
THE EFFECT OF ESTAFET WRITING ON STUDENTS' WRITING PROCEDURE TEXT

(A STUDY AT THE TWELVETH GRADE OF SMKS TI PUTRA HARAPAN 2 2020-2021 ACADEMIC YEAR)

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Abstract: *The aim of this research are to know: 1) the application of estafet writing on teaching writing procedure text ability, 2) the students writing procedure text ability before and after using estafet writing, 3) Whether there is any significant effect of estafet writing on teaching writing procedure text ability at the twelve Grade Students of SMKS TI Putra Harapan 2. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the XII grade students' of SMKS TI Putra Harapan 2 which consist of 37 students. Sample were XII TKJ which consist of 22 students which taken by purposive sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The result of this research: 1) the application of Estafet writing was 3.4, it is categorized "Very Good". 2) the mean score of the students' writing procedure text ability was 50,83 and it was categorized "bad". Meanwhile, after using complete sentence model was 81,3, it is categorized "very good". The result of data analysis shows that t_{test} was higher than t_{table} ($t_{test} 23,28 > t_{table} 2.08$). So, the hypothesis was accepted. It means that, there is any significant effect of estafet writing on students' writing procedure text ability at the XII grade students of SMKS TI Putra Harapan 2.*

Keywords: *Estafet Writing, Writing Procedure Text Ability*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan Estafet Writing dalam mengajar menulis prosedur teks, 2) Kemampuan menulis prosedur teks siswa sebelum dan sesudah menggunakan estafet writing, 3) Apakah ada pengaruh yang signifikan dari estfet writing terhadap kemampuan menulis siswa di kelas IX SMP Negeri 2 Sibabangun. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre-eksperimental: one group pre-test post-test design. Populasi penelitian terdiri dari 37 siswa dan sample terdiri dari 22 siswa dengan menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian estafet writing dan tes untuk menjaring data dari kemampuan menulis siswa. Hasil penggunaan complete sentence model dalam mengajar kemampuan menulis siswa adalah 3.4, di kategorikan "Baik". Nilai rata-

rata kemampuan menulis siswa sebelum menggunakan complete sentence model adalah 50,83, dikategorikan “buruk”. Sementara setelah menggunakan estafet writing adalah 81,3, dikategorikan “sangat baik”. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar dari pada t_{table} ($t_{test} 23,28 > t_{table} 2.08$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari estafet writing terhadap kemampuan menulis siswa di kelas XII SMKS TI Putra Harapan 2 pada Tahun Ajaran 2020/2021.

Kata kunci: Estafet Writing, Kemampuan Menulis Prosedur teks

I. INTRODUCTION

Writing is one a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well constructed text. Writing is the activity that has relationship to the other skill, that are reading even listening and speaking. Writing is needed because of writing form can persuade the other people to do something and stimulate the reader minded. Writing important to research because now days many people not interest to write. Meanwhile, in this era English is not foreign language. We can see English words in everywhere.

In SMKS TI Putra Harapan 2, there are many students have the low and feel difficult ability especially in writing procedure text. It can be seen based on the researchers

observation and pretest that the school. The researcher found the result of pretest there are many students low in writing procedure text. From 22 students the researcher got the average score meanwhile according to the researcher the students can pass score 57 writing if they get the minimal score 75.

The students writing procedure text SMKS TI Putra Harapan 2 is low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment, the teacher technique, facilities, media, difficult in using correct grammar, vocabulary and punctuation to compose

English sentences into readable and acceptable texts, and many others.

If this problem cannot be resolved quickly the researcher afraid that students writing score is low, if they pass graduate from their school they cannot use English as well. They cannot to write English as well and it can make the students difficult to get a job because look the condition in looking for it, need to be skill in skill write English as well.

The teachers in SMKS TI Putra Harapan 2 have done many efforts to solving the problems in order to make teaching learning process be success, such as: prepare teaching material, completing the school facilities, giving motivation, using suitable technique to increase the students' ability. Such as estafet writing, STAD, mind mapping, discussion method.

Based on the explanation above, the researchers interest to use estafet writing I to improve students' writing procedure text ability. Thus, the title of this research is "The effect of estafet writing on student's writing pocedure textt ability at XII grade of SMKS TI Putra Harapan 2.

1. Nature of Writing procedure Text

Writing is one a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well constructed text. According Patel (2008:125) writing is a skill which must be taught and practiced. Witing is essential features of learning a language because it provides is a very good means of foxing the vocabulary, spelling, and sentence

pattern. Writing is the most efficiently acquired when practice in writing parallels practice in the other skill. It becomes an important aspect of students expression at higher stage. Writing is the most efficiently acquired when practice in writing parallels practice in the other skill. Writing provides an excellent consolidating activity.

2. Definition of Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. According to Iwuk (2007 : 54) procedure text is text that contains information that can help us to do something or make something.

Based on explanation above procedure text is a type of text that describes how something can be created or used through a series of step. Procedure text aims to provide instructions on the steps or ways in making operating, and doing something.

3. Definition of estafet writing

Estafet writing is one form of expression of one soul is in written writing is a language skill that is used to communicate indirectly, but face to face with other. According to Syathariah (2011:41) estafet writing is one method of active learning by doing that aims to make student associate learning as a fun. This innovative method involving students learning together, but not in groups. This writing activity by using this learning method makes the student actively influence the power of fantasy, submission and directly produce a product of the story.

Based on explanation above the researcher conclude estafet writing is strategy writing where student work together, making student more active in learning so as to improve the ability become more fun.

II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. In this research activity, the researcher has to choose and use the suitable

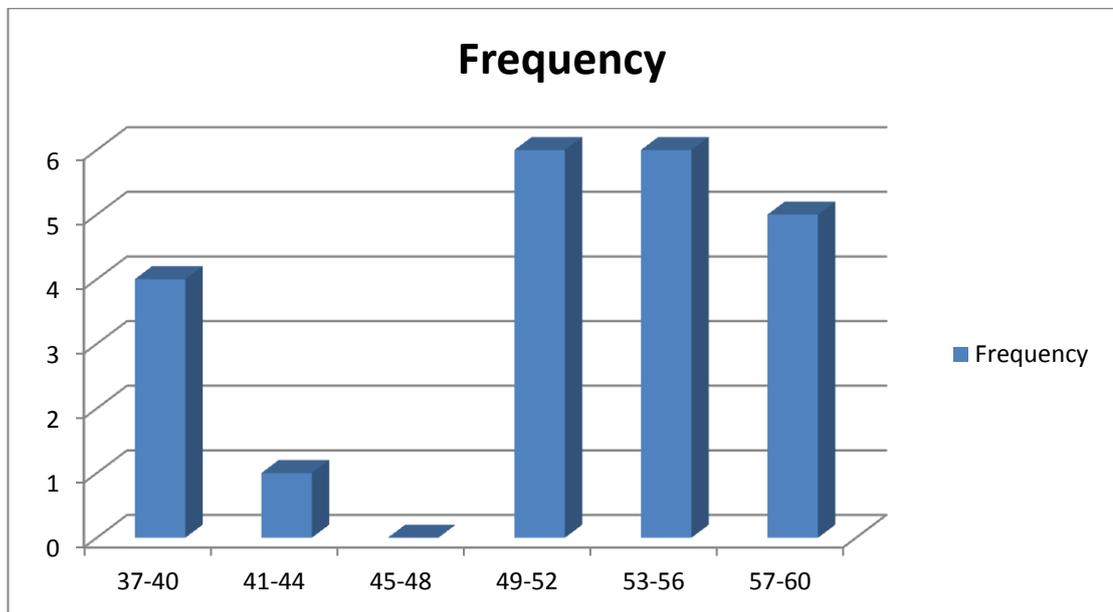
method in a research. Method of the research means the way that should be chosen to solve the problem of the research. According to Arikunto (2010:203) Method of the research is the way that used researchers to collecting data in a research. Population is a part of the research that is very important in doing research. In a research, population can be mean as a group of unit or part that is made as an object of the research. The population in this research is the entire twelve grade of SMKS TI Putra Harapan 2 that consist of 37 student. Sample is sub group taken from the population. Sample is part or vice of population which should be choose in the research. According to Sugiyono (2015:118) Sample is a part of number and characteristics that owned by its population. From a larger group represent the larger group from which they are selected. The purposive sampling of this research used test and observation. The result of the test is used as the data of this research. The researcher used statistic formula or t_{test} formulation to analyzed the data.

III. RESULT

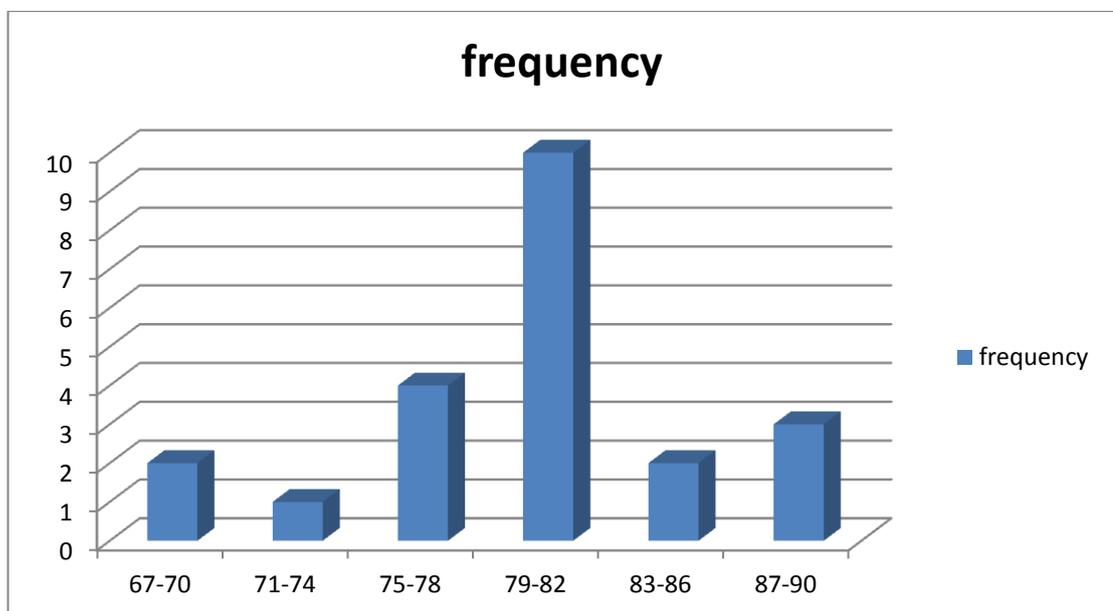
The researcher conducted the research in SMKS TI Putra Harapan 2 by contributing observation sheet and test to the twelveth grade students to see the effect of Estafet Writing on Students Writing Ability in Procedure Text. After collected and calculated the collected data, the researcher describes the result of variable X (Estafet Writing) and variable Y (Students' Writing Ability in Procedure Text).

Based on the result obtained from the analysis of observation sheet about the application of estafet writing on students writing ability in procedure text at the twelveth grade of SMKS TI Putra Harapan 2 which contain eleventh aspects. The observer given score for the researcher, the total score was 34, then the score divided to the total aspect. Therefore the researcher got the mean score was 3.4 categorized "Very Good". After got the data by given pre-test and post- test which asked them to write a procedure, it was found that the highest score was 57 and the lowest score was 37 for pre- test, the researcher also found the mean was 50,83. The highest score for post- test was 88 and the lowest score was 67, and also

found the mean wa 81,3. To make it more clear, look at the histogram below:



Histogram of students' writing procedure text before using Estafet Writing.



Histogram of Students' writing procedure text after using estafet writing

Based on the histogram, if we compared with pre-test the score still categorized "bad" and after given post-test the

score was good. It means that there is a significant effect of using estafet writing on students writing ability in procedure text at the twelveth grade of SMKS TI Putra Harapan 2.

IV. DISCUSSION

Based on the results of research that was done to the problem so it could be concluded that the observation sheets results of estafet writing in teaching writing procedure text ability was 3.4 and it was includes in "Very Good" category. Furthermore, the result of students' ability about writing paragraph ability before using estafet writing was 57 and it was includes in "bad" category. Meanwhile the result of students' ability after using estafet writing was 88 and it was includes in "very good" category. From the calculation by used statistic, it can be known that t_{test} was 23,28 and t_{table} is known as number 2.08 at 5% significant level with degree of freedom (df) $22-1 = 21$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was bigger than t_{table} ($23,28 > 2.08$).

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of complete sentence model on teaching writing procedure text ability at the twelveth Grade of SMKS TI Putra Harapan 2 is categorized "Very Good" because it shows that the mean of the students score is 3.4.
2. The students writing paragraph ability before and after using estafet writing at the Twelveth Grade of SMKS TI Putra Harapan 2 is bad (57) and very good (88)
3. There is any significant effect of using estafet writing on students writing procedure text ability at the Twelveth Grade of SMKS TI Putra Harapan 2. The calculation of t_{test} is 23,28 and the score of t_{table} is 2.08. So, t_0 calculation is higher than t_{table} ($23,28 > 2.08$). It means that there is any significant effect of estafet writing in teaching writing procedure text ability at the twelveth grade students of SMKS TI Putra Harapan 2, so the hypothesis is accepted

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THE EFFECT OF THE POWER OF TWO STRATEGY ON STUDENTS' COMPREHENSION OF READING NEWS ITEM TEXT (A STUDY AT THE TWELFTH GRADE OF MAS AL – ABRAAR ANGKOLA SELATAN IN 2020/2021 ACADEMIC YEAR)

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Abstract: *The purposes of this research are to find out: 1) The application of The Power of Two Strategy in teaching reading news item text. 2) Students' reading news item text before and after using the power of two strategy. 3) Whether significant effect of using the power of two strategy at the twelfth grade students of Mas Al-Abraar. Method of the research is experimental. The populations of this research are all the twelfth grade students of Mas Al-Abraar that consist of 45 students. Purposive sample is used to get the sample of the research, the sample consist of 45 students. The techniques of collecting data are observation sheet and test. The result of the application of the power of two strategy is 3.44 categorized "Very Good". Before using the power of two 43 categorized "Fail". Meanwhile, after using the power of two strategy is 79 categorized "good". The result of t_{test} 8,95 and t_{table} 2.02 it means that there is significant effect of using the power of two strategy on students of Mas Al-Abraar in 2020/2021 academic year.*

Keywords: *the power of two strategy, reading.*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) Penerapan Strategi power of two strategy dalam pembelajaran membaca teks item berita. 2) Siswa membaca teks item berita sebelum dan sesudah menggunakan kekuatan *power of two strategy*. 3) Apakah pengaruh yang signifikan penggunaan kekuatan *power of two strategy* pada siswa kelas dua belas Mas Al-Abraar. Metode penelitian adalah eksperimental. Populasi penelitian ini adalah seluruh siswa kelas XII Mas Al-Abraar yang berjumlah 45 siswa. Sampel Purposive digunakan untuk mendapatkan sampel penelitian, sampel terdiri dari 45 siswa. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil penerapan *power of two strategy* adalah 3,44 dengan kategori "Sangat Baik". Sebelum menggunakan *power of two strategy* 43 dikategorikan "Gagal". Sedangkan setelah menggunakan kekuatan *power of two strategy* 79 dikategorikan "baik". Hasil t_{test} 8,95 dan t_{tabel} 2.02 artinya terdapat pengaruh yang signifikan penggunaan *power of two strategy* pada mahasiswa Mas Al-Abraar tahun ajaran 2020/2021.

Kata kunci: *the power of two strategy, reading*

I. INTRODUCTION

Reading is one of the most important skills in English language learning by reading, one can you relax, interacting with the feelings and thought, obtain, informational and improve the science knowledge. Reading is process that involves recognizing word and to the development of comprehension. Comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meaning. It is very important for us to have the competence in reading comprehension because reading comprehension was one of language skill.

