a real or fictional story and the genre structure underlying stories.

By looking the opinion above, the writer prefer to Schmidt and Richard’s opinion, Narrative text is about oral account and fictional story. Fictional means that the students can write their own imagination of story and it can make them easy in writing a story.

There are a lot of definitions about clustering stated by experts, Dawson and Essid (2010:1) said that “clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you.”Prewriting is one of activities that prepare to write the first draft. Clustering is one of prewriting activities that helps students to find a topic.

Buscemi (2002:14), said that “clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay.” Also called *mapping*, and *diagramming*, it is another effective way to gather information for an essay. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of narrative writing.

In addition, Langan (2000:22) said that clustering also known as diagramming or mapping, or another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visually way. In clustering, you use lines, boxes, arrows and circle to show relationship among the ideas and derails that occur to you.

Based on the definition above, the writer concludes that clustering technique is a kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and

circles to show relationship among ideas, it helps students to find ideas and also enrich the ideas.

From the statement previously stated that clustering is a strategy that can be used to generate materials for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

According to Axelrod and Cooper (2010:563), the application of clustering technique as follows:

- a. In a word or phrase, write your topic in the center of a piece of paper. Circle it.
- b. Also in a word or phrases, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.

### III. Research Methodology

This research is designed based on quantitative research. This research is conducted by applying experimental design to know the effect of applying clustering technique in writing clustering technique text. The subjects in the research are divided into two groups; experimental group and control group. In this design, the subjects were assigned to the experimental group and control group by cluster random sampling and both of them are given pre-test. The treatment is introduced only to the experimental subject after measuring the two groups. The experimental group is taught by using clustering technique while the control group is treated without clustering technique. The post-test is given for each group and the average differences score are compared in order to certain whether the experimental treatment produce the greater change than the control group.

The Population of this research is the grade VIII students of SMP Negeri 2 Pematangsiantar which consist of twelve classes. In selecting the sample, purposive sample is used. The writer will divide them into two groups. The first class is VIII-2 called as the control group and the second class is VIII-3 called as the experimental group.

The instrument that the writer used in this research is essay test. This test means the students will write their own narrative text based on their knowledge. The writer will use writing test in pre-test and post-test to both groups with the same item but the experimental group uses clustering technique whereas the control group without clustering technique.

To know the effect or result of the research, t – test formula was used to calculate. To analyze the data, the independent sample t-test is applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test. The procedure of analyzing data using IBM SPSS 20.0 ( Saragih, 2015: 181).

### IV. Findings and Discussion

#### A. Findings

**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Score	Experimental	30	79.2000	14.21849	2.59593
	Control	30	61.1333	10.85241	1.98137

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post Test Score	.389	.535	5.532	58	.000	18.06667	3.26568	11.52970	24.60364	
Equal variances assumed			5.532	58	.000	18.06667	3.26568	11.52970	24.60364	
Equal variances not assumed			5.532	54.227	.000	18.06667	3.26568	11.52000	24.61334	

Based on the data analysis of the thesis, the researcher discovers that the effect of Clustering technique is more significant to the students at grade VIII of SMP Negeri 2 Pematangsiantar in writing narrative text than the effect of Conventional Method. It was proved from the mean of the writing score in experimental group is 79,20 and only three students who got the score which did not pass the minimum standard score (KKM). The mean of the writing score in control group is 61.13 and only three students who got the score which pass the minimum standard score (KKM).

Using Clustering technique is a good decision in teaching writing narrative to motivate the students to write and to stimulate their ideas. The statement could be shown by describing the analysis of the score from the essay test that had been held in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 5.532 and t-table was 1.671. So,  $H_a$  was accepted and  $H_o$  was rejected.

#### **B. Discussion**

This research aimed to find out if there is any significant effect of using Clustering technique to the students' ability in writing narrative text of SMP Negeri 2 Pematangsiantar. They were divided into two groups namely experimental and control group.

Based on the result of the data analysis, it is proven that the students' score in writing narrative paragraph by using clustering technique is better. It means that using clustering technique in teaching writing narrative paragraph is quite effective. Another reason based on the students' responses is because most students are interested to learn writing especially narrative text.

#### **V. Conclusion**

After analyzing the data, there are several conclusions, as below:

1. The students' achievement in writing descriptive text on experimental group at SMP Negeri 2 Pematang Siantar is more effective by using clustering technique.
2. Clustering Technique can help the students in SMP Negeri 2 Pematang Siantar to organize their thinking before they develop in a paragraph.
3. By using Clustering Technique, students can enjoy learning with others and they are more creative in composing narrative text with well-organized.

