

## *The Students Difficulties in Understanding of Active to Passive Voice at X Tm<sup>1</sup> SMKN 2 Panyabungan*

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### Abstract

Grammar is a study about how to make and arrange the sentence. It is an integral part of languages and is very important for the learner. Moreover, the active and passive voice form should be studied to improve our English skills. However, presently students' are sometimes uninterested in the concept of active and passive voice form. This study aims to determine the high substantial the students' obstacle in transforming active to passive voice form at X TM<sup>1</sup> SMKN 2 Panyabungan. This research conducted a qualitative way, the source taken at X<sup>1</sup> TM SMKN 2 Panyabungan. Data collection is observation, interviews, and documentation techniques. The analysis results reveal the high dominant students' obstacles in determining the *subject*, using *verb3*, putting *verb be*, and obstacles found in the past continuous form. Based on this research finding, the researcher decides that few students' have an adequate understanding of passive voice. However, more students require extra effort to learn and practice grammar to be master and capable of active and passive voice form.

**Keyword:** Analysis, Students' Difficulties, Active and Passive Voice

### 1. Introduction

Inside learning English, students are required to master grammar. This grammar has a position as a rule in the preparation of good and correct sentences. So this is a priority to learn, and there is no reason for students not to understand it correctly. Another explanation states that grammar is the core of the meaning building; without a good grammar pattern, it will impact messages, information, and ideas from the message's sender to the listener of the biased and unresponsive message.

One of the crucial English grammar chapters to learn for our better innocent language skills is active and passive voice sentences. If students can master the active and passive forms of sentences well, they will not experience obstacles and significant English difficulties. However, in reality, the students still seem to have difficulties in grammar about active and passive voice forms. Whereas the teacher has taught grammar, which discusses passive and active since junior high school, but it is still an obstacle for students. Such as the difficulty of students distinguishing and changing between active and passive sentences.

In this practice of learning English, students tend to experience difficulties when discussing passive sentences. It may be influenced by the way the teacher presents this grammar learning with a standard approach. Based on this observation and the real conditions of tenth-grade students of SMKN 2 Panyabungan, who have obstacles learning and finesse form of active and passive sentences, particularly in transforming active to passive form, especially when using the form of *be*, *being*, *was*, *had*.

Based on the description above, the researcher concluded two difficulties for students in learning about the use of passive voice, namely: the problem of using the *verb*

*be* and determining the form of the past tense and past participle forms. So this study problem will be discussed by the researcher and the solution goal. In line with the research problem, this study's objective was to determine students' difficulties in changing active to passive sentences and finding out the dominant severe difficulty in modifying the form of active to passive sentences form in tenth-grade students of SMKN 2 Panyabungan.

### **Students' Difficulties**

According to Hallahan and Kauffman (1991: 289), learning is a process of behaviour change that occurs continuously or continuously, and the changes achieved from learning are not influenced by coercion or disease. According to Prayitno (1993), difficulty in learning can be explained as a condition or situation in which the teaching and learning process faces obstacles and obstacles so that the learning outcomes are not optimal. Furthermore, He said that these obstacles and obstacles could be felt or not by the students concerned. This model of barriers to the teaching and learning process could be psychological, sociological, and physiological in nature (Prayitno, 1993).

If these obstacles and learning difficulties continue to be experienced by students, it will impact the achievement of learning outcomes, which in the end, student achievement will be problematic. More profoundly, Ross said that learning obstacles are essentially symptoms that arise in various or types of behavioural actions. A picture of student learning constraints can be seen directly or indirectly in sundry activities and student behaviour (Ross, 1974). She also stated that the occurrence of student learning difficulties represented a mismatch between the picture of academic potential and the student's actual academic performance (Ross, 1974).

Adding an explanation of students' learning constraints above, students who experience and have learning obstacles will appear in their actions and behaviour, such as from the cognitive, motor, affective, and conative aspects in the learning activities and the learning acquisition achieved by these students (Ross, 1974). It is recapitulating that the difficulties and constraints of student learning are conditions where students are not able to learn well, which is caused by a disturbance that comes from within the student, namely the limited intelligence threshold and the influence of factors from outside the student himself so that it is challenging to develop their learning abilities.

### **The Importance of Learning Grammar**

According to Murphy (1987); Celce-Murcia (1991); Schramper (1993); Douglas (2001; 2018); Greenbaum and Nelson (2002); Suriyadi and Junaidi (2007); Dontcheva-Navratilova (2013), explaining grammar is part of language as a basis, rules, or methods used in connecting words, clauses, sentences, and meanings to become a good or standard language level. In general, it can be concluded that grammar is a study of how to compose and build sentences that are an essential factor and part of a language. So, this grammar occupies an essential part for students to understand and master it.

Understanding the explanation above is not excessive for students to place grammar as crucial and useful to learn. Grammar is urgent to be taught because it influences and impacts students' performance in four general English skills such as reading, listening, writing, and speaking skills (Murcia and Freeman, 1999). With limited grammar mastery, students will find it challenging to use the language properly and

correctly. It is further explained that students who learn English will have difficulty writing or spoken without grammar, to avoid that students are required to know and be supported by understanding the grammar rules of the target language so that meaning formation can be achieved (Thornburry, 2002).

### **The Active and Passive Forms**

In everyday life, the form of active voice is still commonly used rather than passive voice. Sketchily active voice form is the position of the subject who does the job in a clause and sentence. Moreover, the passive voice form is where subject to work by an object of the sentence. According to Carling and Jervis (2003: 2), the passive form and active form are structure by entering the verb **to be** for the equal tense as the active verb and adding the active verb's past participle. The subject of the active verb shows the 'agent' of the passive verb. The agent is frequently not mentioned when it is exposed initiated **by** then positioned at the end of the sentences or clause.

Furthermore, described by Murray and Rockowitz (1974: 6), the active and passive forms refer to the condition of a verb that shows where the subject takes doings or when the recipient of the operation, when the clause in written form in the active sentence, a subject takes action, while in the passive sentence subject receives the action. Like the following example: Her brother planted this flower (Active form), and This flower was planted **by** her brother (Passive form).