Reading important to research because now days many people not interest to read, but we can see English Words in

everywhere. There are four skills in English, they are writing, speaking, listening and reading. in this research the writer focus on reading skill. reading is a process undertaken to reduce uncertainty

But in fact, when the writer gave some tests in MAS Al Abraar Angkola Selatan, writer found that many students had

lack vocabulary, bad pronunciation and not confidence with their ability in reading English. There are effort that had done by teacher reading comprehension before prior researcher such as; lecture methods, discussion groups and assignments in the form of memorizing many vocabularies were the efforts that teachers had given. It can be make the students lazy to study English because Internal factors are the factors that come from the students inside such as low vocabulary, feeling laziness to study, degree of cleverness, low motivation, physical, and psychological. Meanwhile, the external factors come from the students outside such as: 1) Family factors include background of the family, economy condition of the family, and ways of parents in educating their children. 2) School factors include curriculum, unsuitable techniques and strategies in teaching the material, the relationship between teachers and students, the facilities of the school, and state building.

If this problem is not solved, it would be brought the difficulties for the students in mastering the materials in English especially in reading news item text. Based on the explanation above, writer tries to apply The power of two

strategy in teaching reading and realize into the topic of the research, In this case, the researcher focuses on strategies in teaching reading news item text, the researcher believes that students more interested in learning English language process especially in reading.

The Nature of reading

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The aim of reading are to understand idea, the ability to know function of a text, to get information , to get understanding, to get happy, can read text quickly and conclude the content with his/her words and can write the main idea or opinion.

The function of reading is make us can get knowledge or information wider, to make us have a good concentration, grow the writing ability, give relaxation, to make us have wider vocabulary, and by reading well everybody get the information or knowledge that is needed or searched. Definition reading according to Dorn and Soffos (2015:6) Reading is a complex process involving a network of cognitive actions that work together to construct meanings.

Based on the explanation above, the writer concludes that reading is one of the main English skills. Reading is the representation of language is an oral medium through the use of set of voice.

Indicators of Reading

Reading it is possible for them to get information, thus students need knowledge, skills and strategies resulting in comprehension. According to Siahaan (2008:20) suggest some from indicators of reading as follows: Topic sentence, main idea, and, supporting idea.

Identifying Main Idea

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about. Langeng and jensking (2012:1) says, main idea is chief point an author is making about topic. Based on the explanation above, the writer concludes that main idea of the paragraph. The main idea is explained by the other sentences in the paragraph, which referred to the explanatory sentence. Another main for the main sentence is topic sentence.

Identifying Supporting Idea

A paragraph in which said complete if there are explanatory sentences in full to show the main idea or main sentence. According to Boushey (2014:1) says, supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the main idea. They are backed-up by evidence or illustrated by examples”.

Based on the explanation above, the writer concludes that supporting sentence is support and elaboration basically. Just more detail under the topic sentence. The supporting idea in each paragraph should be a unity of ideas.

Identifying Information and Meaning

Information shortened as info is that which informs, In other words, it is the answer to a question of some kind. Chaer (2011:75) says, the contain is about conclusion of the main idea and supporting idea content the begin it. _Siahaan (2008:216) says , The last paragraph is the ending. Based on the explanation above, the writer concludes that news item is a text that informs the readers about newsworthy or

important events of the day. News item text is a text that relates to the news.

There are two kinds of news item text, written and spoken. News that we hear in radio or television is spoken text form. This text also has the generic structure. Those are newsworthy event, sources and background events. In the part of sources, it consists of comments by the experts or witness.

The Nature of the Power of Two Strategy

Teaching strategy is teaching by using some methods for helping students in receiving material from the teacher. In teaching method a teacher needs intellectual, attitudes and approaches. By using teaching method, the students can show how problems can be approached, how information can be analyzed or how knowledge is generated. According to Silberman (2005:171) The power of Two is this activity used promote cooperative learning and to reinforce the importance and benefits of synergy, that is, that two heads are indeed better than one. It means that the power of two is an activity two students that give synergy to students indeed better than one.

Based on the explanation above, the writer concludes that the power of two is a strategy cooperative learning that give strength the importance and benefits of the synergy of two people and two brains work together with the aim of getting better results. So, think with other people.

Steps of the Power of Two Strategy

Step means the movements, techniques, or procedure that is done in doing something or do anything. According to Silberman (2005:171) stated that, there are Step of power of two strategy such us:

- 1) List topic related questions on a flip chart, transparency, or chalkboard or in participant workbooks
- 2) Ask participants to answer the questions individually.
- 3) After all participants have completed their answers, ask the participants to form pairs. Members of each pair share their answer with each other.

4) Ask the pairs to create a new answer to each question, improving on each individual's response.

5) When all pairs have written new answers, compare the answers of each pair to the others in the group

The Advantages of Using the Power of Two strategy

The consideration when she chooses a strategy is due to advantages' According to Sulisyani (2015) there are several advantages "of the power of two" strategy, as follow:

- a. Increase the ability in sharing the ideas and compare with others.
- b. Helping the students to work with others
- c. Increase the motivation and stimulate to think

Based on the explanation above, the writer concludes that advantages of active knowledge sharing strategy means the advantages of this strategy that used in the teaching learning process can be viewing after teaching learning process finished.

The Disadvantages of Using the Power of two

Every strategy has advantages and disadvantages, the disadvantages also accord in “the power of two” strategy. According to Sulisyani (2015) there are some of the disadvantages as follow:

- a. It is difficult for the teacher to monitor all the pairs.
- b. The classroom will be noisy

Based on the explanation above, the writer concluded that disadvantages of active knowledge sharing strategy means disadvantages in learning process. It will be viewing after teaching learning process finished.

II . METHODOLOGY OF THE RESEARCH

As in research, method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. Definition According to Arikunto (2010: 203) Method of the research is the way that used a researcher to collecting data in a research. Then according to Sugiyono (2014: 3) that, the research method is a scientific way to get data with certain purpose and uses. Meanwhile, Furthermore Arikunto (2010:9) the experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is

raised by the researcher with eliminating the other factors. While to Rangkuti (2016: 75) experimental research is research activities aimed at assessing the effect of a treatment or action on the behavior of an object or testing the hypothesis about the presence or absence of the effect of that action when compared with other actions..

This study applied the Pre-experimental design by using one group Pretest and Posttest Design, the researcher wants to find out whether any significant effect of the power of two strategies in achievement reading news item text. Based on the pattern, experimental method focus on how to find out there is cause effect relationship both of variables. With experimental method the researcher want to find out whether was a significant effect the power of two strategies in achievement reading news item text.

The population of this research is the twelfth grade of MAS Al-Abraar which consists of 2 classes has specific number of students. The total of population was 45 students. and sample are 45. To taking the sample, the researcher used total sampling. Arikunto (2010: 203) that instrument of the research is a tool or facility which is used by the

researcher in collecting data in order to get easier process and better result, in brief definition, complete and systematic so was easier to be analyzed

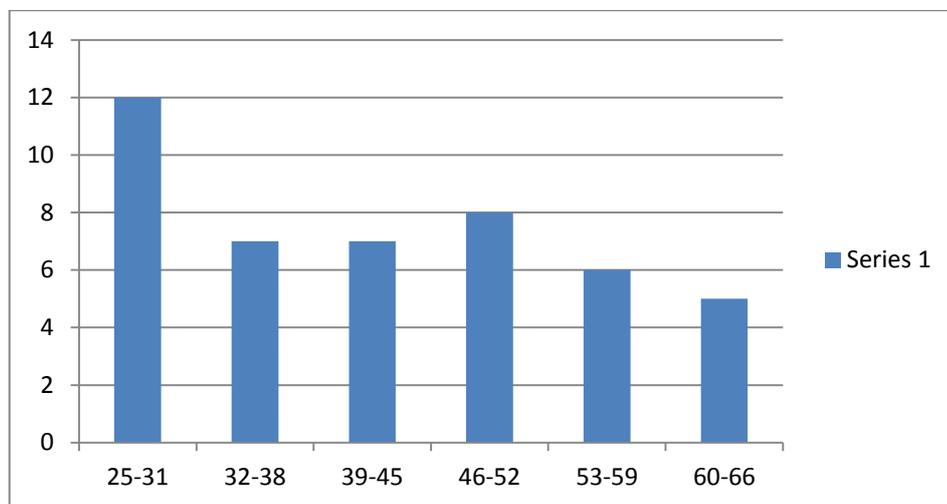
According to Sugiyono (2014: 308) said that technique of collecting data is the most important step in research, because the main purpose of research is to get data. There are 2 kinds of analyzed the data in a research, they are: descriptive analysis and inferential analysis. Descriptive analysis used to describe the variables for instance: mean, median, modus, histogram, and so forth.

III. RESULT

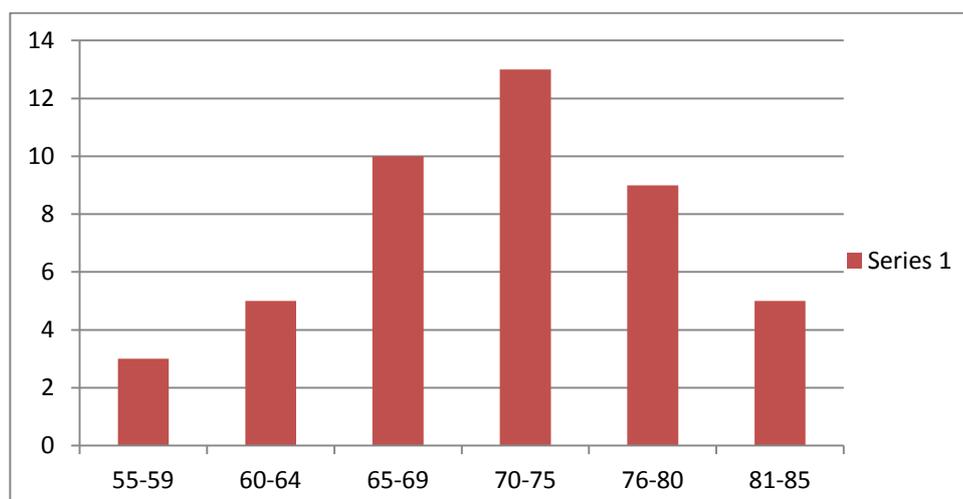
Based on the result obtained from the analysis of observation sheet about the application of the power of two strategies at the twelfth grade students of MAS Al- Abraar, the average score was 3.44 and it is categorized in “very good” category. It means the researcher applied the power of two strategy well.

The mean score of the students’ simple past tense mastery before taught by the power of two strategies was 43.

It is categorized as “fail” category. From the test, researcher found the lowest score is 25 and the higher is 65. Therefore, after taught by the power of two strategies, the mean score of the students’ vocabulary mastery was 79 It is categorized as “good” category. From the test, researcher found the lowest score is 55 and higher is 85.



Histogram of Students’ Reading News Item Text before Using The Power of Two



Histogram of Students’ Reading News Item Text Strategy

From the histogram above, the researcher concluded that posttest is bigger than pretest and the researcher found that t_{test} is bigger than t_{table} ($8,95 > 2.02$). It means that there is a significant effect of using the power of the two strategy on students' comprehension of reading news item text at the twelfth grade students of MAS Al-Abraar in 2020/2021 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying the power of two strategy, the researcher found that the score is 3.44 It is categorized as "very good". The result of average score of students' reading news item text before taught by the power of two strategy is 43 It is categorized as "fail" category. Furthermore, the average score of students' reading news item text after the power of two strategy is 79 It is categorized as "good" category. It means that there is a significant effect of students' reading news item text after using the power of two strategy Then, the result of t_{test} is 8.95 bigger than t_{table} is 2.02 ($8.95 > 2,02$). both of the scores were

compared. It is found that t_{test} was bigger than t_{table} (8.95 > 2.02).

The reason why the students' comprehension of reading news item text is bigger after taught by the power of two strategy is because based on the some theories that had been discussed in chapter II and conceptual framework and also supported by related findings, the researcher expected that the power of two strategy will comprehension of reading news item text. This teaching strategy gives sense accomplishment for them when they can find the mistake. So, the alternative hypothesis was accepted.

CONCLUSION

There are three conclusions, as follow: The first, result of the application of the power of two strategy on students' comprehension of reading news item text at the twelfth grade students is very good, Second, the mean score of students' comprehension reading news item text after taught by using the power of two strategy at the twelfth grade students is bigger than before taught by using that strategy, third, there is any significant effect of the power of two strategy on students' comprehension of reading news item text at the

twelfth grade students of MAS Al-Abraar in 2020/2021 Academic Year.

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THE EFFECT OF CHAIN DRILL TECHNIQUE ON STUDENTS' SPEAKING ABILITY (A STUDY AT THE ELEVENTH GRADE STUDENTS' OF MAS AL-ABRAAR IN 2020/2021 ACADEMIC YEAR)

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Abstract: The purposes of this research are to know: 1) the application of chain drill technique in teaching speaking ability, 2) the students' speaking ability before and after using chain drill technique, 3) Whether there is any significant effect of chain drill technique on teaching speaking ability at the eleventh grade students of MAS Al-Abraar. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the XI grade students' of MAS Al-Abraar which consist of 32 students. Sample were also which consist of 32 students which taken by total sampling. In collecting data the researcher uses oral test and observation sheet as an instrument. The result of this research is: 1) the application of chain drill technique was 3.6, it was categorized "Very Good". 2) the mean score of the students' speaking ability before using chain drill technique was 50.32 and it was categorized "fail". Meanwhile, after using chain drill technique was 71.5, it is categorized "Good". The result of data analysis shows that t_{test} was higher than t_{table} ($t_{test} 14.17 > t_{table} 2.03$). So, the hypothesis was accepted. It means that, there is a significant effect of chain drill technique on students' speaking ability at the eleventh grade students of MAS Al-Abraar in 2020/2021 academic year.

Keywords: Chain Drill Technique, Speaking Ability

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui : 1) penggunaan tehnik chain drill dalam mengajar kemampuan berbicara, 2) kemampuan berbicara siswa sebelum dan sesudah pengaplikasian tehnik chain drill, 3) apakah ada pengaruh yang signifikan dari tehnik chain drill terhadap kemampuan berbicara siswa di kelas XI MAS Al-Abraar. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre eksperimental: one group pre-test post-test design. Jumlah populasi terdiri dari 32 siswa dan juga jumlah sampel 32 dengan menggunakan teknik total sampling. Dalam pengumpulan data peneliti menggunakan tes lisan dan lembar observasi sebagai instrument. Hasil dari penelitian yaitu: 1) penggunaan tehnik chain drill mendapat nilai 3.6 yang dikategorikan "sangat baik", 2) nilai rata-rata siswa dalam kemampuan berbicara sebelum menggunakan tehnik chain drill adalah 50.32 dan dikategorikan "gagal". Sedangkan, setelah penggunaan tehnik chain drill nilai kemampuan siswa dalam berbicara adalah 71.5 dan dikategorikan "Bagus". Hasil dari penelitian menunjukkan bahwa t_{test} lebih tinggi dari t_{table} ($t_{test} 14.17 > t_{table} 2.03$). hal ini menunjukkan bahwa hipotesis diterima. Dan menunjukkan bahwa ada pengaruh yang signifikan dari penggunaan tehnik chain drill terhadap kemampuan berbicara siswa di kelas XI MAS Al-Abraar Tahun Ajaran 2020/2021.

Kata kunci: Teknik Chain Drill, Kemampuan Berbicara

I. INTRODUCTION

Speaking is the signs of a system that can be audible and visible that uses some of muscles in human body for the combination of opinions or ideas. In speaking, there is a process of communication which is conveyed the message from the speaker to the listener. To have this skill is not an easy thing because there are some language components of speaking ability, they are grammar, vocabulary, pronunciation and fluency.