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## USING PICTURE SERIES TO IMPROVE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT

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### **Abstract**

*The method employed in this study is quantitative. The population of this study grade VIII of SMPN 7 Pematangsiantar. The researcher took 60 students, 30 students as experimental class and 30 students as control class. The data were collected by administering writing test including pre-test and post-test both of experimental class and control class. After the data had been analyzed, it was discovered that the effect of picture series to the students ability was high with the result  $t > t_{table}$  or  $7.432 > 1.672$ , the researcher concluded that  $H_0$  is no effect influence of the students. It means that using of picture series as teaching media can increase the students and the researcher concludes that using picture series in descriptive text is effective to improve students writing ability. And the researcher suggest that process of teaching and learning should be focused to the students and the teacher should be more carefully in choosing the technique in teaching writing.*

**Keywords :** *Descriptive, effect, picture series, text, writing.*

### **I. Introduction**

Based on the researcher teaching practice, there were many students that always have many troubles in writing. If the teacher asks them to write, they will complain and say they can't write well or they do not know what to write at the time. Most of their problems are caused confusion in generating ideas on what to write, and have barely vocabulary enough but they forget to write them. Besides that students usually confused when they were going to start writing. They were not being able to construct their written ideas well. They confuse to start writing because they did not know how to express their ideas. This was made the students feel bored and not enthusiastic in learning how to write paragraph or composition in English. They often made a mistake in organization of text and could not put their ideas in the right part of their writing. Students need to bring to the experience of doing activities in the context of actual language. To recall the skills by using and understanding the language, students need to be given the opportunity to develop and weave sentences in a variety of communication purposes either verbal or written.

The use of media in teaching and learning process is important. It can help the students to understand the material correctly. Many students have used pictures as the media to conduct their research. A research has been done dealing with picture media shows that pictures can help the student in writing. The result shows some students were more attracted, more active, and more interested in studying when they used pictures compared to their behavioral when they did not use those materials. The researcher, Kuku (2013) shows that the result of the students' tests showed that the students' mastery was improved. Picture series is one of media help teachers and students in learning English, especially writing the descriptive text. According G.B Maxine (1957:97) pictures help the teacher change context rapidly and easily. This is a most important advantage in language teaching in which we wish to give the students a variety of opportunities to use given language pattern.

Picture series is a series of picture that related each other in accordance with the sequence of events. According Baker and Westrup (2000:74) the teacher uses a picture series



to introduce the work and the help students think about the order of a situation or a story, or a teacher can ask questions to make sure the students understand the progress of the story. Go through the pictures with the students before they write anything, to check they understand about the writing descriptive text. The teacher can also ask for some ideas about what is happening in each picture. Students write the story in their own words. So the main function of the picture series is to tell a tale, story or events based on time sequence. Students will be very interested by using picture series and they will better exploit each picture to shaped frame made of a descriptive text. Special difficulties for students in the descriptive text is make a simple sentence and then develop the main points to outline the mind and put it in a sentence and determine the issues of supporting the conflict of descriptive text.

## II. Literature Review

Research entitled Improving Students' Ability in Writing Descriptive Texts Through A Picture Series-Aided Learning Strategy of tenth grade of SMA Negeri I Kembangbahu Lamongan, Indonesia in the Academic year of 2010 by Halimatus Sa'diyah. It is explained that using picture as a media in teaching descriptive text is very helpful in producing the words or sentences because the students can see something through picture which give imagination for students to describe something or place, so they are able to choose the appropriate vocabularies according to the description based on the picture. The result of her research is increased from 56.86 prior to the teaching learning process to 77.87 at the end of the treatment. The similarity are that this research focused on writing descriptive text and use picture as media.

This research entitled Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game of eight grade of MTs Sunan Ampel Patean Kendal in the Academic year of 2010/2011 by Widodo Hami. It is explained that drill wholesome scattering game can help students to imagine the ideas in writing and develop their sentences. The similarity are that this research focused on writing descriptive text and research of eight grade students in junior high school.

Based on two previous research, there are similarity with the research title are students ability in writing descriptive text through picture series, and the second is using descriptive text. But there are differences method the previous research with the researcher. The first is using aided learning and second is using wholesome scattering game, while the writer is using GBA. The writer is using GBA to know whether beside that two method, GBA can improve students' ability in writing descriptive text. With the picture series media are expected to write a descriptive of learning to be effective and efficient an ultimately get a satisfactory result. In addition, the idea of writing skills or ideas that the students has to put into writing. The existence of writing a systematic, coherence, and cohesive is required by the researcher and reader. Descriptive writing, is writing that describe a particular person, place or events in great detail. It uses a lot of flowery adjectives and adverbs to describe what is going on or how something appear. As the explanation of (Knapp and Watkins 2005:98) that description gives a mental picture of something, usually according to what can be seen, but any impression of the other sense-smell, taste, hearing and touch make description more vivid and herefore more affective. Location of the person, object or sense being described is usually important in description.

### III. Research Methodology

The design of this research is categorized in quantitative data. The research follows the descriptive quantitative research methodology on her research form Arikunto (2006) he said that quantitative research is the generation of models, theories and hypotheses, the development of instruments and methods for measurement, experimental control, collection of empirical data, modeling and analysis data. The problem of the research will determine which of the research media should be used. The choosing of the research method will influence the design of the research arrangement and the instrument for collecting the data. In this research there are two classes of the students, they are : Experimental group and control group. Experimental group is taught by applying pictures, while, the control group is taught without applying pictures.