However, in newspapers, magazines, scientific papers, and articles, it is not uncommon to find sentences in the form of passive sentences. Contention Kusnadi (2011) explains that the passive voice applied because the active sentence's object is over important information than the subject. Furthermore, Rizka and Hidayati (2015) stated form of active sentences are applied to show the position of the subject while acting so that the subject position is an actor of the activity, whereas the passive applied to show that the subject not in a position of the actor however as activity recipient.

In general, active and passive sentences are placed in 10 forms, namely simple present, simple past, present continuous, past continuous, past perfect continuous, simple future, future continuous, past future, past future perfect, and to-infinitive.

## **2. Research Design**

In carrying out this research, the investigator searches and explains the design and uses qualitative methods to describe more glaring obstacles students face when transferring the active to the passive form. The used qualitative method is more comfortable in giving tangible conditions photographing conditions in the field (Moleong, 2010). The researcher collects the data from class X TM<sup>1</sup> SMKN 2 Panyabungan from Wednesday 7<sup>th</sup> of august 2019 to Friday 29<sup>th</sup> of November 2019.

### **Source of Data**

This research aims to involve research respondents with a purposive sampling technique, which is the point of purposive sampling to select samples sourced on specific nature considered to relate to the characteristics known beforehand (Ruslan, 2006: 156). The study subjects that consist of one class are at class X TM<sup>1</sup> SMKN 2 Panyabungan. Thirty students studied at class X TM<sup>1</sup> SMKN 2 Panyabungan, the researcher determining

the students at class X TM<sup>1</sup> SMKN 2 Panyabungan because this class was following the English grammar discussion and the active and passive voice form. The researcher is very desirable to discover and obtain the review's outcome on the subject when transferring the active to the passive form.

### The Techniques of Data Collection

The writer applied a descriptive method and observation, interview, and documentation (triangulation instruments) to obtain the students' data.

### 3. Research Findings And Discussion

In this research, the researcher analyzes every question from the active and passive voice form test sheet at class X TM<sup>1</sup> SMKN 2 Panyabungan, and the researcher organizes interview activities, doing observations, and data collections.

Discovered ten variety of active and passive that is the usual illustrious. However, in this business, the researcher uses six variety of active and passive voice tenses; (1) past continuous form, a form of (2) future continuous tense, (3) past perfect form, (4) past perfect continuous, next form of (5) past future perfect, and (6) to-infinitive.

### Research Finding

#### The Result of Observation

In achieving the truth in doing a study, the researcher does observation as one of the techniques gather data that could give plenary data. While at the documentation stage, the researcher check who is observed in the classroom when students work on the test paper at X TM<sup>1</sup> SMKN 2 Panyabungan. That consists of 30 learners'. Moreover, in this study, the sighting was emphasized on modifying active to passive form that has severity get in the way by students'. The investigator's opinion is the point thing essential to be inspected. The table below will show the results of the students' observations at X TM<sup>1</sup> SMKN 2 Panyabungan.

Table 1. Observation Sheet of the Students'

| No | Pointer  | Group |    |
|----|--|-------|----|
|    |  | Yes   | No |
| 1  | The learner is excited to study grammar, primarily active and passive forms.                                 | √     |    |
| 2  | The learner could update comprehension by the teaching system.   | √     |    |
| 3  | The learner previously recites the other guidebook in studying grammar.                                      | √     |    |
| 4  | The learner is fascinated in active and passive form topic.  | √     |    |
| 5  | The learner has trouble studying the active and passive, mainly on transfer it in the past continuous tense. | √     |    |

|    |  |   |
|----|--|---|
| 6  | The learner has trouble studying the active and passive, particularly on transfer it in the future continuous tense.         | √ |
| 7  | The learner has trouble studying the active and passive voice form, particularly in transfer it in the past perfect tense.   | √ |
| 8  | The learner has trouble studying the active and passive voice form, mainly transfer it in the past perfect continuous tense. | √ |
| 9  | The learner has trouble studying the active and passive voice form, mainly transfer it in the past future perfect tense.     | √ |
| 10 | The learner has trouble studying the active and passive voice form, significantly transfer it into infinitive.               | √ |
| 11 | The learner has the predicament of organizing the sentence or clause in the active and passive tenses.                       | √ |

See the previous observation sheet; the learners' prominent feel burdened in transfer active to passive topics. Specifically, in modify active to passive in past continuous tense, next transfer active to passive in future continuous tense, also in transfer in the past perfect, modify in the past perfect continuous, redesign in past future perfect. The learners' likewise felt difficult, and the obstacle organizes a sentence even though they did not sense trouble in an infinitive.

#### **The Result of the Interview**

The data source is a significant part, interviews method suitable a data collection method that is straightforward and potent because it directly provides substantiation through the subject. This step truly supports the acceptance of data and research results. The investigators conducted interviews using programmed interview rules. This technical approach is used to complement this research data. The investigator has merely interviewed the students at X TM<sup>1</sup> SMKN 2 Panyabungan because of this research's materials describing students' difficulties.

The illustrates via the students' interview result, the interviewer asked like, (1) are their hardship in mastering the active and passive voice form. The student's answer stated that it was challenging to understand the topic; faced many obstacles when we performed the tenses like as used it (was, were, had, has, or have). Then, the interviewer asked (2) what is the reason for the importance of students learning and mastering grammar, primarily active and passive forms. The students give responses so that we can understand and distinguish between sentences that are active in form and sentences that are in passive form and so that our communication skills improve. Afterwards, the interviewer asked (3) what are the solutions that must be done to learn active and passive tenses. Students respond by saying that we think the solution is that we have to practice more so that we can identify the form of tenses so that we are also able to master the use of active and passive forms of speech in communication activities.

From the description, the results of interviews with these students. There are good suggestions and answers made by students, namely, the existence of a student's understanding of the importance of knowing to master so that they can distinguish between active and passive forms. Being able to change active-passive, in the end, it will directly increase the ability to communicate, but this can achieve with solutions and ways

of students being more diligent in learning and multiplying the practice of identifying tenses and mastering tenses in the form of active and passive.