In fact, when the researcher was doing Pretest in MAS Al-Abraar, the researcher found that many students still low in speaking ability. It can be seen when researcher told them to practice speaking one by one in front of the class, Many students still bad in using grammar, have lack of vocabulary, bad pronunciation, and bad fluency in speaking. It means that also they have less of self-confidence with their ability in speaking English.

If this problem is not solved as soon as possible the researcher afraid the students speaking still low, and if they pass graduate from their school they cannot prepare themselves in the future where speak English as well is one of term to get a job whether when they get to college.

To solve this problem, the researcher interest to using chain drill technique. Chain drill technique is a technique for teaching language

through dialogues which emphasize on the students habit formation by repetition, memorizing grammatical structures and tense transformation. So, the researcher hopes this technique will affected on students speaking ability in MAS Al-Abraar.

1. Definition of speaking ability

Speaking is a process of conveyed the message from one people to another people (interaction process the speaker and listener), it also the expression of feeling or oral interaction by producing sounds.

Ur (2009:120) says, “speaking seem intuitively the most important people who know a language are referred to as speaker of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak”. According to Derakhshan et al (2016: 178) “Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously”

Ability is a skill to use brain, thoughts, ideas and creativity in doing, changing or making things more meaningful so as to produce a value from something. According to Gordon said that ability is cognitively to do

function of work and Robbins said that ability is the capacity of somebody to do something.

From the explanation above, speaking ability is the skill how to make conversation with another, and can be interpreted as a delivery idea, thought and information to another person by using spoken language so that the intention can understand by others

2. Definition of Chain Drill Technique

Chain drill technique is one of the technique that can increase and help students' in speaking ability. According to Larsen-Freeman (2011: 73) "Chain drill gets its name from the chain of conversation that forms around the room as students one by one, ask and answer questions of each other". The teacher listens and can tell which students are struggling and will need more practice. A chain drill also lets students use the expressions in communication with someone else, even though the communication is very limited. According to Brown in Cahyani (2017: 27) said that drills as follows, drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistics difficulty- either phonological or grammatical.

Next, According to Setiyadi in Fransiska and Jurianto (2016: 126) said that Drilling technique is a technique for teaching language through

dialogues which emphasize on the students habit formation by repetition, memorizing grammatical structures and tense transformation, using the target language and the culture where the language is spoken, in addition drill is part of audio lingual method (ALM), on the other hand drill means forcing the students to use the target language. Drills are commonly used in Audio Lingual Method, the goal of this technique is using the target language communicatively.

Based on the explanation above, the researcher concludes that, Chain Drill Technique as a process of habit formation makes the students easier to remember and learn the target language. Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard.

II. METHODOLOGY OF THE RESEARCH

The method of the research is the systematic way to understand an object of the research. Method is a way, system, procedure, and rule used by researcher to make the process of studying to be simple and should be followed by evaluate the research. According to Sugiyono (2014: 3) “Generally the methodology of the research is meant as the scientific way to get the data with the certain aim and use”. Sugiyono (2014: 119)

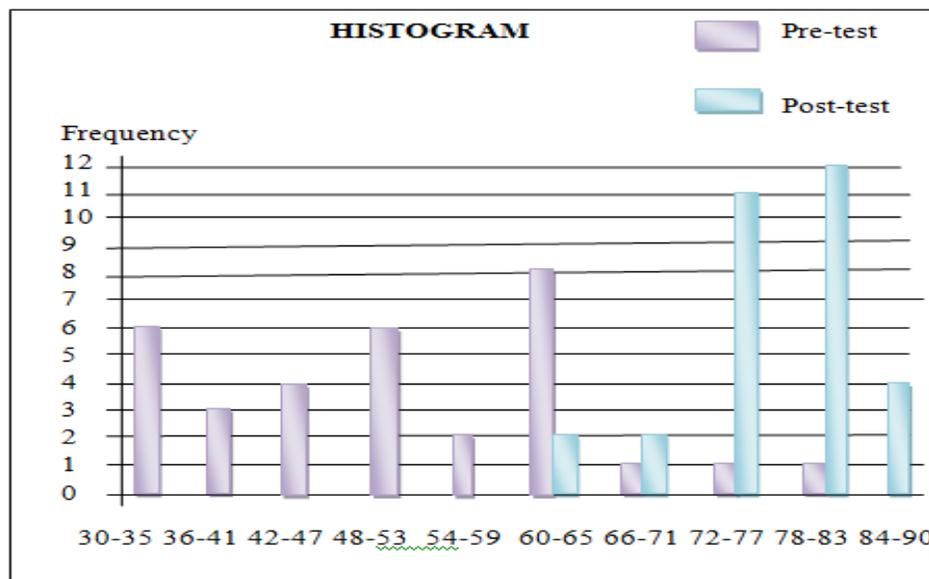
“Population is the generalization area which consists of: object/subject which had the quality of certain characteristics which was set by researcher to be studied and the taken the conclusion”. The population in this research is the entire eleventh grade students of MAS Al-Abraar that consists of 32 students. According to Sugiyono (2014: 118) “Sample is the part of number and characteristic which was had by that population”. The total sampling of this research was 32 students by using total sampling. The instrument of this research used oral test and observation and used statistic formula or t_{test} formulation to analyze the data.

III. RESULT

When the researcher applies chain drill technique according to the steps, the students was very enthusiastic, they were also active in learned process. The observer in class also give appreciate because the researcher when conveyed the material lesson was very good and got score 3.6 from 15 aspects based on data analyzed.

The test which gave by the researcher to measure the students' speaking ability before used chain drill technique at the Eleventh Grade Students of MAS Al-Abraar was categorized “fail”. After collected the data before using chain drill technique, it was found that the highest score was

80, the lowest score was 30, mean was 50.32, median was 61.75 and mode was 62.8. To complete this research and to see the application of chain drill technique, the researcher have done posttest which gave by researcher to measure the students' speaking ability. After done the application and collected data, it was found that the highest score was 85, and the lowest score was 60. To complete the research, the researcher calculated the mean, median, mode. From the calculation, it is known that the average of the variable score the mean was 71.5, the median was 72 and mode was 69.43. To got clear and complete descriptions, the researcher presented in this histogram:



Gambar1. Histogram of Students' speaking ability before and after using chain drill technique

Based on the histogram above the researcher concluded that the students ability in speaking after using chain drill technique was categorized good. It can be seen from the students' frequency students' before using chain drill technique were 30-35 that were 6 students, it was still categories fail and after using chain drill technique were 60-65 that were 8 students, these were categories enough. It means that chain drill technique can be effect on students speaking ability.

IV. DISCUSSION

Based on the results of the research that have been done in the research, researcher was found the result of the research of t_{test} was 14.17. While, the samples were 32 students, from the calculation above, it can be known that t_{test} was 14.17 and t_{table} is known as number 2.03 at 5% significant level with degree of freedom (df) $32-1 = 31$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was higher than t_{table} ($14.17 > 2.03$).

Thus, it is relevant with the research that has been done by Permana et al, their research about "The Effectiveness of Chain Drill Technique in Teaching Speaking Skill". She concluded the result of the research showed teaching speaking using Drill technique was effective to increase the

students speaking skill, because the t-observed was higher than t-table ($2.52 > 1.68$).

It means that the hypothesis is accepted which the students' speaking ability by using chain drill technique is higher at the eleventh grade students of MAS Al-Abraar 2020/2021 Academic Year.

CONCLUSIONS

Based on the research result in chapter IV, the researcher concluded that:

1. The observation result of chain drill technique in teaching speaking ability is 3.6, it means that "Very Good" categorized. The researcher has applied chain drill technique in teaching speaking ability very well.
2. The students speaking ability before using chain drill technique at the eleventh grade students' of MAS Al-Abraar in 2020/2021 academic year have the mean score is 50.32 it is categorized "Bad" and after using chain drill technique at the eleventh grade students' of MAS Al-Abraar in 2020/2021 academic year have the mean score is 71.5 it is categorized "Good". It shows that the students speaking ability is well.
3. There is a significant effect of using chain drill technique on students speaking ability at the eleventh grade students of MAS Al-Abraar in 2020/2021 academic year. It can be seen from the calculation of t test is

higher than the score of t table, which the score of t test is 14.17 and the score of t table is 2.03 at 5% significant level with degrees of freedom (df) 31 ($14.17 > 2.03$), it means that the hypothesis is accepted.

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THE EFFECT OF USING CIRCLE GAMES IN TEACHING VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BATANG ANGKOLA

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Abstract: *The purposes of this research are to find out: 1) the Application of using circle games in teaching vocabulary mastery. 2) Students' vocabulary mastery before and after using circle games. 3) Whether there is a significant effect of using circle games at the eleventh grade of SMA Negeri 1 Batang Angkola. Method of this research is experimental method. The population of this research is the all of eleventh grade of SMA Negeri 1 Batang Angkola that consists of 230 students. Purposive sampling is used to get sample of research, the sample consist of 22 students. The result of the application of using circle games is 3,6 categorized "Very Good". Before using circle games is 64,77 categorized "Enough". Meanwhile, after using circle games is 97 categorized "Very Good". The result of t_{test} by using pair sample t_{test} is the value of Sig (2-tailed) was greater than significant level ($0,00 < 0,05$), it means that there is a significant effect of using circle games in teaching vocabulary mastery at the eleventh grade of SMA Negeri 1 Batang Angkola.*

Keywords: *vocabulary mastery, using circle games.*

Abstak: Tujuan dari penelitian ini adalah untuk mencari tahu: 1) Penerapan menggunakan permainan lingkaran dalam mengajarkan kosa kata. 2) Penguasaan kosa kata siswa sebelum dan sesudah menggunakan permainan lingkaran. 3) Apakah memang ada efek signifikan dari penggunaan circle games pada kelas xi di SMA Negeri 1 Batang Angkola. Metode penelitian ini adalah Eksperimental method, populasi dari penelitian ini adalah kelas xi dari SMA Negeri 1 batang angkola yang terdiri dari 230 siswa. Purposive sampling digunakan untuk mendapatkan sample penelitian, sample penelitian terdiri dari 22 siswa. Hasil dari penggunaan circle games adalah 3,6 kategori "sangat baik" . Sebelum menggunakan circle games adalah 64,77 kategori "cukup", dan setelah menggunakan circle games adalah 97 kategori "sangat baik". Hasilnya sering kali adalah dengan menggunakan pair sample ttest nilai dari (sig 2) lebih besar daripada tingkatannya, itu berarti bahwa ada pengaruh signifikan dari menggunakan permainan lingkaran dalam mengajarkan kosa kata pada kelas xi di Sma negeri 1 Batang Angkola.

Kata Kunci: *Penguasaan kosakata, menggunakan permainan lingkaran.*

I. INTRODUCTION

Vocabulary is one of the most crucial in a language, because vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Therefore, the students are expected to be able achievement in the learn vocabulary well because vocabulary always related to speaking, writing, reading and listening skill. By lacking vocabulary, the interaction in other people cannot be done. Students who have no vocabulary will get difficult to express their ideal, thinking, feeling, and the other expressions in writing form or oral form.

Students at the tenth grade of SMA Negeri 1 Batang Angkola got difficulty in mastering the vocabulary. It can be seen from their observation and pretest on February 3th 2020. The researcher found their average in vocabulary test was 64, 77, meanwhile their KKM is 75. This is a problem at students at the tenth grade students of SMA Negeri 1 Batang Angkola.

The students' vocabulary mastery in SMA Negeri 1 Batang Angkola is still low because of the lack students' motivation, interest, attitude, lack of knowledge, bad of student's, environment, the background of family, the lack of curriculum, facility, difficult in using correct grammar, learning strategy and so on. The teacher in SMA Negeri 1 Batang Angkola have

done many efforts to solve the problems in order to success teaching learning process, for examples prepare teaching material, complete the school facilities, giving motivation, use suitable technique to increase the students' ability. Even though the whole have done by the teacher but the students vocabulary mastery still far from the expectation.

Nowadays, not all students are successful in studying vocabulary material. In other word, many students failed to mastery of the vocabulary. They finds many difficulties in vocabulary, such as they do not know what are the meaning of personal vocabulary, and the kinds of vocabulary is word classes, collocation, homonyms, synonym and antonym, and lexical field. If this problem will not solve as soon as possible the researcher afraid the students vocabulary mastery score is low, if they pass graduate from their school they cannot write vocabulary in English to get the job. To solve the problem there are many strategies to increase their vocabulary mastery. One of them is circle games.

Circle games are an activity that allows teachers and students to enjoy the teaching and learning process. It is also such as an amazing way to motivate all students in the class to work together and bring about a frequently-to motivate all students in the class to work together and bring about a frequently-welcome change in working pattern. Mostly they are

applied to young learners. They will be played by teenagers and the right type of dolts' class; one that does not take itself too seriously.

Based on the explanation above the researcher is interested to conduct a research entitle “ The effect of using Circle Games in teaching vocabulary mastery at the tenth grade of SMA Negeri 1 Batang Angkola” this researcher will carry out a research whether circle games strategy will give effect to the tenth grade students of SMA Negeri 1 Batang Angkola.

1. Definition of Vocabulary

Vocabulary is a key to master a language because by mastering vocabulary, students get easier to understand a language. This explanation is related to Mofareh in Alqahtani (20015), “Vocabulary is the knowledge of words and word meanings”. The other words, vocabulary for anyone who learns the language use in listening, speaking, writing and reading. A learner of a foreign language spoke fluency and accurately, write easily, and understand what the learners reads of hears if they have enough vocabulary and have the capability of using accurately. According to Bull (2008:495), “Vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language”. Moreover, in Cambridge dictionary (2008) says,

“Vocabulary is all the words that exist in a particular language or subject”.

Based on some definitions of vocabulary above, the researcher concludes that vocabulary is the total number of the words or all the words that the people use in daily communication.

2. Definition of circle games strategy

A circle game strategy is an activity that allows teachers and students to enjoy the teaching and learning process. It is also such as an amazing way to motivate all students in the class to work together and bring about a frequently-welcome change in working pattern. Mostly this strategy is applied to young learners, but they will be played by teenagers and the right type of adult class: one that does not take itself too seriously.

Some past scientists have carried out studies in connection with this study. Chanseawrassamece (2012) argues that games for the entertainment and benefit of the learners exercise their communication skills more. Furthermore, Spencer Kagan (1993) says, “Circle games is where students were divided information at the time that along with a partner who different with a brief and regularly”. Based on the quotations previously, the writer

concludes that circle a game is kind of teaching model that purpose to students is trained to think actively in seeking an answer to the problems presented.

II. METHODOLOGY OF THE RESEARCH

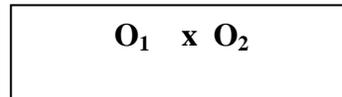
Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and would be followed by evaluate the research. Arikunto (2017:2) says that there are three kinds of method of the research. Such as: description research, operation research and experimental research. Based on the opinion above, the researcher used experimental method because this method is very suitable to find out the cause effect relationship between two factors. Arikunto (2017:9) says, "The experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the researcher with eliminating the other factors.

In quantitative research, experimental research method means a kind of the research which is aimed to know whether there is any cause and effect of something that exist on subject studied. This study applied the Pre-experimental design by using one-Group Pre-test and Post-test design.

The researcher wants to find out if there is a significant effect of using circle games strategy in teaching vocabulary mastery.