After getting the data, in the form the students scores of writing ability are obtained the following steps :

1. Get the mean scores of each groups, the control and the experimental group.
2. Compare the mean scores of the groups.
3. Find out which are higher
4. Explain the meaning of the difference of the mean score
5. Check the significance of the differences in analyzing data of experimental research, for testing the significance used test to analyze the experiment result by giving pretest and post test.

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

6. And then find the standard deviation (SD) of the control and experimental group.
7. Explain the total number of experimental and control group.

### IV. Findings and Discussion

After the researcher had done analyzing the data, the researcher got some findings as follows in the below that can be answered the research problem, they are:

1. The researcher found that the total scores of pre-test in experimental group is 1698 and the total scores of post-test in experimental is 2116. The total scores of pre-test in control group is 1290 and total scores in post-test is 1975. The total scores of experimental group is higher than control group. It can be said that using pictures is more effective than without using pictures.
2. There is no effect in writing descriptive text without using pictures grade VIII SMP Negeri 7 Pematangsiantar. It can be seen from the Mean of Experimental group is higher than the Mean of control group.
3. The researcher found that in experimental group, the Mean of pre-test is 56,6 and post-test is 70,5 which in control group, pre-test is 43 and in post-test is 65,8.

And the researcher got some discussions as follows in the below :

1. Based on the findings above, it can be interpreted that using media/pictures can increase the students ability in writing descriptive text.
2. From the research findings above, there was 60 students as samples. There are 30 students for Experimental class and 30 students for Control class. The researcher had pre-test in the beginning of the meeting for the both Experimental class and Control class in order to measure the students' descriptive text writing ability. Some roles for pictures in writing: pictures can motivate the students and make him or

her want to pay attention and want to take a part, pictures contribute to the context in which the language is being used (Wright 2006:17). Therefore, pictures can introduce students to some new vocabularies because they provide a lot of words, encourage students to find out the words appropriate to the illustration and recall students prior knowledge which will be helpful in arranging their writing descriptive text. As the result, it could be concluded that the difference was statically significant. Therefore, based on the computation above, there was significant difference between teaching writing after and before using pictures. Teaching writing after using pictures was more effective than teaching writing before using pictures. Students can understand about descriptive text using pictures. It could be seen by the result of the test where the students score was higher score was higher after giving treatment.

## V. Conclusion

The students that were taught by using pictures were more active, because the study with look at the pictures while they were writing. So that they would be writing with enjoyable and the process of learning would be effective and efficient. The students' writing increased from the pre-test and post-test. It increase the mean score of post-test was higher than the mean of pre-test. It means that there was an increase students' writing by using pictures. This improvement also was supported by the quantitative data.

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## THE EFFECT OF PEER RESPONSE TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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### *Abstract*

*This research purpose is to find out the effect of peer response technique in writing descriptive text. The design of this research was experimental and control class by using quantitative research design. The participant of this research were the student grade ten of SMK Satria Budi Karang Rejo. The students in experimental class were 30 and the students in control class were 30. The data is collected by given test. The instrument for collecting the data was essay writing. Based on the data, the researcher found that there was the effect of peer response to the writing descriptive text. The students able to describing place, they more active in the class and they able to complete their task well. This technique were effective in writing descriptive text. It can also seen from  $df : 60 (58+58-2)$  with the  $t$ -table was 1.67, and the calculation  $t$ -test was 3.95. It means that  $t$ -test was higher then  $t$ -table ( $4.18 > 1.67$ ). Finally, the researcher concluded that the effect of peer response technique on students' achievement in writing descriptive text was significant.*

**Keywords :** *Descriptive, effect, peer response, text, writing.*

### **I. Introduction**

Based on KTSP 2006 in Senior High School, English is one of important subjects for the students that must be learnt and mastered because English is one of subjects included in National Examination. It means that the students have opportunity for three years to learn English. In Indonesia, English also taught as the foreign language. It has been taught to the students from elementary school, junior high school, senior high school and even at university. The government and society do many efforts to make the teaching of English better in remembering the role of English in the world's communication.

In learning English, there are four skills that should be mastered by the students: listening, speaking, reading and writing. Those skills are taught integrated in achieving the main goal of teaching English namely capable to develop their communicative skills in both written and spoken language. From those skills, the very important skill and most required in academic field is writing, because through writing students can communicate their ideas about a topic of discussion or materials in written text. Knapp and Watkins (2005:15) state that learning to write is a difficult and complex series of process that require a range of explicit teaching methodologies throughout all the stages of learning. It means that in writing skill, students need a teacher to guide them to master writing and needs many practices.

Writing is the part of language skills that must be taught maximally by teacher to students because writing is a difficult skill for many learners. It is caused "writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow. Students' motivation in learning is the best thing to solve all of the learning problems. If they have been motivated, they will become involved in learning foreign language autonomously. Students' motivation also gives effort to increase their writing ability because they will have desire to learn it.