### Result of Documentations Data

Table 2. Error Point Transformation Active To Passive Voice Form

| No           | Question Point                                 | Sum of Error point |
|--------------|--|--------------------|
| 1.           | Transformation in past continuous form         | 216                |
| 2.           | Transformation in future continuous form       | 178                |
| 3.           | Transformation in past perfect form            | 120                |
| 4.           | Transformation in past perfect continuous form | 164                |
| 5.           | Transformation in the past future perfect form | 174                |
| 6.           | Transformation into infinitive form            | 70                 |
| <b>TOTAL</b> |  | <b>900</b>         |

In general, there is ten well-known diversity of active and passive, but in this study, the researcher uses six models to analyze. The previous table sum up 216 error items change active to passive form in past continuous; it is the most significant obstacle. Then, 178 mistake items transforming active to passive form in future continuous. In the past future perfect are 174 mistake items. Followed 164 error problem transforming in the past perfect continuous. The past perfect is 120 items. The last obstacle is 70 error items transforming in to-infinitive.

Each student has distributed 40 questions consisting of active form questions. It means that 1200 answer transcription collected from 30 existing learners. According to the real answers received by distributing test questions that are focused on changing active voice to passive, the researcher collects 900 parts of the error.

### Data Display

After analyzing the data display can conclude on observation, interview, and documentation are mapping below:

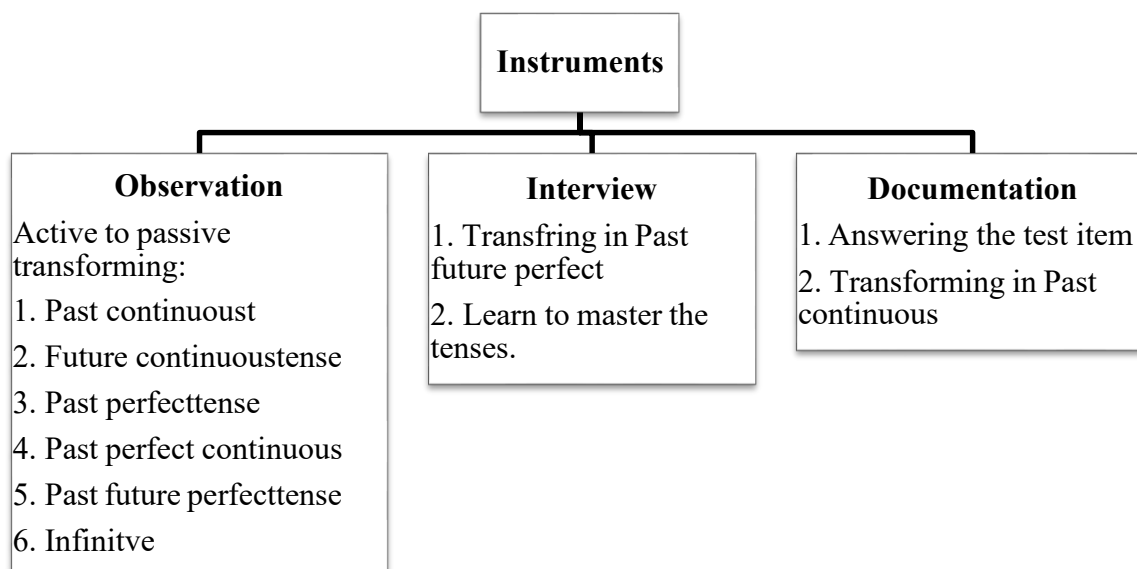


Figure 1. The dominant obstacle of research results

Build upon of result observation sheet previous, the learners' greatly obtrusive sense obstacle in transforming active to passive is in past continuous, transforming in future continuous, transforming in past future continuous, transforming in past perfect continuous, and transforming in the past perfect and the last transforming in to-infinitive.

Based on the interview results from students, useful suggestions and answers made by students, the existence of a student's understanding of the importance of knowing to master so that they can distinguish between active and passive forms. Being able to change active-passive, in the end, it will directly increase the ability to communicate, but this can achieve with solutions and ways of students being more diligent in learning and multiplying the practice of identifying tenses and mastering tenses in an active form and passive forms.

It can be close through the test all, the tabulating confirm the most severe obstacle the learner in transforming active to passive is in past continuous sentences form. In comparison, the lowest error in transforming is in the infinitive realm. Moreover, in percentages, the result of the obstacle in transforming is past continuous 216 (23 %), future continuous 178 (19.5 %), past future perfect 174 (18.5 %), past perfect continuous 164 (18 %), past perfect 120 (13 %), and into infinitive 70 (8 %).

Based on the analysis previously, the researcher is discovered that more of the learners at X TM<sup>1</sup> SMKN 2 Panyabungan still have limitations conceive passive form, particularly in changing active to passive.

#### 4. Conclusion

Based on the research detection, the researcher compiles the inference of this study are most students felt at X TM<sup>1</sup> SMKN 2 Panyabungan obstacle in moving active to passive, and it is a show off the instrument observation, interview, and documentation. Thereunto, it showed that learners' inconvenience in modifies active to passive not satisfactory. It is obtained in the percentages, the inspection of the obstacle show in past continuous 216, in future continuous 178, past future perfect 174, past perfect continuous 164, past perfect 120, and into infinitive 70. This study showed that the expertise of

students' is little passable, but more of students requires extra effort to learn and practice grammar to be master and capable of active and passive voice form.

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## *The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with Low Self-Efficacy*

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### **Abstract**

Self efficacy is someone's belief of his capability to complete a task or to perform something. Zimmerman and Martinez-Pons, as cited in Kitikanan and Sasimonton (2017: 4) say, "Students with high self-efficacy tend to learn and achieve more than those with low ones". In other words, when someone has high self-efficacy, his/her effort to do writing will be better and it is assumed that their writing achievement will be better as well. On the contrary, students with low self-efficacy often have lower score of writing than the students with high self-efficacy. Then, many techniques work well for only students with high self-efficacy. This study was designed to see whether or not Roundtable technique is effective to be used to teach writing descriptive text for the students with low self-efficacy. The research was done at SMA N 1 Panyabungan. This was an experimental research design with 51 students in the population. The students were spread in three classes which consist of 17 students in each class. Two classes were chosen as the sample by using cluster random sampling technique. One class was the experiment class, and the other was as control class. Students' self-efficacy was tested by using questionnaires. Then, they were grouped into students with high and low self-efficacy. After that they were given treatment. The data were then collected after the treatment was given by administering writing test. The students' writing achievement scores were analyzed by using t-test formula and the level of significance used was 0.05(5%). After being calculated, the value of t-observed was 2.975, whereas the t-table was 2.306. Consequently, Roundtable technique was effective to be used to teach the students with low self-efficacy to write descriptive text at Al-Azhar Islamic Junior High School 32 Padang.