To be clear, the pattern of the research can be seen figure 2 below:

Figure 2 Research Design One group pre test and post test



Where:

O_1 = Symbol of pre-test

X = Treatment Circle Games

O_2 = Symbol of post-test

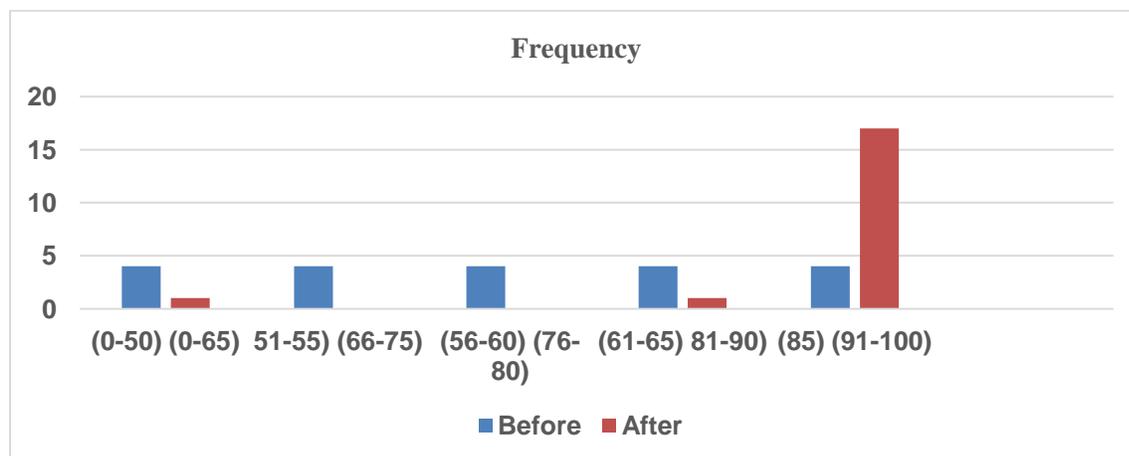
Based on the pattern, it can be said that experimental method focus on how to find out whether there is cause effect relationship between the variables. In getting the data and the conclusion about the effect of independent and dependent variables, the researcher used experimental method because by using this method, the researcher wanted to find out whether was a significant effect of using circle games in vocabulary mastery. . According to Sugiyono (2013:134) says that the population is a generational would consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be

studied and conclusions drawn. According to Sugiyono (2013:149) says that, "Sample is part of amount and characteristics possessed by population. In this research, the researcher used purposive sampling technique. According to Sugiyono (2015:12) purposive sampling is determined of technique of sample would certain considerations. To determine which population would be used as a data source, is sampling by region of the population has been set. Based on the above explanation, the researcher concluded that the sampling by the purposive sample and the number of the sample is 22 people because the number of population studied was large and researcher only focuses for a class. The researcher chose IIS 1 which included 22 students.

III. RESULT

When the researcher applies the complete sentence model according to the steps, the students was very enthusiastic, they were also more active in learned process. The observer in class also give appreciate because the researcher when convey the material was very good. Based on the data analysis which got from the observation sheet about the application of Using circle games can be seen from 10 aspects observed by the observer the total score got score 3,6 and mean 3.6 it was good.

The test which gave by the researcher to measure the students' vocabulary mastery before used Circle Games at the Eleventh Grade students of SMA Negeri 1 Batang Angkola was categorized "Enough". After collected the data, it was found that the highest score was 100, the lowest score was 65, mean was 64,77, median was 65 and mode was 65. To complete this research and to seen the application of using circle games, the researcher have done posttest which gave by researcher to measure the students' vocabulary mastery. After done the application and collected data, it was found that the highest score was 100, and the lowest score was 65. To complete the research, the researcher calculated the mean, median, mode. From the calculation, it is known that the average of the variable score the mean was 97, the median was 100 and mode was 100. To got clear and complete descriptions, the researcher presented in this histogram:



**Gambar 1 : Histogram of Students' vocabulary mastery before and after
using circle games strategy**

IV. DISCUSSION

Based on the result obtained from the analysis of observation sheet about the application of using circle games in teaching vocabulary mastery at the eleventh grade students of Sma negeri 1 Batang Angkola which contain aspects. The observer given score for the researcher, the total score was 35 then the score divided to the total aspect. Therefore the researcher got the mean score was 3,5 categorized "Very Good". After got the data by given pretest and post-test which asked them to using circle games in teaching vocabulary mastery it was found that the highest score 85 and the lowest score was 50 for pre-test, the researcher also found the mean was 64. The highest score for post-test was 100 and the lowest score was 65 also found the mean score was 97, and also the value of sig (2-tailed) was greater than significant level ($0,00 < 0,005$) so, that the hypothesis was accepted.

To compare that complete sentence is significant, can be seeing on, Ifud Ramli Iskandar from SMP Negeri 1 sambirejo in 2016 this research was conducted at smp negeri 1 sambirejo. Entitle "Improving Vocabulary Mastery by Using Inside and Outside Circle to Seventh Grade of SMP

Negeri 1 Sambirejo". Aspect of the research is definition of vocabulary, definition of cooperative learning, definition of inside and outside circle technique, and the teaching steps in inside-outside circle technique. It can be concluded that inside outside circle technique is well confirmed at SMP Negeri 1 Sambirejo in academic year 2015/2016. The subject was the students of class VII D consist of 28 students. Based on the result of the statistic calculation, the result of test showed significant improvement from the pretest up to second cycle. The average score in pre test up to second as (50), (65) and (75). In the third cycle , there were 25 out of 28 students achieved the individual mastery < 75 .

From the result above it can be conclude that using circle games strategy was given significant effect for students' vocabulary mastery and researcher concluded that teaching vocabulary mastery after using circle games strategy better than before using circle games strategy at the Eleventh Grade of SMA Negeri 1 Batang Angkola.

CONCLUSION

Based on the research result in chapter vi, the researcher described conclusion as follows:

1. The application of using circle games at the eleventh grade students' of SMA Negeri 1 Batang Angkola obtained average score was 3,6 categorized "Very Good category".
2. The students' speaking ability before and after used circle games at the eleventh grade students' of SMA Negeri 1 Batang Angkola was 64 categorized "Fail" and 97 categorized "Verry Good".
3. There was any significant effect of using circle games at the eleventh grade students of SMA Negeri 1 Batang Angkola, because the significant value was $(0,00 > 0,05)$

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IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH CARTOON FILM (A Study at the Sixth Grade Students of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year)

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Abstract : *The objectives of this research are to know: 1) The extent of students' vocabulary mastery score before apply cartoon film at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. 2) The extent of the students' vocabulary mastery score after apply cartoon film at sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. 3) The extent of the improvement of using cartoon film on the students' score of vocabulary mastery at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. The researcher using classroom action research which consist of two cycles and the subject of the research are the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru which consist of 24 students. The instrument of the research were pre-test, post-test, observation check list, and lesson plan. The result of the reseach are: 1) The extent of the students' vocabulary mastery score before apply cartoon film is still low and need to improve. It can be seen from the students' vocabulary mastery mean score in pre-test is 69,37. 2) The extent of the students' vocabulary mastery score after apply cartoon film is cartoon film can improve students' vocabulary mastery. It can be seen from the students' mean score of post-test in first cycle is 76,25 While the mean score of post-test in second cycle is 83,75 3) The extent of the improvement of using cartoon film on the students' score of vocabulary mastery is improving. It can be seen from there was 20,72% of mean score improvement from the students' score in the preliminary study up to the second cycle. It means that there is improvement of cartoon film on students' vocabulary mastery at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year.*

Key Words : *Cartoon Film, Vocabulary Mastery*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) Sejauh mana nilai penguasaan kosakata siswa sebelum mengaplikasikan film kartun pada kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. 2) Sejauh mana nilai penguasaan kosakata siswa setelah mengaplikasikan film kartun di kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. 3) Sejauh mana peningkatan penggunaan film kartun terhadap nilai penguasaan kosakata siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. Peneliti menggunakan penelitian tindakan kelas yang terdiri dari dua siklus dan subjek penelitiannya adalah siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru yang berjumlah 24 siswa. Instrumen penelitian adalah pre-test, post-test, observasi check list, dan RPP. Hasil dari penelitian ini adalah: 1) Tingkat penguasaan kosakata siswa sebelum mengaplikasikan film kartun masih rendah dan perlu ditingkatkan. Hal ini terlihat dari rata-rata penguasaan kosakata siswa pada pre-test adalah 69,37. 2) Tingkat penguasaan kosakata siswa setelah menerapkan film kartun dapat meningkatkan penguasaan kosakata siswa. Hal ini terlihat dari rata-rata nilai post-test siswa pada siklus 1 adalah 76,25 sedangkan rata-rata nilai post-test siklus II adalah 83,75 3) Sejauh mana peningkatan penggunaan film kartun pada siswa. skor penguasaan kosakata meningkat. Hal ini terlihat dari peningkatan nilai rata-rata siswa pada pembelajaran pendahuluan hingga siklus 2 sebesar 20,72%. Artinya, terdapat peningkatan penguasaan kosakata film kartun siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru Tahun Ajaran 2020/2021.

Kata Kunci : *Cartoon Film, Penguasaan Kosakata*

I. INTRODUCTION

Vocabulary is one of the important aspects of teaching and learning a language. The quality of someone's English skills is depending on the quality and quantity of the vocabulary he has.

According to Richard (2002: 255), Vocabulary is a core component of language proficiency and provide much of the basis for how well learners

speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. Moreover Richard in Munir (2016: 16) says, "Vocabulary is one of the most obvious components of language and one of the linguist turned their attention to. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language".

Based on the definition above, the researcher conclude that vocabulary is one of the most important component of language, because vocabulary influence how well students speak, listen, read, and write. Vocabulary divided into receptive vocabulary and productive vocabulary. While, there are five indicators of vocabulary, as follow:

Noun

According to Gobetti et al., (2018: 11), Noun is a word that indicates a person, animal, thing, or idea; it can be a companied by an article. Similarly, Huddleston and Pullum (2005:16) says, "Noun is the category containing words denoting all kinds of physical objects, such as: person, animals, and innamate objects". Based on explanation above, the researcher concludes that noun is one of the important word that should be learn by students to be mastered vocabulary.

Verb

According to Gobetti et al., (2008: 12), Verb is words that shows an action, an event, or state an event or a state being. Furthermore, Swick (2005 :17) says, “Verb is the word in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in sentence”. Based on explanation above, the researcher concludes that verb is words that shows or express an action, or activity that will be done by subject.

Adjectives

According to Nesfield (2016: 9), Adjective is a word that enlarges the meaning and narrows that application of a noun. Meanwhile, Huddleston and Pullum (2005:18) defined that Adjectives is characteristically express properties of people or of concrete or abstract things. Based on explanation above, the researcher concludes that adjective is the word that used to modify nouns and pronouns. a feeling.

Adverb

According to to Nestifield (2016:12), Adverb is a word that extends the meaning and narrows the application of any part of speech except a noun or pronoun. Furthermore, Gobitti et al., (2018 :12) says, “Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence

derived". In addition, Huddleston and Pullum (2005 :16) states that Adverb are those derived from adjectives by adding -ly. Based on explanation above, the researcher concludes that adverb is one of part of speech which has the function to explain event, modify adjectives and verb.

According to Linse (2005:123) there are some principal in teaching vocabulary, as follow: 1) emphasize both direct and indirect teaching, 2) teach vocabulary words before a new activity, 3) teach how to use context clues appropriately, 4)present multiple exposures to new vocabulary items, 5) give oppurtunities for deep processing of vocabulary items, and 6) teach students to use dictionaries.

Gairns and Redman (1986:73) states some techniques in teaching vocabulary, as follow: 1) visual techniques, 2) verbal techniques, and 3) translation.

Media

Media are all aids which may be used by teachers and lerners to attain certain educational objectives. According to Heinich, *et al* cited in Naz and Akbar (2018: 2), Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students.

So, the researcher conclude that media are all aids which the teacher and learner used to supporting the teaching and learning process. Media are carries the information between a sourcer and a receiver, while the purpose of media is to facilitate communication and learning. There are three kinds of media, namely: 1) visual media is media that only show a picture without a sound, 2) audio media is media that only show the sound, and 3) audio visual media is the media which show a picture and sound. Audio-visual media means audible and visible. .

Cartoon Film

Cartoon is an interpretive picture that uses symbols to convey a message quickly and easily, or an attitude towards certain people, situations, or events. According to A. S Hornby cited in Zulfa and Septiana (2015: 2), Cartoons are paintings of daily events that are portrayed as enjoyable and interesting. Furthermore Coyle (2010: 4) says, "Cartoon film is an audio-visual form of creating and staging motion that is linked to specific distribution and exhibition contexts. As such, cartoon film bridges many genres and appears in different forms".

Briefly, it can be said that cartoon film is animation films that show a 2D (2 dimension) film that sets of moving picture made by photographing a series of cartoon drawing or sketches, which carry message or

information. Cartoon film contain an interesting and homourous sense that suitable for students especially by children.

When using cartoon film as meadia of teaching and learning process, in this case vocabulary. there are some characteristic must filled by teacher. According to Munir (2016: 23), they are: 1) appropriateness to experience level, 2) the easy vocabularies, 3) educated students, 4) clear symbols, and 5) The duration of cartoon film is short.

Researcher choose the cartoon film as a media to teach vocabulary for students. Because through the cartoon film children will learn many vocabularies in a fun way and attract the students' interest.

According to Margono (2010: 11), there are some steps that must be do in using cartoon film as teaching media, as follow: 1) teacher's preparation, 2) class prepatation, 3)presentation, and 4) continuation activity.

According to Asnawir and Usman (2002) cited from Margono (2010: 17), there are some disadvatages of cartoon film. As follow: 1) film can describe process, 2) film can arouse impression of room and time, 3) the picture is so useful to taught about new words, 4) the sound can arouse reality of picture in from of nature expression, 5) film can tell expert's voice while watching his/ her appearance, 6) color film can add reality of object, which is practiced, and 7) film can show scientific theory and animation.

While the disadvantages of cartoon film, there are: 1) during playing film, teacher cannot explain any material because it can disturb students' concentration, 2) students cannot understand the film well if it is playing too fast, 3) it is difficult to repeat what is gone except playing it once more, 4) The equipment is expensive, 5) students' attention may be focused on cartoon film, and 6) students may be bored when watching if the duration of cartoon film is too long.

II. METHODOLOGY OF THE RESEARCH

The research method which is used is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom.

According to Mills (2000: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholder in the teaching/learning environment, to gather information about the ways that their particular school operate, how they teach, and how well their student learn. Action research engages teacher in a four step process, they are: identify an area of focus or introduction step,

collect data or methodology, analyze and interpret data or result step, and develop an action plan or conclusion as the final step.

The Classroom Action Research model used by the researcher was developed by Kemmis and Mc. Taggart, in this model the implementation of the action research included four steps, namely planning, action, observing, and reflection. Those steps make a spiral. It means when we do one step, we can come back to previous step to see what we already done. As follow:

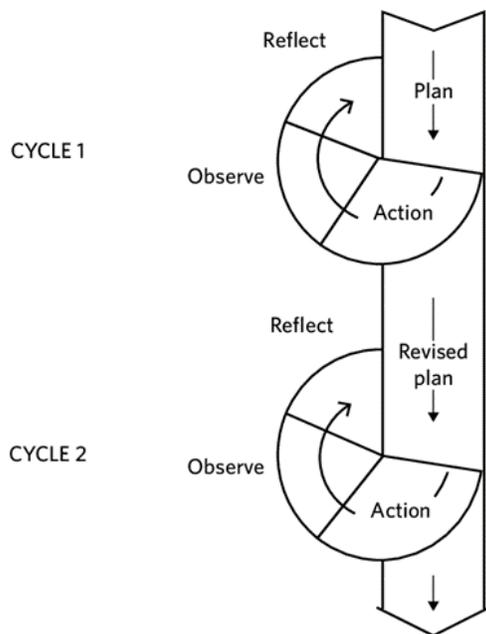


Figure 1
Action Research, Model from Kemmis and McTaggart

1) Planning, in this phase, the researcher prepare every single thing and make some planning based on the finding of preliminary study, 2) action, action is act to implement the plan, in this phase the researcher

carries out the action based on the planning that has been made, 3) observation, this phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action, and 4) reflection, reflection is a last phase in one cycle, the aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by matching the result of the observing phase with the criteria of success.