One way to motivate students in learning language is by using an effective technique and media. An effective technique will make students be more creative. Besides using the effective technique, teacher can use media to deliver the material. "A range of object, pictures, cards and other things such as Cuisenaire rods, can be used for presenting and manipulating language, and for involving students in activities of all kinds. The researcher chose SMK Satrya Budi Karang Rejo because the researcher has got the data from interview with the English teacher there. The researcher found that the student' writing achievement is still low. It happened because of some factors, namely lack of knowledge, lack of vocabulary, lack of grammar, and lack of motivation to write. They were not confident to use their own language. Sometimes, they did not know how to develop their ideas when writing

In order to solve this problem, it needs some creative techniques to make the writing class more effective and interesting. It means that the teacher must be creative in applying various techniques to solve the problem. In fact, there are some ways which can help students to increase their achievement in writing descriptive text, such as Peer Response Technique, Clustering, Group Monitoring Technique, and so on. From those technique, the writer proposes " Peer Response Technique". Peer Response Technique can be used either in the forms or pairs or small groups. In peer response activity students are assigned to write a composition or essay when they finish their writing work, and exchange their writing with their peers. Peers read and make comments on the writing first draft so that those students can improve their own written work (Nelson & Murphy, 1993). Peer Response shows that readership does not belong exclusively to the teacher, since in this type of response, students are enjoyed to shared their writing with each other (Richards 2002). Elbow (1992) believes that when students write only for their teacher (which usually means for a grade), they often fall into certain bad habits, treating writing as an empty school exercise and attempting simply to just "get it right" or "give teachers what they want". When the students write for their peers, they become very concerned about what they say and how they say it. Based on the explanation above, the writer focused on conducting a research in order investigate the effect of peer response technique in mastery the descriptive text.

## II. Literature Review

Several studies have investigated the effect of peer response technique for teaching writing. Guntar (2013) clarified in his research entitled "Improving students' writing Achievement on Recount text through Peer Response Technique" showed that the students' ability in writing recount text improved after a series of treatments given in the cycles. Sriwiyanti (2013) clarified in her thesis entitled " Improving students' ability in writing report text through peer response technique" found out that the students' ability in writing report text was improved by using peer response technique. Peer Response Technique is useful, interesting, and easier than by applying the other technique to increase the students' achievement in writing. Peer Response Technique focuses on teaching students about how to revise and edit their writing by using their peer's eyes in order to get deeper insight and improvements about what they have written.

The finding of Al-Jamal (2009), in his thesis entitled "The impact of Peer Response in Enhancing Ninth Grader's Writing Skill" found out that peer response technique affected the participants' attitudes positively in a way that enhanced the development of their writing skill. Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effect of Peer Response Technique on students' achievement in writing descriptive text. The differences between this study and previous studies were the objective of this study and the method of this study. The objective of this

study was to find the effect of Peer Response Technique on students' achievement in writing descriptive text. The method of this study was quantitative method and the design of this study was quasi experimental design. The effect of Peer Response Technique can be seen from the increasing of students' post-test scores in writing test.

### III. Research Methodology

The research is a quantitative research that based on experimental study. According to Arikunto (2010:9) "Quantitative research is a way to connect cause and effect between two factors in intentionally inflicted of the researchers by eliminating factors that disturb." This research is conducted to see the effect of applying Peer Response to the students' ability in writing descriptive based on numeric data that is gotten from the result of the students.

According to Ary, et.al (2010:265), an experimental is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observe the effect of manipulation on the dependent variable(s). In other word, the researcher needs two group of subject, experimental and control group. The experimental group receives specific treatment while control group receives no treatment. Using a control group enables researcher to see many explanations for the effect of treatment. Clearly, the research designed is figured as following:

**Table 3.1. Research Design**

Group	Pre Test	Treatment	Post Test
Experimental	✓	X	✓
Control	✓	Y	✓

Note :

X : Teaching using Peer Response Technique

Y : Teaching without Peer Response Technique

#### 3.1 Setting

A population is a set (or collection) of all elements possessing one or more attributes of interest, (Arikunto 2010:173). The population of this research will be the students of SMK Satrya Budi KarangRejo grade X. There are Three classes: X.RPL , X.PM, and X.TSM the sum of the students are 90 students..

**Table 3.2. The Students' Population**

X RPL	30
X PM	30
X TSM	30
<b>TOTAL</b>	<b>90</b>

#### 3.2 Data Collection

Instrument for collecting data is really important in very scientific research. In this research, the researcher uses writing test, it is essay as the instrument for collecting data and it is administrated to both experimental and control groups.

#### 3.3 Technique of Data Analysis

After, the data are collected, and then the writer analyzes the data by the following steps:

1. The writer observes first the students task result.

2. The writer analyzes the students' worksheets with find out the generic structure of the text like orientation, events, and reorientation.
3. The writer gives scores to the students' worksheet.
4. The writer lists the score of experimental class as variable X and control class as variable Y in the table.
5. The writer calculates the mean (M) of variable X and Y.
6. The writer calculates the Standard Deviation of each class or variable.
7. After that, the two classes will be compared using t-test to know what is the effect of peer response technique on students' achievement in writing descriptive text.