Keywords: teaching descriptive text, roundtable technique, students' self-efficacy

### **1. Introduction**

It has been known that writing is very important. It is very needed in many aspects of life. Therefore, writing is learned early, started at Vocational school. One kind of text that has to be learned in this level is descriptive text. This is the first kind of text that the students learn before recount, narrative, procedure, and report text. It is agreed as the simple text to be learned. As stated in *Descriptive Text in Teaching English* (2010: 1) "A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers".

However, students at Vocational school have problems in writing descriptive text. Rini (2013) conducted a qualitative study on students' ability to write descriptive text at SMk N 2 Kartasura. She found that writing descriptive text was difficult for the students at Vocational School. The students' problems in writing descriptive text were in arranging elements of descriptive text, composing sentences, memorizing the vocabulary, and spelling words. Then, Winda (2016) conducted a qualitative research studied the students' ability in writing descriptive text.

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<http://creativecommons.org/licenses/by-nc/4.0/>. 264 at grade VIII at MTSN Lubuk Buaya Padang. She found that writing descriptive text was difficult for the students. The result of her research revealed that the problems faced by the students were mostly based on two indicators. They were in generic structures and language features. Students found difficulties both in writing identification and description paragraph. However, based on the two indicators, identification paragraph was more difficult for the students than description paragraph. Moreover, students also found difficulties in writing sentences with the correct grammar. Based on these two researches, it can be said that writing is difficult for the students.

In fact, writing is a skill which is rarely taught to learners at high school level level. Ramadani (2014) mentions that students at high school level in Indonesia do not have enough exposure to writing. Writing is limited to producing loose sentences while the skill to develop ideas is not developed. This may hamper students' writing achievement. There are several reasons why writing skill is rarely taught to learners. First, it is difficult to plan and teach this skill. Second, writing skill is not tested in semester or final examination. Third, the teacher is more often preoccupied with explaining the parts (generic structure) of a text than by applying it in a student's writing. Finally, teaching writing skills is very time consuming in the process and also in providing feedback.

Those problems might be not a big problem for the students with high self-efficacy. No matter the teaching techniques used by the teacher, the students would put much effort to finish their writing task. Yet, what happens to the students with low self-efficacy? They would have low motivation to write since they believe that they cannot do the writing activities and believe that they cannot get a good score in writing. As mentioned by Wening (2016) that when the students believe that they have high capability in doing activities in writing, their writing performance would be better than those who have low belief that they have low capability in doing activities in writing. Then, Zimmerman and Martinez-Pons, as cited in Kitikanan and Sasimonton (2017: 4) say, "Students with high self-efficacy tend to learn and achieve more than those with low ones". In other words, when someone has high self-efficacy, his/her effort to do writing will be better and it is assumed that their writing achievement will be better aswell.

Some studies related to the use of Roundtable technique as one of cooperative learning model have been conducted. Hapsari (2011) conducted a study on the use of roundtable technique to improve students' achievement in writing hortatory exposition text in SMA Negeri I Batang" (Hapsari: 2011). The objectives of this study are to investigate whether Roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text and to discover difficulties faced by students of SMA Negeri I Batang in using Roundtable technique in writing hortatory exposition text. To achieve the objectives of the study, she conducted an action research. She used four steps: planning, acting, observing, and reflecting. The students could not write the correct form of hortatory exposition text before the treatment. After they got the treatment, they could write hortatory exposition text in correct organization and grammar. Students' achievement in writing hortatory exposition text improved. In addition, most students were interested in the teaching activities by using Roundtable Technique in writing hortatory exposition text. Then, they were able to apply Roundtable technique

well. From the findings, she concluded that the use of Roundtable technique in teaching writing hortatory exposition text is very beneficial for students. Then, Khaghaninezhad and Kaashef (2014) did a research on applying cooperative language learning techniques in Iranian English Language Teaching (ELT) context. The cooperative learning techniques used were the three-step interview, round-table, think-pair-share, solve-pair-share and numbered heads. The study attempted to investigate the possible effects of applying cooperative learning techniques in Iranian context. The participants of the study were intermediate EFL learners of three private English institutes in Iran. The results showed that cooperative teaching of English as a foreign language had a significant effect on the overall achievement and their pronunciation proficiency of experimental Iranian English learners. Moreover, Tavit and Bilen (2015) investigated the effects of cooperative learning strategies on vocabulary skills of 4th grade students in Turkey. They used several techniques using cooperative learning model. One of the techniques that they used was round table. The study was also designed to ascertain the attitudes of the students in the experimental group towards cooperative learning. The findings reveal that students who are taught by using cooperative learning strategies had better result of vocabulary test. It was also found that the students' positive attitude toward cooperative learning strategies increased progressively during the study.

In addition, Chea and Shumow (2014) studied the correlation between self-efficacy and students' writing achievement at students in Cambodia who learn foreign language. The study reveals that there is a positive correlation between self-efficacy and students' writing achievement. In other words, self-efficacy influences students' writing achievement. Then, Wening (2016) also studied the correlation between self-efficacy and students' writing performance at SMAN I Kalirejo. Based on the study, it was found that there is a significant correlation between students' self-efficacy and their writing performance at SMAN I Kalirejo. It means, when the students believe that they have high capability in doing activities in writing, their writing performance would be better than those who have low belief that they have low capability in doing activities in writing.

## Literature Review

### Self-Efficacy

Self efficacy is someone's belief of his capability to complete a task or to perform something. Bandura (1997:

3) mentions that self efficacy is students' judgment toward his capability to organize and to do courses that are needed to attain designated types of performances. His judgment will influence how they feel, think, motivate themselves and behave in the classroom. Bandura (1997: 3) furthermore says that people who have strong sense of self-efficacy will approach difficulties as challenge rather than a threat to be avoided. In contrast, he says that people who are doubt about his capabilities will avoid difficult task and assume it as threat to be avoided. Moreover, self-efficacy can affect motivation. As stated by Zulkosky (2009: 94) "self-efficacy levels can increase or hamper motivation". When

facing difficulties, students who have a high sense of efficacy for learning should expend greater effort and persist longer than those who doubt their capabilities. It means that students with a high efficacy will work harder when they encounter difficulties.