III. RESULT

The researcher describes students' scores in pre-test and cycle 1 and cycle 2 in the table below:

Tabel 4
The Vocabulary Scores of Pre-test, cycle 1 and cycle 2

Students	Pre-test	Cycle 1	Cycle 2
1	70	70	85
2	75	80	80
3	75	75	80
4	85	85	90
5	70	75	80
6	70	80	85
7	60	70	75
8	80	90	90
9	70	80	80
10	55	60	70
11	70	75	85
12	70	70	90
13	70	70	85
14	80	90	85

15	80	80	90
16	75	80	85
17	65	75	90
18	75	80	80
19	60	80	80
20	55	60	75
21	75	80	85
22	70	75	90
23	90	100	100
24	60	85	85
Mean: $X \frac{\sum X}{n}$	69.37	76.61	83.75

Based on the calculation of students' vocabulary score above proves that there is a significant improvement of the students' vocabulary after apply cartoon film.

The students' mean score in preliminary study was 69.37; in the first cycle the mean score was 76.25 and the mean score in the second cycle was 83.75. There was 9.91% of mean score improvement from students' score in preliminary study up to the first cycle, and there was 20.72% of mean score improvement from the students' score in the preliminary study up to the second cycle.

The students' improvement in vocabulary competence from the preliminary study to the second cycle was recapped in figure below:

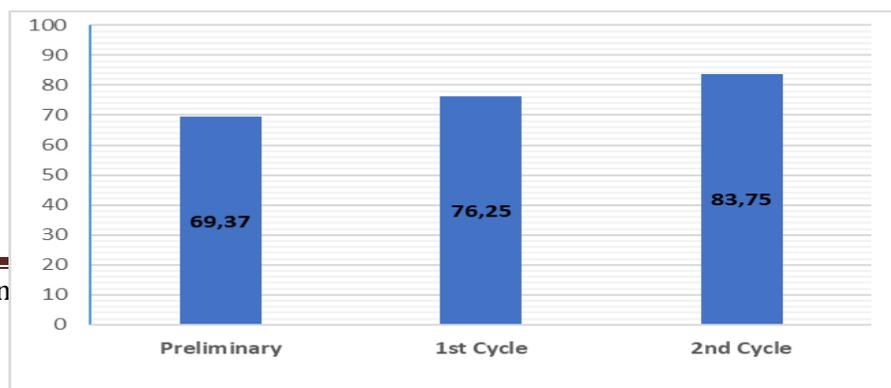


Figure 2 :
The Students' Achievement in Vocabulary Mastery Score

From the figure of the students' achievement above can be concluded that watching cartoon film technique is effective to be used in improving students' vocabulary mastery at the sixth grade students of MIS Thoyyibatul Ulum Hutimbaru. So, the cycle of CAR does not have to be continued. The researcher concludes that CAR ended.

IV. DISCUSSION

Based on the result of students' vocabulary test' score, it was found out that the students' score was gradually improving. It meant that there was a very positive impact toward the improvement of students' vocabulary competence. It is what the researcher calls a fun way learning English. In other words, the use of Cartoon Film could increasingly help and make them participate to learn for better vocabulary competence. Thus, most of them gained good scores at the end of each cycle. The students' mean score in preliminary study was 69.37; in the first cycle the mean score was 76.25 and the mean score in the second cycle was 83.75.

There was 9.91% of mean score improvement from students' score in preliminary study up to the first cycle, and there was 20.72% of mean score improvement from the students' score in the preliminary study up to the second cycle.

All of the result of instruments after accomplishing the classroom action research revealed the great results from implementing Cartoon Film in improving students' vocabulary mastery in two cycles. It proves the sixth grade students of MIS Thoyyibatul Ulum Hutaimbaru succeed in improving their vocabulary competence through the Cartoon Film.

CONCLUSION

The researcher makes conclusion, as follow: This study used the Classroom Action Research (CAR) method in which to identify the problem on students' vocabulary mastery, it is initiated through the interview the teacher and through the observation in the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru which is considered as the class that has a low English test score. In this study, the researcher implements the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test and observation, it could be summed up as: First, related to the test result, there was 20.28% improvement of students' mean score from pre-test to

the post-test of the second cycle. Second, the observation result showed that the students were more active and interested in learning activity in the classroom.

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**THE EFFECT OF COOPERATIVE SCRIPT MODELON STUDENTS'
READING COMPREHENSION OF DESCRIPTIVE TEXT (A STUDY AT
THE
TENTHGRADE OF SMA NEGERI 1
PADANGBOLAK 2020 – 2021
ACADEMIC YEAR)**

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Abstract: *The objective of this research are to know: 1) The application of cooperative script modelin teaching reading comprehension of descriptive text, 2) The students' reading comprehension of descriptive text before and after using cooperative script model, 3) Is any significant effect of cooperative script modelon students' reading comprehension of descriptive text at the tenth grade students of SMA Negeri 1Padang Bolak. This research used experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the tenth grade students which consist of 172 students and the samples are 30 students gotten by using purposive sampling. In collecting the data, the researcher used observation sheet to get the data of the application of cooperative script modeland test to get the data of the students' reading comprehension of descriptive text. The result of the application of cooperative script modelis 3.6, it is categorized "very good". The mean score of the students' reading comprehension of descriptive text is 43, it is categorized "fail". Meanwhile after cooperative script model was 70.05, it is categorized "enough". The researcher uses statistic process in analyzing the data by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{test} is higher than t_{table} ($t_{test} 12.35 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of cooperative script modelon students' reading comprehension of descriptive text at the tenth grade students of SMA Negeri 1 Padang Bolak in 2020/2021 Academic Year.*

Keywords: *cooperative script, reading descriptive text.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan *cooperative script model* dalam mengajar *membaca deskriptif teks*, 2) Penguasaan *membaca deskriptif teks* siswa sebelum dan setelah digunakan *cooperative script model*, 3) Apakah ada pengaruh yang signifikan dari *cooperative script model* terhadap penguasaan *membaca deskriptif teks* siswa di kelas sepuluh SMA Negeri 1 Padang Bolak. Penelitian ini digunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre test posttest design*. Populasi penelitian terdiri dari 172 siswa dan sampel terdiri dari 30 siswa dengan menggunakan teknik *purposive sampling*. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian *cooperative script model* dan tes untuk menjangkau data mengenai penguasaan *descriptive teks* siswa. Hasil penggunaan *cooperative script model* dalam mengajar *kosakata* adalah 3,6, dikategorikan “sangat baik”. Nilai rata-rata penguasaan *kosakata* siswa sebelum menggunakan *cooperative script model* adalah 43, dikategorikan “gagal”. Sementara setelah menggunakannya adalah 70,05, dikategorikan “cukup”. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 12.35 > t_{table} 2.04$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari *cooperative script model* terhadap penguasaan *descriptive teks* di kelas sepuluh SMA Negeri 1 Padang Bolak pada Tahun Ajaran 2020/2021.

Kata kunci: *Cooperative script, Reading descriptive text.*

I. INTRODUCTION

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone.

Descriptive text is one genre which is demanded to master by high school students in Indonesia. Descriptive text is also a text that tells how

to describe something, place, biography, etc. In descriptive text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this descriptive text students' are expected to be able to determine generic structure, social function and lexicogrammatical. In other words, by knowing descriptive text, the learner is expected to be able to comprehend in reading.

In fact, not all students are successful in reading comprehension of descriptive text. They were still difficult to write text especially descriptive text. They thought English is difficult to be learned. They are less in reading Comprehension such they were less into finding main idea, topic sentence, and supporting sentence.

Actually, there are efforts that had been done by teacher in reading mastery before prior researcher, such as using various methods or teaching models, giving motivation to students to learn a lot of English reading comprehension, using book that contains reading comprehension and complete the school facilities etc. But the result it is not getting a positive response to students in learning process. Students still not interested to follow the lesson they were still difficult to know reading descriptive text.

From the various teaching models above, researcher choose cooperative script model in reading comprehension of descriptive text. Cooperative Script is the delivery of teaching material that begins with the provision of discourse or a summary of teaching material to students who are then given the opportunity for students to read it for a moment and provide / insert ideas.

1. The Nature on Students' Reading comprehension

Reading comprehension is one of the most important skills in English language learning by reading, one can you relax, interacting with the feelings and thought, obtain, informational and improve the science knowledge.

According to Moreillon, Judi (2007:10), “ Reading is making meaning from print and from visual information, active process that requires a great deal of practice and skill”.

Based on explanation above, it can be concluded that reading is comprehension is a way to understanding or comprehends of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

2. Indicators of Reading comprehension

Indicators of reading are elements contained in the text of each reading. According to Siahaan (2008) in Harahap there are five indicators of reading comprehension, the likely:

- 1) Topic sentence: is the broad, general theme or message. It is what some call the subject. A writer will state main idea explicitly somewhere in the paragraph. The main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the *topic sentence* of that paragraph.
- 2) Supporting sentence: give information that explain and expands the topic of the paragraph. Supporting sentences in a paragraph give information in order to explain, describe, and develop the main idea in the topic sentence.
- 3) Concluding sentence: the last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to restate all or part of the topic so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph.
- 4) Main idea: is the most important or central thought of paragraph or large section of text, which tells the reader what the text is

about. Once we can find the topic, we are ready to find the main idea.

1. Cooperative script model

In this research, the researcher uses cooperative script model in students' reading comprehension of descriptive text. According to Istarani (2011:15), Cooperative script is delivery of teaching material that begins with giving discourses summary of teaching material to students who then are given the opportunity for students to read it for a moment and provide ideas or new ideas into teaching materials provided by the teacher, then students are directed to show ideas- the basic ideas that are incomplete in the existing material alternatively between their respective partners.

Steps of Cooperative script model

The steps of cooperative script model may apply the steps of cooperative script in the teaching procedure. According to Istarani (2011:15), the steps to apply cooperative script model are:

1. The teacher divided students to pair work
2. The teacher distributes material discourse to read and make a summary

3. Teachers and students determine who is the first to act as a speaker and who is the role as a listener
4. The speaker reads the summary as completely as possible by including the main ideas in the summary. Other students:
 - Listen or show the main ideas that are incomplete
 - Help remember memorizing the main ideas by connected previous material or with other material
5. Exchanging the original role as speaker is exchanged into listener and vice versa. And do as above.
6. Conclusion of students together with the teacher
7. Closing

II. METHODOLOGY OF THE RESEARCH

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test is used to measure the students' reading comprehension of descriptive text and the observation sheet is used to measure the application of cooperative script model. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after

the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' reading comprehension of descriptive text and observation sheet of cooperative script model. In analyzing the data, the researcher used ttest formula to look for the significant effect of cooperative script model on students' reading comprehension of descriptive text.

According to Sugiono (2008:14), the research method is research method that based on positivism philosophy that using to research population and sample". In addition, Sugiyono (2016:2) says that, method of the research is a natural way to get data with the certain goal. Based on explanation above, it can be concludes method of the research is that a natural way to get data that used a researcher in a research.

From all of the kinds of the research methods have been mentioned previously, the researcher chooses experimental method as method of this research. Because it was very suitable to be applied since the aim of this research is to find out the cause-effect relationship between two factors.

This study applied the Pre-experimental design by using One group Pre-test and Post-test design, the researcher wanted to find out was there a significant Effect of Cooperative Script Model in Reading Comprehension of Descriptive Text. To make this research effective, it needs to make research design that Sugiyono opinion's (2015: 112)

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of cooperative script model at the tenth grade students of SMA Negeri 1 Padang Bolak, the average score was 3.6 and it is categorized in "very good" category. It means the researcher applied cooperative script model well.

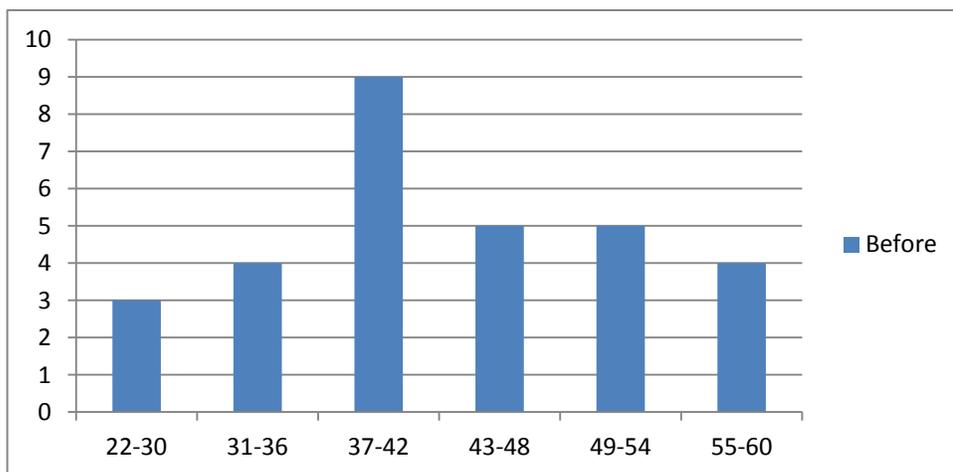


Figure 4: Histogram of Students' Reading comprehension of descriptive text Before Cooperative Script Model

The mean score of the students' reading comprehension before taught by using cooperative script model was 43. It is categorized as "fail" category. From the test, researcher found the lowest score is 3 for to be and 25. Therefore, after taught by using cooperative script model, the mean score of the students' reading comprehension of descriptive text was 70.05. It is categorized as "enough" category. From the test, researcher found the lowest score is 3 for to be and 25.

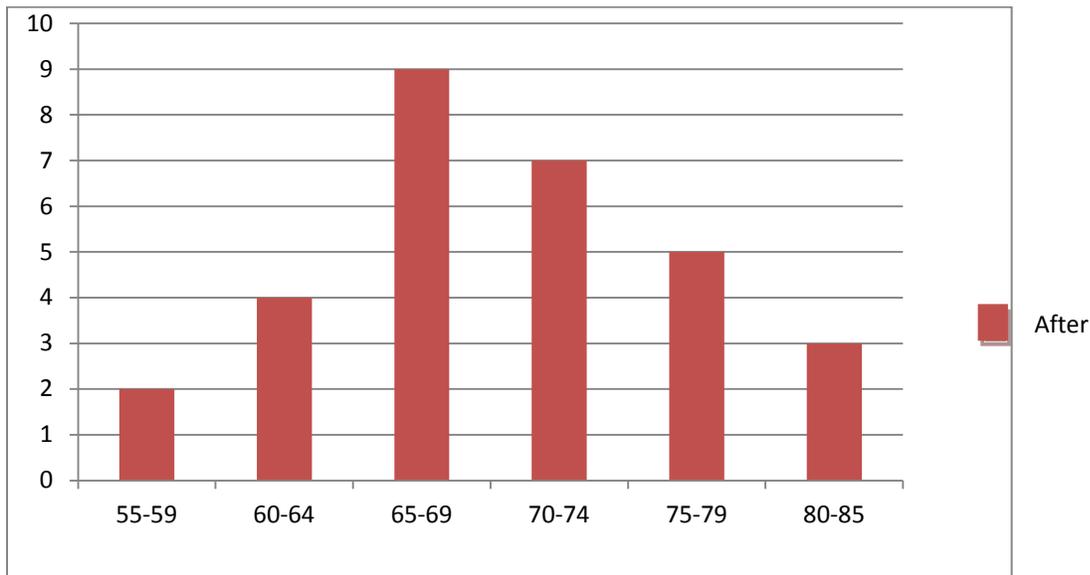


Figure 6: Histogram of Students' Reading Comprehension of Descriptive Text after using Cooperative Script Model

The mean score of the students' reading comprehension before taught by using cooperative script model was 43. It is categorized as "fail" category. From the test, researcher found the lowest score is 3 for to be and 25. Therefore, after taught by using cooperative script model, the mean

score of the students' reading comprehension of descriptive text was 70.05. It is categorized as "enough" category. From the test, researcher found the lowest score is 3 for to be and 25.