#### **IV. Finding and Discussion**

##### **4.1 Finding**

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that there was the effect of peer response technique on the students' ability in writing descriptive text at grade X SMK Satrya Budi Karang Rejo. It showed from the score of the student's by using peer response technique highest than the pre-test and it was shown significantly. It means that the score changed.

The mean of experimental group was 73.6 and the mean of control group was 65.06. It showed that the score of the students in experimental group was higher than control group. From the analysis of the data, T-observed is higher than T-table ( $4.18 > 1.67$ ) at the level of significant 0.10, so there is the effect of peer response technique on students' achievement in writing descriptive text at grade X in SMK Satrya Budi Karang Rejo.

##### **4.2 Discussion**

Based on findings above, the researcher can interpret that using peer response technique could improve students' ability in writing descriptive text at grade ten of SMK Satrya Budi Karang Rejo. The students were more active and they felt enjoy and interest in learning process. It can be shown from scores of post-test with applying peer response technique are higher ( $\sum Y = 2208$ ) than the scores of pre-test without picture ( $\sum X = 1540$ ). In experimental group, there was changing. It can be seen as effect of applying peer response technique which give effect for students' achievement in writing descriptive text

After analyzing the data, researcher found that teaching writing descriptive text by using peer response technique is effective for the students of grade X in SMK Satrya Budi Karang Rejo. They were interested in learning process, they can easily memorize the new words and their meaning and their motivation to learn is improving. There were some researchers had applied Peer Response Technique. Guntar (2013) conducted a research by applying peer response technique on students' achievement in writing recount text. It found that peer response technique significantly impact on students' writing as well as on their attitudes toward writing. Sriwiyanti (2013), this research found out that the students' ability in writing report tes was improved by using peer response technique. Al-Jamal (2009) conducted a research by applying peer response technique in writing skill. It found that peer response technique affected the participants' attitudes positively in a way that enhanced the development of their writing skill. The result of some researches above that applied peer response technique in different genres support the result of this study that peer response technique gave significant effect on students' ability in writing descriptive text.

## V. Conclusion

According to the result of the data analysis, which has been stated in chapter IV, so the researcher concludes that the effect of using peer response technique more significant than the effect of without peer response technique in writing descriptive text. It could be seen by the score of the students who taught by using peer response was higher than without using peer response. Using peer response can get new inspiration, can give cultural information, to contribute the search for specific information in the text and help the students demonstrate non verbally that they found the information and understood and help the students to develop their language and thinking ability.

Based on the result of T-test it is proved that there was significant difference means between the experimental group and control group. The result of T-test = 4.18 while T-table = 1.67 at  $df = 58 (N_x + N_y - 2)$  and at the level of significant  $p=0.10$ . It is concluded that using peer response technique on students' achievement in writing descriptive text at grade X in SMK Satrya Budi Karang Rejo.

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## EFFECT OF PICTURE SERIES IN WRITING NARRATIVE TEXT

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### *Abstract*

*This research examined the effect of using Picture Series to the Ability of Grade Ten students of SMA Taman Siswa Pematangsiantar in Narrative text. Sample of this research are class X<sup>1</sup> and X<sup>8</sup> SMA Taman Siswa Pematangsiantar. Class X<sup>1</sup> as the Experimental Group using picture Series in narrative text and X<sup>8</sup> as control Group without using picture series in narrative text. The result of this research show that Picture series taught to the grade ten of SMA TAMAN SISWA Pematangsiantar has significant effect to their ability in narrative text and The students who were taught by using Picture series are more interested because the felt more fun and not bored to write a narrative text to solve their problem in writing a narrative text.*

**Keywords:** *Effect, genre, picture series, narrative text, writing*

### **I. Introduction**

Writing is a means of communication when the other person is not right here in front of us. Harmer (2007:10) stated that “writing as a means of communication”. It tells that speaking is not only one way to communicate to the others people. It also will give us time to consider carefully what are we going to communicate. So, it is the important skill that has to be mastered by people who want to be able to communicate perfectly.

Based on writer's experience at Teacher Training Program in SMA Taman Siswa Pematangsiantar the writer found that the students were not interested in writing. They more interested in reading. The students felt bored to write a paragraph or a text and the students often confused to express their ideas in writing form. The second problem is teaching media that applied by the teacher, the teacher still used the conventional media in teaching writing, the teacher just asked the student to write a narrative text without good media and realita. This media make the students bored and then the students get score of writing test is bad. .

The teacher as the person who will guide the student in learning writing text should show to the students that writing is not difficult subject but it will be interesting. Because it is immediate practical benefit in almost any job or career for their future later. It also develop their knowledge more wider with giving their opinion and expressing their ideas through writing. So, the teacher should teach and guide the students to able to express their idea, opinion through writing form of language.