In addition, working in group can build greater confidence for the students. It is supported by Crandall (1999: 234-235):

“Peer support can be powerful motivator for shy, insecure, or even uninterested students. In cooperative groups, individuals know that they can get feedback and assistance in making their contributions as clear, relevant, and appropriate as possible. This, in turn, can motivate them to continue to try, especially where peers encourage and support their contributions”.

Thus, Students can create and develop self-efficacy as a result of the social persuasions they receive from others in group work structure. These persuasions can involve exposure to the verbal judgments that peers provide. In classroom, students acquire much information about their own capabilities through knowledge of how others perform. It supports the idea that observing similar peers succeed at a task can convey a sense of efficacy to accomplish a task. Students often receive feedback from teachers that they possess capability to perform well.

#### Concept of Writing

Writing is an activity of expressing someone’s ideas which are arranged properly into words and sentences. Nunan (2003: 88) suggests that writing is the process of thinking to invent ideas and express them into statement and paragraph clearly. In writing process, a writer should be able to think and find ideas related to the topic she is going to write. She also has to be able to organize the ideas to create a good product of writing. In addition, according to Brown (2001: 348), “writing is a thinking process”. He then explains that writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It can be inferred that writing cannot be done instantaneously. A writer should think about what she is going to write, have some ideas in their mind, think about how to put the ideas in correct orders, in order to produce a text which can attract people who read it.

Lyons and Heasley (2006: 13) mention, “Writing is a clearly complex process”. Thus, it needs a careful attention. There are some complicated steps need to be done when someone does writing. Brown (2001: 335) then says that written products are the result of thinking, drafting, and revising procedures that require specialized skill. It can be said that people who write needs to be able to think, express ideas, and evaluate the result of their writing. Related to the explanation above, it is understood that writing is a way to express and explain ideas from the writer to the reader. In the process of writing, the writer should be able to organize their ideas or thinking into good paragraph organization to be able to create a good product of writing so that the reader is able to understand it easily.

## Descriptive Text

According to Gerot and Wignell, as cited in Elvira and Ardi (2014: 2), “descriptive text is a text type used to tell how something looks, smells, feels, acts, tastes, sound, etc”. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating mental picture. In short, descriptive text is emphasized in telling something in details.

In addition, descriptive text has two generic structures; identification and description. In identification, learners identify phenomenon or subject that is going to be described. Meanwhile, in description, the learners describe specifically parts, qualities, and characteristics of an object that is being described. Based on the explanation above, we can say that identification introduces or identifies character. Identification, then, is developed in description part. The ideas should be organized to make the reader comprehend the meaning delivered in the descriptive text.

## Assessing Writing

According to O’Malley and Pierce (1996: 139), in examining writing, teacher should look at students and their knowledge which is brought to the text. She has to indicate the purpose and genre of writing to determine how students are going to write. Task may consist of questions or statements that will be used by the students in their writing or conditions under which they will write. They should be given time allocation and resources. In simple words, students should be ready to write.

O’Malley and Pierce (1996: 140) then add, testing writing is to know the students’ ability in using language and students’ ideas through written medium. The purpose of teaching and learning writing is to enable the students to use language skills in social life. In teaching and learning writing, the students are hoped to be able to express ideas into written language.

Heaton (1998: 7) says that by testing writing, students are given opportunity to show ability to perform certain tasks in the language. Teacher can know whether or not the students understand about the text explained by the teacher and teacher can also find out whether or not the students have ability to write the text properly as explained by the teacher.

Furthermore, Heaton (1998: 146) says that there are some components to be tested in writing; they are (1) content/subject, (2), organization / ideas, (3) language uses / grammar, (4) vocabulary / choice of words, (5) mechanics (spelling and punctuations).

According to Peha (2002: 3), writing has all the things below: (a) Ideas which are interesting and important. Ideas are the heart of what the writers are writing about and why the writers choose to write about it, (b) organization that is logical and effective. Organization refers to the order of the writers’ ideas and the way the writers move from one idea to the next, (c) voice that is individual and appropriate. Voice is how the writers’ writing feels to someone when they read it. Voice is the expression of the writers’ individual personalities through words, (d) word choice that is specific and memorable.

Good writing uses the right words to say the right thing, (e) sentence fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression, (f) conventions that are correct and communicative. Conventions are the ways to use punctuations, spelling, grammar, and other things that make writing consistent and easy to read,

Brown says that assessing the students' writing in the class is best served through analytic scoring, which score the organization, logical development of ideas, grammar, punctuation, spelling and mechanics, and style and quality of expression. Meanwhile, according to Jacobs et.al (1981), there are five different categories that needs to be scored in writing, they are content, organization, vocabulary, syntax, mechanics. As the curricular goals vary, the scoring may be tailored. Different emphasis is given based on level. For instance, for intermediate level, an emphasis may be given to syntax and mechanics, while for advance level; an emphasis may be given to organization and development.

#### Review of Related Findings

In order to support this research, several previous studies done by some researchers were presented below. First, Kousar (2009) studied the effect of direct instruction model on intermediate class achievement and attitude towards English grammar. She found that Direct Instruction is especially useful for teaching well structures subjects like Mathematics, English grammar, etc. It is an approach for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction and elimination of misinterpretations can greatly improve and accelerate student learning. In the Direct Instruction approach, teacher's role is to pass facts, rules, or action sequences to students in as direct way as possible. The sample of the study comprised 52 students at the first year who were matched on their ability in English grammar and placed into experimental group and control group on the basis of specially designed pretest. The result of the research is that Direct Instruction Model is consistently better than those of traditional instruction both in terms of achievement and attitude.

On the other hand, another study proved that direct instruction technique is not better than Clustering technique. Styati (2010) studied the effectiveness of clustering technique to teach writing skill viewed from students' linguistic intelligence. It is an experimental research thesis on Descriptive writing for the second semester of English Department of IKIP PGRI Madiun in the academic year 2009/2010. She compared clustering technique and Direct Instruction to teach writing. Her research concludes that students who are taught using clustering technique have better writing ability than those who are taught using Direct Instruction. She conducted a test of linguistic intelligence before doing her research. Related to linguistic intelligence, her research concludes that students who have high linguistic intelligence have better writing ability than those who have low linguistic intelligence.