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($12.35 > 2.04$). It means that there is a significant effect of cooperative script model on students' reading comprehension of descriptive text at the tenth grade students of SMA Negeri 1 Padang Bolak in 2020/2021 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying cooperative script model, the researcher found that the score is 3.6. It is categorized as "very good" category. The result of average score of students' reading comprehension of descriptive text before taught by cooperative script model is 45. It is categorized as "fail" category. Furthermore, the average score of students' reading comprehension of descriptive text after is 76. It is categorized as "enough" category. It means that there is an improvement of students' reading comprehension after using cooperative script model. Then, the result of t_{test} is higher than t_{table} ($12.35 > 2.04$). The researcher

concludes that the students' reading comprehension of descriptive text is higher after Cooperative Script Model than before using it at the tenth grade students of SMA Negeri 1 Padang Bolak.

The reason why the students reading comprehension of descriptive text is higher after taught by cooperative script model is because based on the some theories that had been discussed in chapter II and conceptual framework and also supported by related findings, the researcher expected that cooperative script model will improve the students' reading comprehension of descriptive text. This teaching technique gives sense accomplishment for them when they can find the mistake. So, the alternative hypothesis is accepted.

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of Cooperative Script Model on teaching Reading comprehension of descriptive textl at the Tenth grade of SMA Negeri 1 Padangbolak is categorized "Very Good" because it shows that the mean of the students score is 3.6.
2. The students Reading comprehension of descriptive textl before and after Cooperative Script Model at the Tenth grade of SMA

Negeri 1 Padangbolak is before was fail (43) and after was good (70.05).

3. There is any significant effect of using Cooperative Script Model on students Reading comprehension of descriptive textl at the Tenth grade of SMA Negeri 1 Padangbolak. The calculation of $t_{\text{-test}}$ is 12.35 and the score of $t_{\text{-table}}$ is 2.04. So, t_0 calculation is higher than $t_{\text{-table}}$ ($12.35 > 2.04$). It means that there is a significant effect of Cooperative Script Model Strategy in teaching reading comprehension of descriptive text at the Tenth grade students of SMA Negeri 1 Padangbolak, so the hypothesis is accepted.

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THE EFFECT OF COURSE REVIEW HORAY MODEL ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

(A study at the Eighth Grade of SMP Negeri 4 Sorkam in 2020/2021 Academic Year)

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Abstract : *The purpose of this research are to found out: 1) The application of course review horay model on students' writing descriptive text, 2) The students' writing descriptive text ability before and after using course review horay model, 3) whether there is any significant effect of course review horay model on students' writing descriptive text ability at the eighth grade of SMP Negeri 4 Sorkam. This research used experimental method. The population of this research is all the eighth grade students which consist of 102 students and the samples were 22 students gotten by using porpositive sampling. In collecting the data, the researcher used observation sheet. Instrument of the research was observation and test was composition test. The result of the research are 1) application of course review horay model was 3.8, it was categorized "very good". 2) The mean score of the students' before using course review horay model was 53, it was categorized "bad". Meanwhile after using course review horay model was 73, it was categorized "good". 3) The result of analysis showed that t_{test} is bigger than t_{table} ($t_{test} 12.82 > t_{table} 2.08$). So, the hypothesis was accepted. It means that there is any significant effect of course review horay model on students' writing descriptive text ability at the eighth grade of SMP Negeri 4 Sorkam.*

Keywords: *Course Review Horay, Model, Writing, Descriptive Text*

Abstrak : *Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan dari course review horay model terhadap kemampuan siswa menulis, 2) kemampuan siswa menulis sebelum dan setelah menggunakan course review horay model, 3) Apakah ada pengaruh yang signifikan dari course review horay model terhadap kemampuan siswa menulis di kelas delapan SMP Negeri 4 Sorkam. Penelitian ini menggunakan metode eksperimental. Populasi dari penelitian ini semua kelas delapan yang terdiri 102 siswa dan sampel terdiri dari 22 siswa dengan menggunakan porpositive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi. Instrument yang digunakan adalah observasi dan test adalah tes komposisi. Hasil penelitian ini adalah 1) penggunaan course review horay model adalah 3.8, dikategorikan "sangat baik". 2) Nilai rata-rata siswa sebelum menggunakan course review horay model adalah 53, dikategorikan "gagal". Sementara setelah menggunakan course review horay model adalah 73, dikategorikan "baik". 3) Hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 12.82 > t_{table} 2.08$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari course review horay model terhadap kemampuan siswa menulis di kelas delapan SMP Negeri 4 Sorkam.*

Kata Kunci : *Course Review Horay, Model, Writing, Descriptive Text*

I. INTRODUCTION

Writing is an activity to share idea, expression and their argument about information, and communication in written language form. Writing is important because of writing form can persuade the other people to do something and stimulate the reader minded. Writing is considered as one of important skill that should be taught.

Fact, in SMP Negeri 4 Sorkam, there are many students have the low text especially in writing descriptive text. It can be seen based on the researcher's observation and pretest on Juni 27th 2020. The researcher found the data of pretest there are many students low in writing descriptive text. It cause students are not interest to learning English. They think learning English is difficult and boring. So that from 22 students the researcher get the average score 50, meanwhile according to the researcher the students can pass writing if they get the minimal score 70.

The students writing descriptive text in SMP Negeri 4 Sorkam low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment, the teacher technique,

facilities, media, difficult in using correct grammar, vocabulary, punctuation, model and many others. The teachers in SMP Negeri 4 Sorkam have done many efforts to solve the problems in order to success teaching learning process, for examples prepare teaching material, complete the school facilities, giving motivation, use suitable technique to increase the students' ability. Even though the whole have done by the teacher there the students writing descriptive text ability still far from the expectation.

If the problem is not solve , the researcher afraid the students writing score is low, if they pass graduate from their school they cannot write application letter in English to get the job. To solve the problem there are many model that can be doing by the teacher. For examples, inquiry model, jigsaw model and course review horay model. In this research the researcher will focus on course review horay model. The researcher choose course review horay model because this model is able to create a more fun learning atmosphere. Course review horay model of learning that can help students more easier to understand the material presented by the teacher because the learning atmosphere is not monotonous and further increases students' enthusiasm for learning.

Then, the researcher choose this model because the researcher want to know the significant effect in teaching students' writing descriptive text.

Based on the explanation above, students' writing descriptive text skill is needed to be solved. The researcher interest in doing research about how to make students interested and mastered in writing. In this case, the researcher focused on board game method in teaching writing , the researcher believes the students more interested to study about English especially in writing. Based on the explanation above, the researchertry to use course review horay model to increase students' writing descriptive text ability. Thus, the title of this research is "The Effect of Course Review Horay Model on Students' Writing Descriptive Text Ability at the Seventh Grade of SMP Negeri 4 Sorkam 2020/2021 Academic Year"

1. The Nature of Writing

Writing is an activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentence and formulation or regulation that use in a language. According to Dalman (2014:1) writing is an activity of delivering messages or communication using written language as tool or medium. According to Maharani (2006: 7) writing is pouring out what you feel, think, and know through written

language. Based on the explanation above, the researcher concludes that writing is activities which use our mind or think then put it into written form to express idea, opinion, feeling and one of the most important in education and work.

2. Indicators of Writing

According, Jacob in Baso (2016: 112) concluded that there are five significant elements of writing, they are:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language use
- 5) Mechanics

3. Course Review Horay Model

Course review horay is one of the learning model that can encourage students to actively participate in learning. According to Shoimin (2017:54) says, course review horay is one of cooperative learning, namely teaching and learning activities by grouping students into small groups. This learning is a test of students' understanding of concepts using a box filled with questions and numbered to write the answers.

The student who got the correct sign immediately shouted horay or other yells. From the above explanation, the researcher concludes that course review horay model is a model of learning with comprehension testing using a grid filled with number to write down the answer, most used to getting screamed horay.

II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. According to Sugiyono (2015: 6) the research method is a scientific way to obtain valid data with the aim can be found in developed and proven to a certain knowledge so that in turn it can be used to understand, solve, and anticipate problems in the field of education

Furthermore Arikunto (2010: 2) there are three kinds of method of the research, such as 1) Description Research, 2) Operation Research (Action Research), 3) Experimental Research. Based on opinion above, the researcher used experimental method because the method is very suitable to find out the cause effect relationship between two factors.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the

data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the eighth grade of SMP Negeri 4 Sorkam are 74, and sample are 22. To taking the sample, the researcher used purposive sampling.

Sugiyono (2014:178) "Instrument of the research is a tool used to measure the natural and social overall phenomena. In this research, the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about writing descriptive text in class VIII 1 SMP Negeri 4 Sorkam. The researcher have been got score it, the researcher showed the result of the research. The result of course review horay model on students' writing descriptive text is the data of the research. Then, the researcher described the data calculated by using statistical process. which got from the observation sheet about the application of course review horay model can be seen from 13 aspects observed by the observer the total score got score 50 and mean 3.8 it was very good. The test which gave by the researcher

to measure the students' writing descriptive text before and after using course review horay model. The highest score before and after using active debate model was 60 and 90. The lowest score before and after using course review horay model was 43 and 59. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

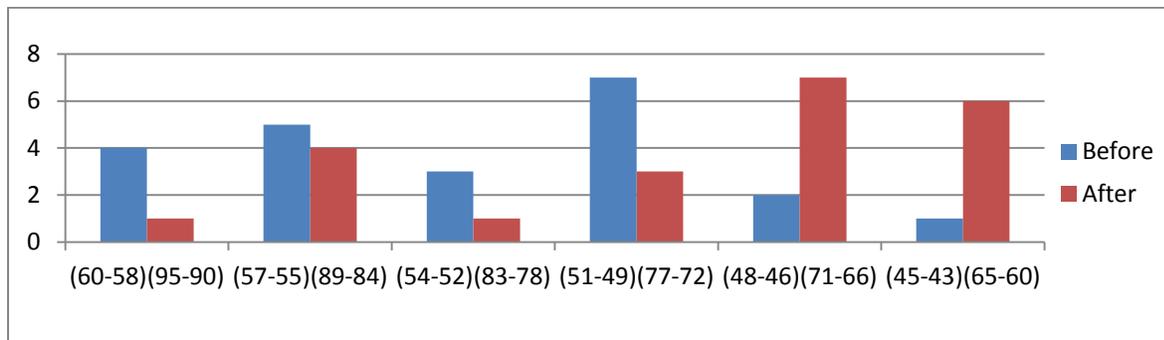


Figure 6: Histogram of Students' writing descriptive Text before and after using Course Review Horay Model

IV. DISCUSSION

Based on the the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 12.82 . while , the samples were 22 students. From the calculation above, it can be known that t_{test} was 12.82 and t_{table} is known as number 2.08 at 5% significant level with degree of freedom (df) $22-1 = 21$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It was found that t_{test} was bigger than t_{table} ($12.82 > 2.08$).

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of course review horay model on students „ writing descriptive text skill at the eighth grade students of SMP Negeri 4 Sorkam is 3.8 it is categorized “Very Good“, The students” writing before and after using course review horay model at the eighth grade students of SMP Negeri 4 Sorkam before is 53 categories “bad” and after is 73 categories “Good”. So, there is a significant effect of using course review horay model on students” writing descriptive text skill. It means that t test is higher than t table. In other word, hypothesis is accepted.

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THE EFFECT OF CLUSTERING TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT THE NINTH GRADE OF SMP N 1 MARANCAR IN 2020/2021 ACADEMIC YEAR

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Abstract: *The purposes of this research are to know: 1) The application of Clustering technique in writing descriptive text ability at the ninth grade of SMP Negeri 1 Marancar, 2) The Students' writing descriptive text ability before and after using Clustering technique at the ninth grade of SMP Negeri 1 Marancar, 3) There is a significant effect of using Clustering technique at the ninth grade of SMP Negeri 1 Marancar. Method of the research was experimental with one group pre-test and post-test design. The population of this research at the ninth grade students of SMP Negeri 1 Marancar which consists of 100 students. The researcher used purposive sampling to get the sample it consists of 26 students. The techniques of collecting data were observation sheet and test. The result mean score of the application of Clustering technique was 3.6, it is categorized "very good". The result showed score of students' before using Clustering technique was 49.69, it is categorized "less". Then, the result after using Clustering technique is 80 it is categorized "very good". The result of t_{test} is 4.74 and t table is 2.06. It means that there is a significant effect of using Clustering technique on students' writing descriptive text ability at the ninth grade of SMP Negeri 1 Marancarin 2020/2021 Academic Year.*

Keyword : Clustering technique, Writing, Descriptive

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui: 1) Penerapan teknik Clustering dalam kemampuan menulis teks deskriptif pada siswa kelas sembilan SMP Negeri 1 Marancar 2) Kemampuan menulis teks deskriptif siswa sebelum dan sesudah menggunakan teknik Clustering pada siswa kelas sembilan SMP Negeri 1 Marancar 3) Ada pengaruh yang signifikan penggunaan teknik Clustering pada siswa kelas sembilan SMP Negeri 1 Marancar. Metode penelitian ini adalah eksperimental dengan rancangan one group pre-test dan post-test. Populasi penelitian ini adalah siswa kelas sembilan SMP Negeri 1 Marancar yang berjumlah 100 siswa. Pengambilan sampel menggunakan purposive sampling yang berjumlah 26 siswa. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil rata-rata skor penerapan teknik Clustering adalah 3,6 dengan kategori "sangat baik". Hasil penelitian menunjukkan skor siswa sebelum menggunakan teknik Clustering adalah 49,69 termasuk kategori "kurang". Kemudian hasil setelah menggunakan teknik Clustering yaitu 80 dikategorikan "sangat baik". Hasil uji t -test adalah 4,74 dan t tabel 2,06. Artinya ada pengaruh yang signifikan penggunaan teknik Clustering terhadap kemampuan menulis teks deskriptif siswa kelas XI SMP Negeri 1 Marancarin Tahun Pelajaran 2020/2021.*

Kata kunci: Clustering Technique, Menulis, Deskriptif.

I. INTRODUCTION

Writing is a subject that must be learned by students in every level of education. but most of the students still difficult in the understanding of writing, especially at the ninth grade students of SMP Negeri 1 Marancar. They were still hard to write a text, namely descriptive text.

In fact, many students at the ninth grade of SMP Negeri 1 Marancar were not successful in writing descriptive text. It can be seen from the average score of pre-test when the researcher takes the preliminary data is 49,69. The researcher tried to give away of teaching descriptive text through the clustering technique. The clustering technique is one of the pre-writing techniques that can be implemented to help the students to generate their idea before starting to write.

Based on the explanation above, the researcher is interested in conducting research to entitled “The Effect of Clustering Technique on Students` Writing Descriptive Text Ability (at the Ninth Grade of SMP N 1 Marancar in 2020/2021 Academic Year)”.

1. Definition of Writing

Writing is one skill that must be learned and mastered by students. According to Mertens (2010: 2), "Writing is indeed one of the most effortful activities that humans can implement". Furthermore, Amarain et al, (2009: 28), "Descriptive is in all form of writing to create a vivid impression of a person, place, object or event".

According to brown in Sarwanti (2015: 23), there are five indicators of writing descriptive text such as content, organization, vocabulary, grammar, and mechanics.

Content is there are least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic fully. organization is the process of organizing materials in writing involves coherence, the order of importance, general specific, specific to general, chronological order and special order pattern. Vocabulary is also a factor that can measure a person's ability to speak English. Grammar is one important component in writing. Mechanics of writing deals with capitalization, spelling, and punctuation.

2. Definition of Clustering Technique

Clustering is almost like drawing a map, using circles, lines, arrows and words. According to Scarry (2010: 8), “Clustering another brainstorming activity that you can use to generate ideas”.