To achieve a good students writing narative, the teacher must implement an effective learning process, namely how to choose the media teaching characteristic according to the needs of students who have diffrent intelectual or talent will help students improve optimum learning outcomes for students. There are so many media to improve the students' ability in writing narative text, but the researher choose using picture series.

Picture series is one of media to help the teacher and students in learning english., especially writing a narative text . According to Wright (1994:43) by using picture the attention of students will be more focused . so, picture can create their inspiration , their wishes to know the content of message of that picture and they can write it in a composition,. Picture can trigger the student's creativity through various languages. In addition, picture have some power , picture are able to clarify a problem. It means that by seeing the clear

picture , the students will understand more about the topic in teaching learning.

Faizah (2014) suggested the reader should use picture series on students writing narrative text. Finding of this research is the students' English competence especially in writing was getting better by implementing sequence pictures. Sequence pictures give clear description, stimulate the students' ideas, and provide more details. Thus, the teacher should consider the use of sequence pictures to enhance the students' ability in writing. Sequence pictures increased the students' motivation and interest in learning English. The questionnaires gave information that the teacher rarely used media in teaching. Some students said that the media were only books. The results of this research showed an improvement in terms of students' motivation and interest

Based on the explanation above, the writer carries out this research by presenting a title "The Effect of Picture Series Teaching Media to the Ability of Grade Ten Students of SMA Taman Siswa Pematangsiantar in Writing a Narrative Text. The writer conducts this research in order to know whether the use of picture series media is really effective in helping students to write narrative text.

## **II. Literature Review**

### **A. Media**

Teaching media bring significant role in the success of language teaching and learning by creating a solution for both the teacher and the students to cope with the group between the teachers' explanation/ idea with the learners' understanding. According to Rima (2016:2) Media is the tools used in the process of channeling or delivering information. In others definition media also called as the tools that can deliver the message to get the aim of study.

Learning media include the physical tools that can be used to deliver the materials. Learning media also consist of the component of source that contain instruction materials in student's circles Based on classification there are two kinds of media According to Rima (2016:4), they are visual material and audio visual.

#### **1. Visual material**

Visual material is a media that have some elements, they are line, color, and texture. Without visual material it very difficult for the teacher to create a situation in which the students want to say something. There are many kinds of visual media in teaching writing such as: The textbook, blackboard, card, picture, etc. But in this research, the writer choose picture have always been associated with the direct method of teaching foreign language. It pointed out that picture an object is usually easier to bring into classroom than the object itself. Most of people can see pictures in their minds, particularly when the pictures are described. At the beginning of the class visualization activity can help the students to relax and focus on their work in the lesson head, and it emphasizes both pleasure and success.

#### **2. Audio Visual material**

Audio visual is the media that can show some elements of picture and voice when communicating the message or information. Audio visual can capture the object and some event like the real event. Types of this audio visual material are: film, tape, recorder, and broad projector.

## **B. Picture Series**

Picture series is one of media to help teacher and students in learning english, especially writing narrative text. picture series is a series of picture which show an event or story.the picture will have connection to other pictures. According to Yunus ( 2014:49) A picture series is a number of related composite pictures linked to form a series of sequences. The first picture may shows the event one or what happened first. And the second event may shows the second event until the last event. A whole series of connected activities can be generated from the source of one picture. Picture series is a suitable stimulus for writing production.

Picture series as teaching writing narrative have so many advantages. They are describes accordingg to Wrigh (1989: 3), They are:Easy to prepare: The teacher who wants to make the time effective in teaching learning process, the teacher might use the picture series as teaching media. beside the picture seies is cheap, picture media is easy to prepare, Interesting: Beside the picture series is easy to prepare, picture series also is interesting to be used in teaching learning process.It is because the picture series is colourfull. So that the student not bored when the teacher ask the student writing the paragraph,Meaningfull and authenticThe teacher who wants to make the teaching learning process successfull, they might use the piture series, because picture series is meaningfull so that the students easy to understand beside that the picture series is authentic it makes the students is not difficult to know.

## **C. Writing**

Writing is one of the parts of language skills besides Listening, Speaking, and Reading. Writing is more difficult rather than the other language skills because it needs well knowledgeand hard thinking when they are produce words, sentence and paragraphs with a good grammatical. Hyland (2003:16) stated that “Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic

## **D. The Pattern of Writing Paragraph**

According to Zemach and Rumisek in their book on Academic Writing from Paragraph to Essay (2003:10-12) “Paragraph is a group of sentences about a single topic”, It has three basic parts. They are the topic sentences, the supporting sentences, the concluding sentences. Topic sentences usually comes first in paragraph, it gives the writer’s main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about. Supporting sentences are more detailed ideas that follow the topic sentence, these sentences explain the topic sentence. Concluding sentences is more likely conclusion. This may be found as the last sentence of sentence. It can finish a paragraph by giving suggestion or final comment about the topic.

## **E. The Process of Writing**

In order to have a good writing, we need the process of writing. The process of writing is a matter of elaborating text appropriate with what the writer can reasonably assume that the reader knows and expects.