Then, there is a journal of research in education written by Arra et al. (2011). The title is “Students’ Preferences for Cooperative Learning Instructional Approaches: Considerations for College Teachers”. He compared the acceptability of three cooperative learning techniques: Think-Pair-Share, Three-Step Interview, and Roundtable. Eighty six college students were first exposed to all three distinct cooperative learning techniques and then asked to rate the acceptability of each. Students completed both quantitative and qualitative assessment measures. The results of the study showed that students significantly preferred the Roundtable technique over the Think-Pair-Share and Three-Step Interview techniques.

The other research related to this study is “the use of roundtable technique to improve students’ achievement in writing hortatory exposition text in SMA Negeri I Batang” (Hapsari: 2011). The objectives of this study are to investigate whether Roundtable technique gives contribution to improve students’ achievement in writing hortatory exposition text and to discover difficulties faced by students of SMA Negeri I Batang in using Roundtable technique in writing hortatory exposition text. To achieve the objectives of the study, she conducted an action research. She used four steps: planning, acting, observing, and reflecting. The students could not write the correct form of hortatory exposition text before the treatment. After they got the treatment, they could write hortatory exposition text in correct organization and grammar. Students’ achievement in writing hortatory exposition text improved. In addition, most students were interested in the teaching activities by using Roundtable Technique in writing hortatory exposition text. Then, they were able to apply Roundtable technique well. From the findings, she concluded that the use of Roundtable technique in teaching writing hortatory exposition text is very beneficial for students.

The researcher herself conducted a study about “The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with Low Self-Efficacy”. According to the researchers’ knowledge, no comprehensive work was dedicated to the use of roundtable technique in teaching writing descriptive text at junior high school for the students with low self-efficacy. This research was hoped to be useful in testing whether Roundtable technique brought a positive outcome toward writing achievement of the students with low self-efficacy in writing descriptive text.

#### Operational Definition

In order to avoid misunderstanding in this research, there are several definitions that the researcher is going to explain: The effect is the outcome or result produced by the techniques used (Roundtable technique and Direct Instruction technique) and writing self-efficacy toward students’ writing ability of essay writing.

**Roundtable technique** is one of cooperative learning model where the students sit in teams. They are given a paper and they have to write their response on the paper by taking turns in the team to help them generate ideas. Teacher gives them time and each of the members has to write his response before passing the paper to the other member of the group. Students’ achievement to write descriptive text is an ability to express ideas which describes someone or something in details into paragraphs that are organized



correctly that consist of good introduction, body, conclusion, organization / structure, style, and mechanic. Self-efficacy is the belief or judgment toward their capability related to component of writing and process of writing, students' belief or judgment toward their capability in grading their writing performance. Direct Instruction Technique is a technique in which the teacher arranges steps of teaching carefully in details. It emphasizes well developed and carefully planned lessons and is designed around small learning increments and cleanly defined and prescribed teaching tasks.

## 2. Methodology

In this study, the researcher did experimental research. According to Gay and Airisian (2000: 367), "experimental research is the only type of the research that can test hypotheses to establish cause and effects relationship". The design of this research involved two classes, one is as experimental class that was taught using Roundtable technique and the other is as control class which was taught by using Direct Instruction technique. The use of Direct Instruction technique in control class was based on the consideration that both Roundtable technique and Direct Instruction technique divide the students in groups in doing writing. Therefore, it can be said that both of the techniques use cooperative learning method. However, there are some differences between the techniques which can be seen in the table below.

Table 1.

| Differences between teaching using Roundtable technique and Direct Instruction |                              |
|--|------------------------------|
| Technique Roundtable   | Technique Direct Instruction |

|  |  |
|--|--|
| <p>Teacher initiate the students to understand the generic structure and pattern of a text and then the students are facilitated to generate ideas to produce a text</p> |  |
|--|--|

|  |  |
|--|--|
|  | <p>Teacher initiate the students to understand the generic structure and pattern of a text</p> |
|--|--|

|  |  |
|--|--|
| <p>The teacher can use many sources to get the topic available instructional materials</p> |  |
|--|--|

|  |                                   |
|--|-----------------------------------|
|  | <p>The teacher focuses on the</p> |
|--|-----------------------------------|

|   |  |
|---|--|
| <p>and variations in exposing the topic to the students textbooks</p> |  |
|---|--|

|  |                                   |
|--|-----------------------------------|
|  | <p>such as the worksheets and</p> |
|--|-----------------------------------|

|  |   |
|--|---|
|  | <p>Teacher encourages the students to have many ideas before writing.</p> |
|--|---|

|  |  |
|--|--|
| <p>Through Roundtable technique, students are motivated to find out the ideas because each of the member has the opportunity</p> |  |
|--|--|

|  |  |
|--|--|
|  | <p>The students have chance to check other groups' work and give comment</p> |
|--|--|

The teacher gives feedback and discuss together with the students about writing

Teacher explains the concept clearly and explicitly before students practice writing

Through Direct Instruction technique, the low ability students will be the spectator because the goal is just to finish the work which will be done by the high ability students

The students submit their work to the teacher, no chance to discuss other groups' work

The teacher checks the students work individually when the class finish.

### Population

According to Gay and Airisian (2000: 122), population is the group of interest to the researcher, the group to which she/he would like the result of the study to be generalized. The population of this research was the students at grade VIII of Al-Azhar Islamic Junior High School 32 Padang in the academic year 2018/ 2019. The total number of the population was 51 students who are divided into 3 classes, VIII A, VIII B, and VIII C. Each class consist of 17 students.

### Sampling Procedures

The researcher used cluster random sampling in choosing the sample. Gay (2009: 129) says "cluster random sampling is the process of randomly selecting intact groups, not individuals within the defined population sharing similar characteristics". Another consideration of the use of cluster random sampling was because of its practicality and time efficiency. Gay, Mills, and Airasian (2011: 136) explain that cluster sampling involves less time and expense and generally more convenient.

In this research, there were two classes as the sample. The samples were taken randomly from three classes. Before deciding the experimental and control class, the researcher has done the normality and homogeneity testing of the population from the students' score. The score was taken from their midterm test score. This is based on the consideration that there was only one teacher who taught the eighth grade and she used the same tests for the students. After finding out that the population was distributed normally and homogeneity, the researcher used lottery to decide the classes to be classified as experimental and control class.