There are some steps of Clustering technique that must be followed to get the best result and suitable with the expectation. According to Maede in Meisuri and Wahyuni (2015: 150), the steps of clustering technique are: 1) Write a word or phrase on a clean piece of paper, 2) Circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line, 3) Keep the hand moving all the time, 4) Cluster for a while, 5) Continue adding to the cluster, 6) Write a piece without worrying about perfection.

Every method has their advantages when applied in teaching and learning English. According to Setyati in Meisuri and Wahyuni (2015: 151) there are some advantages in the clustering technique : 1) Reduced single points of failure functionality, 2) Ability to perform maintenance and upgrades with limited downtime, 3) Ability to easily scale up your cluster.

While, the disadvantages of According to Setiyati in Meisuri and Wahyuni (2015: 151) the disadvantages can be seen follows 1) is not a good technique when it used to write an essay writing which has long paragraph, 2) The writing technique sometimes makes the learner are

confused how to use it because the learners confused how to start to write,
3) The learners do this way under pressure to make this technique as an effective.

II. METHODOLOGY OF THE RESEARCH

The methodology of research is a way that is used by the researcher to collect the data in the field. According to Trianto (2010: 194), the Methodology of the research describes the plan of the research that consists of the procedure or the steps that must be done, time of the research, data resources, and how the data is acquired and analyzed.

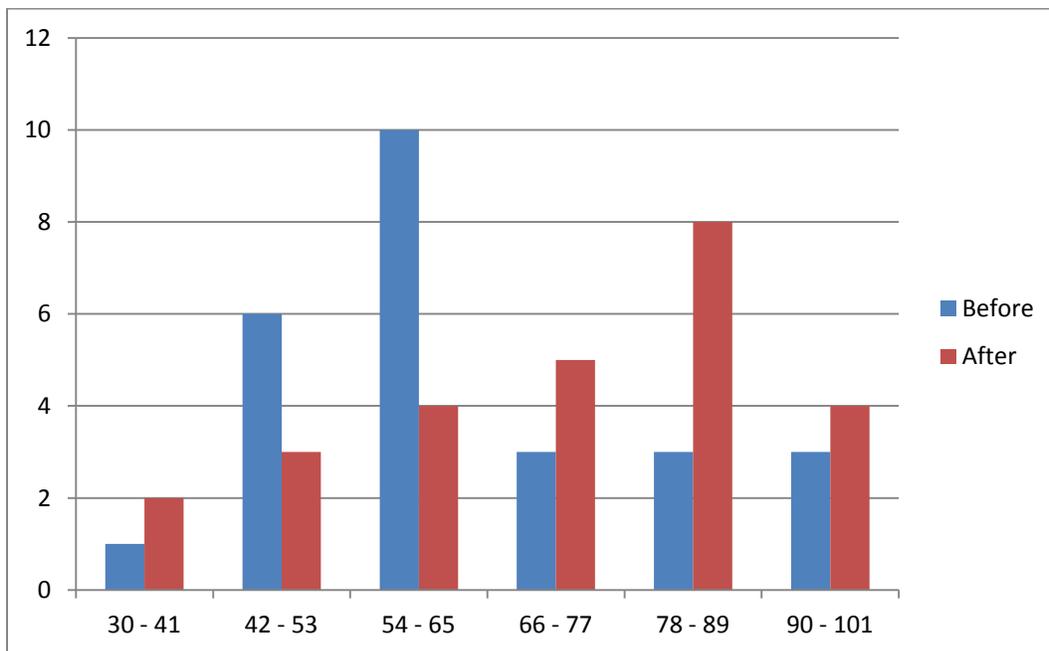
This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measured the students' writing descriptive text ability and the observation sheet is used to observe the researcher in applied Clustering Technique.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of writing ability and observation sheet of Clustering Technique. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of clustering technique on students' writing descriptive text ability.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of at the ninth grade students of SMP Negeri 1 Marancar, the average score was 3.6 and it is categorized in “very good” criterion.

The mean score of the students’ writing descriptive text ability before using Clustering Technique is 49.69. It is categorized as “less”. While, after using Clustering Technique, the mean score of the students’ writing descriptive text ability is 80. It is categorized as “very good”



From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($4.74 > 2.06$). It means that there is a significant effect of Clustering technique on students' writing descriptive text ability at the ninth grade students of SMP Negeri 1 Marancar in 2020/2021 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying Clustering Technique, the researcher found that the score was 3.6. It is categorized as "very good criterion". The result of average score of students' writing descriptive text ability before taught by using Clustering Technique was 49.69. It is categorized as "less" criterion. Furthermore, the average score of students' writing descriptive text ability after using Clustering Technique was 80. It is categorized as "Very good" criterion. It means that there is an improvement of students' writing descriptive text ability after using Clustering Technique. Then, the result of t_{test} is higher than t_{table} ($4.74 > 2.06$). So, the hypothesis is accepted. The researcher concludes that the students' writing descriptive text ability is higher after using Clustering Technique than before using it at the ninth grade students of SMK Negeri 1 Marancar.

CONCLUSION

The conclusion are: 1) The result of the application of Clustering technique in teaching writing descriptive text at the ninth grade students of SMP Negeri 1 Marancar in 2020/2021 Academic Year is 3.6 and it is categorized “Very Good”. It means that the researcher had applied Clustering technique in teaching writing descriptive text well. 2) The students’ writing descriptive text ability before taught by using Clustering technique at the ninth grade students of SMP Negeri 1 Marancar in 2020/2021 Academic Year was 49,69 and it is included as “Less” category. While, the students’ writing descriptive text ability after taught by using Clustering technique at the ninth grade students of SMP Negeri 1 Marancar in 2020/2021 Academic Year is 80 and it is included as “Good” category. 3) The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 4.74 > t_{\text{table}} 2.06$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of Clustering technique on students’ writing descriptive text ability at the ninth grade students of SMP Negeri 1 Marancar in 2020/2021 Academic Year.

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THE EFFECT OF MODELLING THE WAY STRATEGY ON STUDENTS' WRITING PROCEDURE TEXT ABILITY

(A study at the Eleventh Grade of MAS Al-Abraar in 2020/2021 Academic Year)

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ABSTRACT: *The result of this research: 1) The application of modelling the way strategy on students can be seen from 16 aspects observed by the observer the total score was 48 and the average was 3 it was "Good" categorized. It mean that the writer using modelling the way strategy on writing procedure text is well, 2) The students writing procedure text before and after using modelling the way strategy. It can be seen from the students' frequency before using modelling the way strategy was on 44.09 or 10 students, it was categories "Fail" and after using modelling the way strategy was 69.13 or 9 students, these were categories "Enough", 3) There is any significant effect of modelling the way strategy on students writing procedure text ability. Normality test shows that sig value $0.039 > 0.05$ pretest and posttest $0.027 > 0.05$. Homogeneity Test shows that the value of (Sig.) of the pretest $0.346 > 0.05$ it means that the sample variances is homogenous. Pair sample ttest that significant value was less than 0.05 ($0.000 < 0.05$). So, H_a is accepted. It means that there is any significant of using modelling the way strategy on students writing procedure text ability at the eleventh grade of MAS Al-Abraar Siondop Julu.*

Keywords: *Modelling the Way, Strategy, Writing, Procedure Text*

ABSTRAK: *Hasil penelitian ini: 1) Penerapan strategi modeling the way pada siswa dilihat dari 16 aspek yang diamati oleh pengamat diperoleh total skor 48 dan rata-rata 3 berkategori "Baik". Artinya penulis menggunakan strategi modeling the way dalam menulis teks prosedur dengan baik, 2) Siswa menulis teks prosedur sebelum dan sesudah menggunakan strategi modeling the way. Hal ini dapat dilihat dari frekuensi siswa sebelum menggunakan pemodelan strategi jalan pada 44,09 atau 10 siswa termasuk kategori "Gagal" dan setelah menggunakan pemodelan strategi jalan adalah 69,13 atau 9 siswa, ini adalah kategori "Cukup", 3) Ada pengaruh yang signifikan strategi modeling the way terhadap kemampuan teks prosedur menulis siswa. Uji normalitas menunjukkan nilai sig $0,039 > 0,05$ pretest dan posttest $0,027 > 0,05$. Uji Homogenitas menunjukkan nilai (Sig.) Dari pretest $0,346 > 0,05$ artinya varians sampel homogen. Pair sample ttest yang memiliki nilai signifikan lebih kecil dari 0,05 ($0,000 < 0,05$). Jadi, H_a diterima. Artinya ada pengaruh penggunaan strategi modeling the way terhadap kemampuan teks prosedur menulis siswa kelas XI MAS Al-Abraar Siondop Julu.*

Kata Kunci: *Modelling the Way, Strategy, Writing, Procedure Text*

I. INTRODUCTION

Writing is the tool to express what the researchers thinks about an ideas, opinion and experience. Writing is the activity that has relationship to the other skill, that are reading even listening and speaking. Writing is important because of writing form can persuade the other people to do something and stimulate the reader minded. Writing important to research because now days many people not interest to write. Meanwhile, in this era English is not foreign language. We can see English words in everywhere.

In MAS Al-Abraar Siondop Julu, there are many students has the low ability especially in writing procedure text. It can be seen based on the writer observation, pre-test and post-test on October 08th 2020. The writer found the data, there are many students low in writing procedure text. From 20 students female and 12 students male, the writer get anaverage score is 60. Meanwhile, according to the writer the students can pass writing if they get the minimal score 75.

The students writing procedure text MAS Al-Abraar Siondop Julu low because of less motivation, interest, attitude, lack of

knowledge, bad environment, the teacher strategy, facilities, media, lack of grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts, and many others.

The writer worry if this problem not solve as soon as possible the writer afraid the students writing score is low, if they pass graduate from their school they cannot write application letter in English to get the job. To solve the problem there are many strategy that can be doing by the teacher. For examples, Cooperative Learning, SQ3R (Survey, Question, Read, Recite, Review), and modelling the way strategy. In this research the writer is focus on modelling the way strategy.

The writer choses modelling the way strategy in writing procedure text. Modelling the way is a strategy giving students the opportunity to practice demonstration. Where the teacher practices first, and students are given time to create scenarios in the form of small groups. This learning is very good to be used by the students to master the material in depth, the students not only understand the material but also practice or demonstrate it. Students will be more interest in writing procedure text because it involves all members of the student body.

Based on the explanations above, modelling the way strategy are expected able to solve the students problem in writing procedure

text. So that the writer will do the research with the title “The Effect of Modelling the Way Strategy on Students’ Writing Procedure Text Ability at the Eleventh Grade of MAS Al-Abraar Siondop Julu in 2020/2021 Academic Year”.

4. The Nature of Writing

Writing is one language skill as means of communication by someone which can express his/her idea or information written from by arranging letter, sentence, and paragraph by using structure and related with sentence. According to Rusmajadi (2010: 229) writing is a complex process in which the writer explores various ideas and thoughts and makes those ideas and thoughts concrete. Thinking itself is the foundation of writing activities because thinking is the essence of learning.

5. Indicators of Writing

According, Jacobs, et al (1981) in Baso (2016: 112) concluded that there are five significant elements of writing, they are:

- 1) Content
- 2) Organization
- 3) Grammar
- 4) Vocabulary

5) Mechanics

1) Modelling The Way Strategy

Modelling the way strategy is the way or steps which done by teacher with give the scenario to students, this strategy is done with groups. According to Zaini, et al (2008: 76) modelling the way is strategy of learning to emphasize give chance by teacher to students for demonstrated their skillfulness in front of the class which has studied. It means this study just can do in school. Modelling the way strategy for example: task research, task report, task in laboratory, etc.

Next, Istarani (2011: 213) modelling the way is way teaching with give the chance to the students to practice or to illustration their skillfulness which has studied in the class to be demonstrated, this strategy is very good to teach lesson which demand the skillfulness.

II. METHODOLOGY OF THE RESEARCH

In this research activity, the writer has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem of the research. According Arikunto (2010: 203) method of the research is the way that used a

researcher to collecting data in a research. In other Rangkuti (2014: 13) says, research method is scientific way obtaining failed for the purposes of discovering, developing, or roving, a particular knowledge so that turn be used to understand, solve and participate in particulars.

Based on some explanations, the writer chooses of experimental method because this method is very suitable to find out the cause-effect relationship between two factors.

The population in the research, the writer used total sampling to determine the sample. The writer takes the sample based on characteristics. The sample taken form class XI-B Female and XI-C Male because this class has some characteristics that the writer need this research and the students in this class still low in writing procedure text. So, the sample is of this research are 20 students female and 12 students male total population the writer 32 sample.

From explanation above, the writer concludes that instrument is a tool that helps the writer in conduct a research, writer should use instrument observation sheet and test to measure variables.

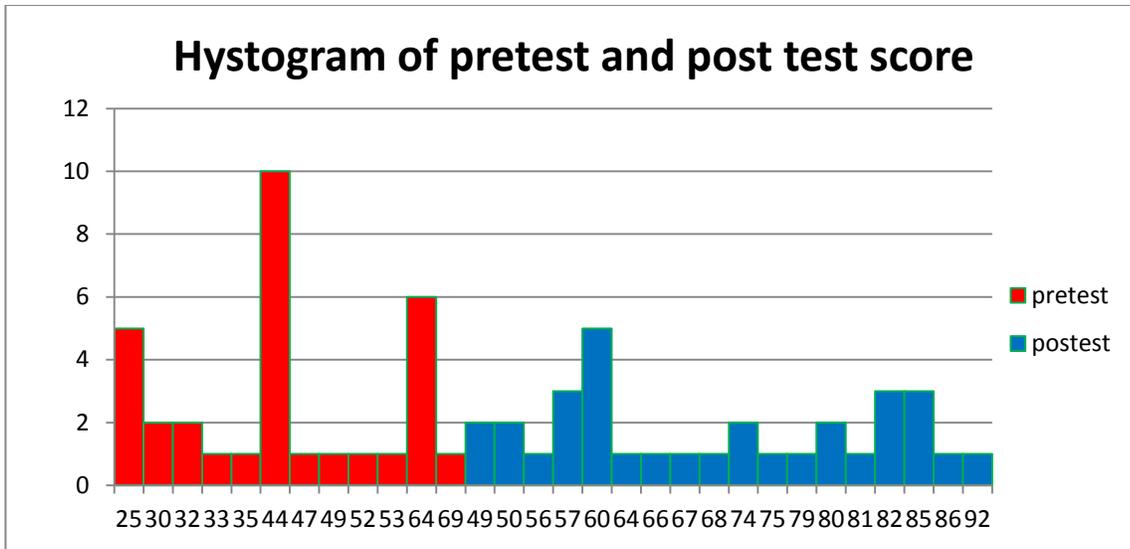
III. RESULT

Writer conducted pretest about writing procedure text in class XI MAS Al-Abraar Siondop Julu. The writer have been got score it, the

writer showed the result of the research. The result of modelling the way strategy on students' writing procedure text is the data of the research. Then, the writer analysis the data used pair sample ttest by SPSS 22. which got from the observation sheet about the application of modelling the way strategy can be seen from 16 aspects observed by the observer the total score got score 48 and mean 3 it was good. The test which gave by the writer to measure the students' writing procedure text before and after using modelling the way strategy. The higherst score before and after using modelling the way strategy was 69 and 92. The lowerst score before and after using modelling the way strategy was 25 and 49. In order to get clear and complete description, the writer presented the histogram of comparison before and after.

Table 14

The comparison before and after of using modelling the way strategy on students' writing procedure text ability



IV. DISCUSSION

Based on the the results of research that have been done in the research, The result of this. Normality test shows that sig value $0.039 > 0.05$ pretest and posttest $0.027 > 0.05$. Homogeneity Test shows that the value of (Sig.) of the pretest $0.346 > 0.05$ it means that the sample variances is homogenous. Pair sample ttest that significant value was less than 0.05 ($0.000 < 0.05$). So, H_a is accepted.