According to Harmer (2004: 4-6) stated on his bok that there are four sequence of steps in writing process. They are planning, drafting, editing, and final draft.

### **a) Planning**

Planning means the writer starts the writing process by selecting the theme or what the writer want to say. This step strongly relates to the writer’s ideas in his head. They can write down their ideas on a sheet of paper. In his explanation, Harmer noticed that

writers need to consider some aspects which is related to writing by genre. The aspects are:

- 1) Purpose of writing the text.
- 2) Audience. This aspect will differ on the language choice based on the target readers.
- 3) Content structure. This aspect relates to the way of stating the ideas in good sequence.

b) Drafting

Drafting is the second step in writing. It is an activity in which the writer will start their writing. The point at which you begin to put your ideas in some kind of order and to envision a potential shapes for the work you will produce: a beginning, a middle and the end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.

c) Editing

In editing process, the author can ask for reflection from other writers then do some revision on the writing product. This step can be done in more than once because the correction may be various, from the ambiguity of several words, ideas order, or in the form of vivid errors and mistakes such as grammatical errors or mistyping.

d) Final version

Final version is the last step in doing writing. Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing process. But the writer is now ready to send the written text to its intended audience.

Based on explanation above, it can be conclude that writing is a complex skill. It involves a complex process done step by step to pass on knowledge and message in our mind in written form, which we have to use certain grammatical rules, choose the right words in our sentence. Each of sentence become a paragraph which have corelation with organize the logical fact.

## F. Text

A text is an actual use of language which is produced for a communicative purpose. Halliday and Hasan (1976:1) stated that “the word text is used in linguistic to refer to any passages, spoken or written, of whatever length, that does form a unified whole”. It is also called discourse in linguistic which is the smallest meaningful passage of social language. Knapp and Watkins (2005: 29) stated that “Language is always produced, exchanged or received as text; that is, language as a system of communication is organised as cohesive units we call texts”. From the definitions, it can be inferred that text is language which has meaning and produced in a social context. Furthermore, text forms in an interaction between the addresser and the addressee in social environment.

### III. Research Methodology

#### A. The Design of Research

Based on the explanation in the previous chapter which is said that this research is to find out the effect of picture series teaching media to the students' ability in writing narrative text, so that the researcher designs this research as an quantitative research.

The writer uses quantitative research because doing with using a number, statistical process and structure as the result in research design because the data informing students the effect of picture series. This research consists of two groups namely experimental group and control group. Both of them have the same treatment with different media. The first group is experimental group that uses picture series and the second group is control group that uses conventional teaching media (textbook). Here the text will be taught to the students are narrative text. There are three meetings will be held in each group consists of teaching 1, teaching 2, and teaching 3 but before it, the writer give pre-test to the students. The pre-test is given to know the students' ability in writing narrative text before they received treatment. After that, they will be taught about narrative text with using picture series teaching media. The first meeting, they learn narrative text about "MalinKundang" The second meeting is narrative text about "Aurora" The third meeting is narrative text about "Rapunzel". And the last, the writer gives post-test to the students. It has function to find out the effect of using picture series teaching media in the students' learning process. The same conditions will be held in the control group. Control group also consists of three meetings.

#### B. Technique of Analyzing the Data

After, the data are collected, and then the writer analyzes the data by the following steps:

1. The writer observes first the students task result.
2. The writer analyzes the students worksheets with find out the generic structure of the narrative text.
3. The writer gives scores to the students' worksheet according ro Heaton (1988)
4. The writer lists the score of experimental class as variable X and control class as variable Y in the table.
5. The writer calculates the mean (M) of variable X and Y by using the following formula:

The form: (Arikunto, 2010)

1.  $Mx = \sum \frac{x}{Nx}$
2.  $My = \sum \frac{y}{Ny}$

6. The writer calculates the Standard Deviation of each class or variable by using the following formula:

The form: (Arikunto, 2010)

$$a) SDx = \sqrt{\frac{N \sum x^2 - (\sum X)^2}{N(N-1)}}$$

$$b) SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

7. After that, the two classes will be compared using t-test to know what is the effect of using picture series teaching media on the students' ability in writing narrative text. The t-test formula (Arikunto, 2010:354) is used as follow:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

## IV. Finding and Discussion

### A. Findings

Based on the analyzed data, some findings can be formulated as follow:

1. The effect of picture series teaching media on students' ability in writing narrative text at grade ten of SMA Taman Siswa Pematangsiantar is good enough and successful. We also can say that using picture series is suitable media to increase students' ability in writing narrative text. We can see the students task result in the table. In experimental class that using picture series, the students were more active and they can share their feeling, idea, and arguments before they completed their task that has given by the writer. So, the students can complete the text and their score are better than control class (conventional teaching media).
2. The effect of conventional teaching media on students' ability in writing narrative text at grade ten of SMA Taman Siswa Pematangsiantar is not good enough (we can see from the table before). The students is still difficult to complete the text when the writer taught them with conventional teaching media. It can be seen from their result in post-test. Most of students were still low to complete the task that has given by the writer.
3. Picture series teaching media is significantly affects the students' ability in writing narrative text at grade ten of SMA Taman Siswa Pematangsiantar. From the analysis of data, t-test is higher than t-table ( $6,63 > 1,67$ ) at the level of significant is 0.05 with  $df = (N_x + N_y - 2)$ . It means that the test is significant. It also means that there is an the effect of using picture series teaching media on the students' ability in writing narrative text at grade ten of SMA Taman Siswa Pematangsiantar