### Instrumentation

The instruments used in this research were questionnaire and writing test. The data of students' self-efficacy were taken from the result of self-efficacy questionnaire which consists of 24 items. The questionnaires were developed based on the indicators made by Brunning, the expert of self-efficacy from University of Nebraska which was combined with the indicators from Kauffman who is also from University of Nebraska. Before the questionnaire was given, the items of the questionnaire were consulted with Prof. Dr. Mudjiran, Ms. Kons, as an expert in self-efficacy. He suggested some minor revision in the

items since there were some words which were not suitable. After they were revised, the questionnaire was tried out to find out the validity and reliability. From 24 items of questionnaire, 2 items were not valid due to the coefficient relations that were less than 3 (see appendix 6). Therefore, they were deleted. Since the 22 items already represents the indicators, the researcher took the 22 items as the questionnaire. The ideal score of self-efficacy was 110. The questionnaire was distributed before the teaching and learning process began.

Writing test was designed to know the students' ability and competency in writing skill. As stated by Gay and Airisian (2003: 154), "test is designed to provide information about how well the test takers have learned what have been taught". The writing test was given by attaching four pictures on the worksheet. The students chose one of the pictures that they like to be described. The writer gave space for the students to write. The topic was about describing person, things, and place. Before giving the test to the sample group, the researcher discussed it with the expert in writing, Desvalini Anwar, S.S., M.Hum., Ph.D. to see the validity of the test. Then, after the test was given to the students, the result of the test was checked by two scorers in order to get the reliable scoring. Both scorers were retrained to use the scoring rubric. The scoring used Browns' scoring rubrics (Brown:2003) which use 5 indicators, i.e: organization, content, grammar, mechanic, vocabulary.

### **3. Research Design**

Both experiment and control class was given the treatment. Experimental class was taught writing descriptive text by using Roundtable technique and the control class was taught by using Direct Instruction technique. Each class got 8 meetings. The time allocation for 1 meeting was 4 x 40 minutes. To make sure that the techniques were done based on the procedures that had been set, the researcher taught both classes. After 8 meetings, the students were given the writing test to know which one of the teaching technique that was more effective to teach the students' writing descriptive

### **4. Results and Discussion**

The data in table 4.1 shows the result of writing test for the students who have low self-efficacy in experimental and control class.

Table 2. Writing Test Summary of Students with Low Self-Efficacy in Experimental and Control Class

The table shows that the total score of writing test in the experimental class is 397.5 while in the control class is

The mean score in the experimental class is 79.5 and 69.4 for the control class, which is lower than the experimental class. The maximum score in the experimental class is 88 and minimum score is 72. The range between them is 16. While in the control class, the maximum score is 85 and minimum score is 45. The range between maximum and minimum score is 40.

#### Research schedule

The classes were given the treatment from 20 August to September 12 2018. Meanwhile the test was given on September 17 2018.

After the researcher got the data, the normality testing was used to find out whether the data were normally distributed or not. The result of the data can be seen in the following table:

#### Experimental

17

0.558

0.05

Normal

#### Control

17

0.328

0.05

Normal

Table 3 shows that the result of normality testing of writing test for both experimental and control class were in normal distribution. It can be seen that the value of asymp. Sig (2-tailed) in experimental class and control class are 0.558 and 0.328 which are higher than significance level of alpha 0.05.

Furthermore, normality testing of students' writing test in experimental and control class was grouped into high self-efficacy and low self-efficacy. The data of normality testing from each group are listed below:

Table 4. Summary of Students' Writing Ability Normality Testing in experimental and Control Class Based on Students' Self-efficacy

Class

Students'

Writing Test

N

Asymp. Sig.

(2-tailed)

Significance

Level

Conclusion

Experimental

High

5

0.642

0.05

Normal

Low

5

0.404

0.05

Normal

Control

High

5

0.141

0.05

Normal

Low

5

0.498

0.05

Normal

Clearly, the data from students' writing test with high and low self-efficacy were normally distributed for both experimental and control class. It was proven by the value of asymp. Sig (2-tailed) of each group which are higher than the value of significance level 0.05. The value of asymp. Sig (2-tailed) of students' writing of high student's self-efficacy in experimental class is 0.642 while the value of student's writing with low self-efficacy is 0.404. Then, the value of asymp. Sig (2-tailed) of students' writing with high self-efficacy in control class is 0.14, while the value of students' writing with low self-efficacy is 0.498. Thus, the data of students' writing score with high and low self-efficacy from both experimental and control class are normally distributed.

Then, the homogeneity testing was used to find out whether the data in both experimental and control classes were homogeny or not. The homogeneity testing was analyzed by using SPSS 15 with Levene Statistic Test with 0.05 for the significance level. The result of homogeneity testing can be seen below.

Table 5. Summary of Homogeneity Testing in Experimental and Control Class

Data

Asymp. Sig.

Significance

Conclusion

Writing Test

0.889

0.05

Homogeneous

Self-efficacy

0.210

0.05

Homogeneous

The data from table 5 shows that the significant value of the writing test is 0.889 which is higher than  $\alpha$  (sig >0.05). While the significant value of students' self-efficacy is 0.210 which is also higher than  $\alpha$  (sig > 0.05). It means that the variance of both writing test and the students' self-efficacy are homogenous.

#### Hypothesis Testing

H1 : Roundtable technique gives significant effect on the achievement of low self-efficacy students in writing descriptive text compared to Direct Instruction technique

H0 : Roundtable technique does not give significant effect on the achievement of low self-efficacy students in writing descriptive text compared to Direct Instruction technique

The hypothesis was tested to know whether Roundtable technique gives more significant effect on achievement of students with low self-efficacy in writing descriptive text than those who were taught by using Direct Instruction technique. The results can be seen in table 4.4

Table 6. Summary of Students' Writing Achievement T-test in Experimental and Control Class

Strategy

observed

ttable

Conclusion

Roundtable technique

Direct Instruction technique

2.795

2.306

observed > ttable

H1 is accepted

Table 6 shows the data from both experimental class which is taught by using Roundtable technique and control class which is taught by using Direct Instruction technique. The result of the t-test is 2.795, while the ttable is

2.306.  $t_{observed}$  is higher than  $t_{table}(t_{observed} > t_{table})$ . It means that the H1 is accepted and H0 is rejected, or Roundtable technique gives significant effect on achievement of students with low self-efficacy in writing descriptive text than Direct Instruction technique.