CONCLUSION

Based on the result of this research, in chapter IV the writer can conclude that the application of modelling the way strategy on students' writing procedure text ability at the eleventh grade of MAS Al-Abraar Siondop Julu is 3 it is categorized "Good". The students writing procedure text before and after using modelling the way strategy. It can be seen from the students'

frequency before using modelling the way strategy was on 44.09 or 10 students, it was categories "Fail" and after using modelling the way strategy was 69.13 or 9 students, these were categories "Enough". So, H_a is accepted. It means there is any significant of using modelling the way strategy on students writing procedure text ability.

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THE EFFECT OF DRAW LABEL CAPTION STRATEGY ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 7 PADANGSIDIMPUAN in 2020/2021 ACADEMIC YEAR

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Abstract : *The purpose of this research are to find out : 1) the extent of the application of draw label caption strategy in teaching writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidimpuan. 2) the extent of the students' writing descriptive text ability before and after using draw label caption strategy at the eighth grade of SMP Negeri 7 Padangsidimpuan, 3) whether there is any significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade of SMP Negeri 7 Padangsidimpuan. The population of this research all of the eighth grade students of SMP Negeri 7 Padangsidimpuan consist of 114 students. The sample is 26 students which are taken by purposive sampling. The research method is used by experimental method. Then, the data collected by using the observation sheet and test. The instrument used is composition writing test. The average score of the application of draw label caption strategy is 3,2 categorized "very good". The calculation of t-test formula is higher than score of t-table. The score of t test is 3,49 meanwhile the score of t table is 2,06 at 5 % significant level with (df) 24. And the hypothesis is accepted. It means that there is a significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade of SMP Negeri 7 Padangsidimpuan in 2020/2021 academic year.*

Keywords: Draw Label Caption Strategy, Writing Descriptive Text

Abstrak : *Tujuan dari penelitian ini adalah untuk mengetahui : 1) penerapan draw label caption strategi dalam mengajarkan menulis teks deskriptif siswa kelas VIII SMP Negeri 7 Padangsidimpuan, 2) mengetahui sebelum dan sesudah penggunaan strategi draw label caption siswa kelas VIII SMP Negeri 7 Padangsidimpuan. 3) Apakah ada pengaruh yang signifikan strategi draw label caption terhadap kemampuan menulis siswa kelas VIII SMP Negeri 7 Padangsidimpuan. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 7 Padangsidimpuan yang terdiri dari 114, teknik sampling*

yang digunakan adalah purposive sampling dengan jumlah 26 siswa. Metode penelitian digunakan adalah metode eksperimental. Pengumpulan data menggunakan observation sheet dan tes sebagai instrumen. Nilai rata-rata dari penerapan strategi draw label caption adalah 3.2, dengan kategori "Sangat Baik". Peneliti menganalisis data menggunakan ttest formula, hasil ttest = 3.49 sedangkan ttable = 2.06. Dengan kata lain ttest lebih besar dari ttable. Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari list strategi draw label caption dalam kemampuan menulis siswa pada kelas VIII SMP Negeri 7 Padangsidempuan.

Kata Kunci : Strategi Draw Label Caption, Menulis Deskriptif Teks

I. INTRODUCTION

Writing is one of the four skills in English language. Writing is the way that can be used by people to convey their ideas, thought, feel, expression and information to other people in written form. Writing is a subject that must be learnt by students in every level of education. Therefore, the students is demanded to master writing skill. In fact, most of students are difficult in writing, especially at the eighth grade students of SMP Negeri 7 Padangsidempuan. They still face difficulties to write a text.

There are many types of text in their curriculum such as; descriptive text, narrative text, recount text, procedure text and report text. They are still difficult to write one of this text namely descriptive text. Descriptive text is a text that describe about something with the aim is to give information to the reader specifically. By learning descriptive

text, it is expected the students able to understand about descriptive text, and able to write descriptive text.

In fact, most of students at the Eighth Grade students of SMP N 7 Padangsidempuan are not successful in writing descriptive text. They are still difficult to arrange good sentence because lack of understanding about generic structure of descriptive text. It can be seen from their written. When the researcher asked them to write descriptive text, they did not know about identification and description. They are also less in grammar mastery, it is because they are lack of vocabulary. For example : 1) Flower this have stem and root. It should be: Flower has stem and root. 2) Tree is plant who have branch, root, trunk. It should be : Tree is the plant that have branch, root and trunk. 3) My table have four leg square long. It should be : My table has four rectangle feet. It means that, most of the students are still have difficulties in writing descriptive text.

There are some efforts that have be done by the teacher to increase students' writing descriptive text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson. However, in fact it does not get positive respons from student in the learning process.

Students are still not interesting to pay attention the lesson, they are still difficult to write the text. It becomes a problem and if this problem do not solve, it will make students' ability especially in writing descriptive text is poor. To increase their ability in writing descriptive text, they should understand about element of descriptive text such as, social function, generic structure, and language features.

From explanation above, the researcher interested to do a research about how to make the students interest to study, especially in writing descriptive text. In this case, the researcher focus to apply draw label caption strategy when teaching descriptive text. The researcher believe when apply this strategy will make students more interested to study about English.

Draw Label Caption strategy is one of strategy that is interesting and useful to increase students writing ability. In this case, the students are given the topic and then the teacher ask them to draw a skecth. After that, they will make a label of parts of the things and then they give the caption from their skecth.

1. Nature of Students' Writing Descriptive Text Ability

a. Definition of Writing Descriptive Text

According to Mertens (2010: 129), Writing is a complex and cognitively demanding activity". It means that writing is complex activity that consist cognitive and also actively activity. Next, according to Sokolik in Linse (2006:98), Writing is a combination of process and product". It means that the process of writing refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Descriptive text is one of genre text that used to describe something. Djuharie as quoted by Masri (2007:24) says, "Descriptive text is a kind of text to describe about people, things, place, and animals specifically.

According to Knapp and Watkins, (2005: 97)

"Descriptive text enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning are or intent of the researcher."

Writing descriptive text is a human activity that implement their felling, ideas and thought to describe about something based on their

experiences, observations and interactions specifically to give the information to the other.

2. Draw Label Caption Strategy

a. Definition of Draw Label Caption Strategy

Draw Label Caption strategy is a strategy in teaching writing that use three steps namely: draw, label and caption. According to Peha (2003 : 47), Draw Label Caption strategy is the way to achieve the purpose of writing. The explanation is in the following :

1. Draw

According to Peha (2003:47), Draw is making a pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can. In this research, students work in group to make drawing about thing. In addition, Leo Duff states that to clear their minds and organize their ideas, artists will often start projects by drawing. It means drawing is used to kick-start their creative thinking.

2. Label

Etymologically, the word “label” in Oxford Advanced Learner’s Dictionary of Current English can be defined as:

- 1) A piece of paper, etc. That is attached to something and gives information about it.
- 2) A word or phrase that is used to describe somebody/something in a way that seems too general, unfair or not correct.
- 3) A company that produces and sells records, CDs

According to Peha (2003 : 47), Label is create a one-or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things. Here the students give some labels to the picture made. Based on the quotation above, the researcher assumed that label is a word or more that can be used to give a name for an object.

3. Caption

Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you are up for it.

Based on the definition previously, the researcher concludes that Draw Label Caption strategy strategy is strategy that can be applied in teaching writing whereas this strategy can develop student's ability in writing their descriptive text.

b. The Steps of Draw Label Caption strategy

According to Peha (2003 : 47) to achieve the purpose in writing process there are three steps process in Draw Label Caption strategy (DLC) technique, those are :

- a. Draw, make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
- b. Label, create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.
- c. Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

From the third process in DLC strategy above, the researcher can concludes that is have three steps, they are :

1. The students pick the topic. After picking the topic they do a sketch by using pencil. In the sketch they can draw everything. Such as animal, trees, people, etc
2. The next step is labeling. The students create one or more words for each item in their drawing. They use lines to connect their label

with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.

3. Then, students write a single or more sentences for their sketch. It can be made underneath the picture. For the last steps is turn sentences into a text.

The teacher explains clearly how to learn using Draw Label Caption strategy in writing lesson, have the student to make topic, labeling, making sentence and the last make a paragraph.

c. Advantages of Draw Label Caption strategy

According to West (2010 : 68) , Some students are able to write more effectively and with greater imagination if they are given the chance to draw their ideas. This strategy seems to be ideal for helping researchers of all ages and abilities solve this problem. So, the researcher can concludes that drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed.

d. The Disadvantages of Draw Label Caption strategy

There are some disadvantages which may happen while applying this technique as follows, most of the students are shy in

drawing the students will spend much time in drawing, because they will try to draw as beautiful as possible.

II. METHODOLOGY OF THE RESEARCH

Method is a way that is used to measure something that is done in finishing research. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. According to Sugiyono (2014: 24) said that research method is a scientific way to get data with purpose and usefulness.

In this research, the researcher used experimental method. According to Sugiyono (2015: 11) said that experimental method is research method that can be used to find the effect be defined as the research research method to find out the effect of certain treatments.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the data dependent and independent variables, the researcher use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the eighth grade of SMP Negeri 7 Padangsidempuan are 114, and sample are 26. The researcher used purposive sampling to take the sample.

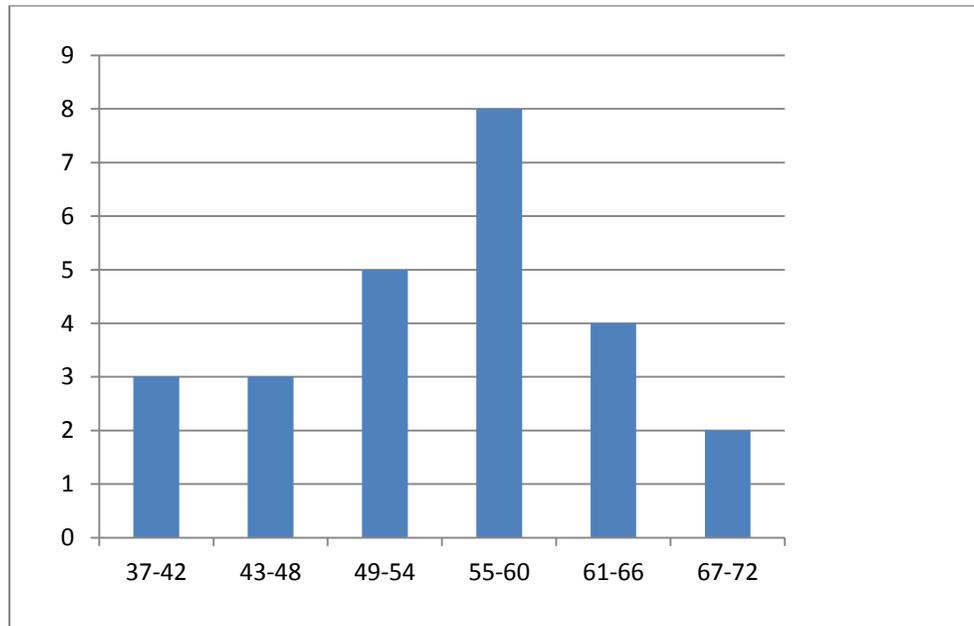
According to Sugiyono (2014:102), The research instrument is a tool used to measure observed natural and social phenomena.

III. RESULT

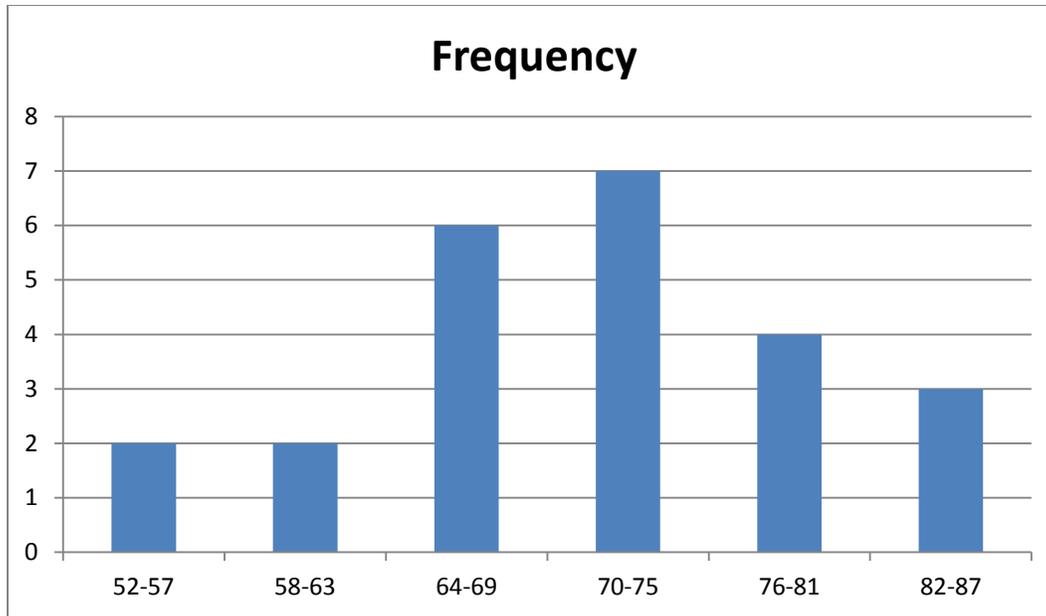
The scores of the variables X (Draw Label Caption strategy) and variable Y (Writing Descriptive Text) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of draw label caption strategy on students' writing descriptive text ability of SMP Negeri 7 Padangsidempuan through 12 aspects of observation, obtained average score 3.2 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 70 and the lowest score was 37. The mean score of writing descriptive text ability before using draw label caption strategy at the eighth grade students of SMP Negeri 7 Padangsidempuan was 54.6 categorized "Bad". After given Draw label caption strategy, the highest

score was 87 and the lowest score was 52, the mean score was 71 categorized "Good". The description of the different data before and after using list group label can be seen in following histogram:



Students' Writing descriptive text ability before using Draw label caption strategy



Students' Writing descriptive text ability after using Draw label caption strategy

Based on the histogram, if we compared with pre-test the score still categorized "Bad" and after given post-test the score was increased. Histogram shown the used of draw label caption strategy is good for increased students' writing descriptive text ability. It means that there is a significant effect of draw label caption strategy on students' writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidempuan or H_a was accepted.

IV. DISCUSSION

After given pre-test and pot-test to the students, the researcher found that the result of writing descriptive text ability after using draw label caption strategy was better than before using draw label caption strategy, it can be seen ttest is higher than ttable ($t_{\text{test}} 3.49 > t_{\text{table}} 2.06$). So that, the hypothesis was received, it could be concluded that the effect of draw label caption strategy on students' writing descriptive text ability was higher than before given draw label caption strategy at the the eighth grade students of SMP Negeri 7 Padangsidempuan.

By looking the previous related research which has been discussed in the chapter II, and if the researcher compare them with result of this research. It could be concluded that students' writing descriptive text ability after using draw label caption strategy is higher than the students' writing descriptive text ability before using draw label caption strategy. It means that even though the using of draw label caption strategy in writing descriptive text ability gave the improvement, but the using of draw label caption strategy was more effective to make students able to write descriptive text.

Based on the explanation above, in this research the researcher can concluded that the draw label caption strategy was very important and suitable to increase the students' writing descriptive text ability.

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of draw label caption strategy in teaching writing descriptive text ability at the eighth grade students of SMP Negeri 7 Padangsidempuan is 3.2 it is categorized "Very Good". The students' writing descriptive text before and after using draw label caption strategy at the seventh grade of eighth grade students of SMP Negeri 7 Padangsidempuan before is 54.6 categorized "bad" and after is 71 categorized "Good". So, there is a significant effect of using draw label caption strategy on students' writing descriptive text ability. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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