### B. Discussion

Yunus (1981:49) said that "A picture series is a number of related composite pictures linked to form a series of sequences. The first picture may shows the event one or what happened first. and the second event may shows the second event until the last event. According Wrigh(1989:3) character of picture series are "Easy to prepare, interesting, meaningful and authentic, Sufficient amount of language, Picture series are realistic, Picture series are economical, Picture series are practical. The Researcher was interested in doing research at SMA Taman Siswa Pematangsiantar. In this research the researcher gave the same material in learning then the researcher gave them pre-test and post-test.

After the post-test was administered, the writer got the data in the form of pre-test and post-test score. Then, the data is analyzed by using t-test. The score of students writing in pre-test from 30 students is average. It shows from the mean of total score in pre-test from 30 students are 50,0. Besides, the score of post-test can be said good that showed by the mean of total score of 30 students are 80,9. At a glance, the mean from pre-test and post-test can be seen that students' writing ability improved. Then, to know the significance different score between pre-test and post-test, the writer analyzed the data using t-test, the result of t-test is 6,63. The value of t-count has been found, and then the writer considered the degree of freedom or  $df = N - 2$  so, the  $df$  is  $30 + 30 - 2 = 58$ . The writer consulted to t-table, at the significance level of 0.05. The writer found the  $df$  (58) in t-table at significance level 0.05 that is (1.67).

To answer the hypothesis testing, the writer compared the value of t-test and t-table. The value of t-test that is gotten by the writer is (t-test =6,63) and the value of t-table is (1.67). It is known that t-count is bigger than t-table. Since, the t-test is bigger than t-table, the accepted Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected, the theory is verified. It means that there is different writing score of grade ten students of SMA Taman Siswa Pematangsiantar between before and after taught using picture series.

Finally, the writer finds the answer of then problem namely to know the significant of using Picture series in writing narrative text by analyzing the data. It was proved by the students' average score in experimental class (31,5) and in control class (24). The writer found  $t\text{-observed} > t\text{-table}$  namely  $6,63 > 1.67$  which made ( $H_a$ ) is accepted.

If  $t\text{-test}$  is higher than  $t\text{-table}$ , it means that there is significant effect of using picture series in writing narrative text.  $T\text{-test} > t\text{-table}$  because the writer using picture series teaching media. By using picture series, the students can imagine the real life of the story. So, the students can be active and fun in writing narrative text. And while in control class, the students were difficult to find and to solve the problems because the writer didn't use picture series teaching media, so the students can be bored and lazy in writing narrative text. So, from the explanation above the researcher concludes that using picture series for writing narrative text at grade ten of SMA Taman Siswa is effective.

## V. Conclusions and Suggestions

### A. Conclusions

Based on the findings which has been stated in chapter IV the researcher concludes

1. Picture series taught to the grade ten of SMA Taman Siswa Pematangsiantar has significant effect to their ability in writing narrative text. It could be seen by the score of the students who taught by using Picture series was higher than without using Picture series
2. The students who were taught by using Picture series are more interested, because they study felt not bored and lazy to write a narrative text to solve their problem. They struggled to comprehend the material.
3. The result of  $t\text{-test}$  has proved the significant means of experimental class and control class. The result of  $t\text{-test} = 6,63$  while  $t\text{-table} = 1.67$  at  $df = 58$  ( $N_x + N_y - 2$ ) and at the level of significant  $\alpha = 0.05$ , it is concluded that using picture series teaching media affect significantly the students' writing narrative text at grade ten of SMA Taman Siswa Pematangsiantar.

### B. Suggestions

During doing the research at SMA Taman Siswa Pematangsiantar, the researcher found that there were some problems in classroom. The students had problem in writing a text, The students does not understand about narrative text and the students are not motivated to write a narrative text because the teacher use the conventional teaching media. Furthermore, based on the researcher's interview with one of the students, the researcher found that most of the students did not like English subject because they found that English is difficult for challenged them especially in writing skill because they still difficult to express their ideas in written form. This shows that their skill in writing is still low and then many teacher at SMA Taman Siswa Pematangsiantar teaching writing narrative text in a flat way and did not use certain media.

Based on the problem above, the problems are recommended as follows:

1. The teacher should use picture series teaching media in teaching writing especially in writing narrative text.
2. The teacher should balance between the students' skill in writing and all of the aspects of writing because what the students write must be relevant to the students needs and interest and they must be willing and be able to write and spell it words properly.
3. The teacher should give rewards to the students who get good scores, so that the students were motivated to be better in the next meeting especially for the students who were poor in understanding the material.

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