### **Discussion**

The average score of students with low self-efficacy in experimental group was higher than those in control group. It shows that the students with low self-efficacy who were taught by using Roundtable technique were better than students who were taught by using Direct Instruction technique. In other words, the use of Roundtable technique in teaching writing descriptive text is also appropriate to be used for teaching the students with low self-efficacy.

Based on the result of the hypothesis, it can be seen that the mean score of the students' writing ability in experimental class which was taught by using Roundtable technique is higher than the mean score in the control class which was taught by using Direct Instruction technique. It means that the Roundtable technique gives a significant effect on the students writing skill than Direct Instruction technique. The use of Roundtable technique gives students a good way to explore their writing skill. It engages the students actively in some activities during teaching writing. It started from the involvement of students in generating ideas about what to write, then sharing ideas with his friend before writing by their own language about the topic given by the teacher. By doing these activities, the students will be attracted that may encourage further writing. This is supported by Iru's statement (2012: 67) who mentioned that writing activities in the cooperative learning model is started through the activities of thought(think), talk/discussion, exchanging ideas(talk) and write the results of the discussion(write).

The finding of this research is also supported by Stenlev & Siemund (2011: 4) who says that Roundtable is an appropriate technique to improve students' English skills; one of them is writing skill. He also said that this technique is useful for brainstorming, reviewing, or practicing skill. Then, this finding is also in line with Hapsari (2011) who investigated the use of roundtable technique to improve students' achievement in writing hortatory exposition text in SMA Negeri I Batang. The result of this study also convinced that Roundtable technique gives an effective contribution to improve students' achievement in writing text.

On the other hand, in teaching writing using Direct Instruction technique, the students have to follow the detail steps given by the teacher. They listen to the theories, see the example, and then they directly do writing without doing such activities like in the Roundtable technique. The students do not have a chance to generate ideas, share with his friends, and discuss about what they are going to write. This condition can cause the students become confuse about what they are going to write. It also makes the students bored and difficult to think. While, by applying Roundtable technique, the students found a new way that makes the students more motivated to write since it requires students to take an active role in the learning process.



The students can be helped to overcome their writing difficulties by cooperating through some procedures such as writing, editing, and rewriting. Although the students who have low self efficacy believe that they do not have enough capability to write, can achieve a better writing score when they are taught by using Roundtable technique than the low self-efficacy students who were taught by using Direct Instruction technique. It is supported by Stenlev and Siemund (2011: 2), students can simply solve their difficulties quickly by working in group. They also said that when people work in group, it allows them to focus and avoid to be stuck. Then, students can be motivated by other students since each member of the group has something unique to contribute. Other students' idea would broaden their horizons.

## 1. Conclusion

The result of this research indicates that Roundtable technique gives significant effect on the achievement of students who have low self-efficacy to write descriptive text. This technique encourages the students to gain many ideas before writing, share and discuss with their friends, and then practice writing the text in a comfortable atmosphere in the classroom. This research implied that Roundtable technique can be used as an alternative technique in teaching writing descriptive text for the students who have low self-efficacy. This technique provides the opportunity for the students to gather many ideas in writing, learn from their friends, and get rid of the obstacles they face during writing process. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they are also suggested to conduct the same research for other level of population. It is expected that other researcher can conduct a further research by involving another type of text as dependent variable and other aspect as moderator variable.

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## ***The Effect of Using Somatic Auditory Visual Intellectual (SAVI) Method on students' Achievement in Writing Analytical Exposition Text***

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### **Abstract**

This study deals with the effect of using Somatic Auditory Visual Intellectual (SAVI) method on students' achievement in writing analytical exposition text. The objective of the study is to find out whether SAVI method significantly affects the students' achievement in writing analytical exposition text or not. This study was conducted by using experimental group and control group. The population of the study was the students of grade XI of SMK Taman siswa Medan in the academic year 2015-2016, where there were 2 classes of XI Administrasi Perkantoran writer taught by applying lecturing method and at XI Administrasi Perkantoran 2 taught by applying SAVI method with the sample by purposive sampling. The data of the study were obtained from the students' score of writing test. The writer used Pearson Moment Product formula. They were two data used in this study. They were pre-test and post-test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-observed (2,81) was higher than t-table (0,05) (t-observed > t-table) at the level of significance of  $\alpha = 5\%$  and at the degree of freedom (df) = 0,5. it can be concluded that applying SAVI method significantly affects on the students' achievement in writing analytical exposition text or in the other words the hypothesis is accepted.

Keywords : Somatic Auditory Visual Intellectual (SAVI) Method, achievement in writing

### **1. Introduction**

Nowdays, English is one of the international language which have become popular. People use it to have international communication and to cooperate among people in different countries. Because of this reason, Indonesian government decided English to be taught at schools as the first foreign language. There are four language skills in teaching English, there are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Harmer (2004:31) states that writing as one of the skills has always formed part of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as key objective for learners.

Writing is very interesting to be learned, because many learners considered that writing as the most difficult as other skills. Writing is communicative act, a way of sharing , observation, information, thoughts, or ideas with ourselves and other. Through writing, people can explain or describe many things. As a result, people miles away from the writer can get information by reading the written message.

However, writing is one of difficult problem in English skill, because to write a good writing, students have to follow the rules of the target language. For some schools, especially in this school because based on the experience when Teaching Practicing Program (PPL) at SMK Tamansiswa Medan at Jalan Sabaruddin No.8 of academic years 2015/ 2016, the students do not have to master the vocabulary, so that is why they cannot make their written to be a good translating. Then after some weeks the researcher find for

some problems that the researcher think it is hard for that level still do not understand how make a simple sentences. The students did not know how to use a correct grammar in making text or sentences, and then the students was difficult to try to elaborated their ideas and they cannot express their thinking to be written, because when their teacher gave materials do not using method, still teaching in lecturing method and just gave some assignment for them, so that why the writing lesson make their bored and because of all the problems make they are lose confidence in writing.

There are many ways to express writing and one of them is through a text. There are many kinds of texts that should be learned by the students of Senior High School/Vocational High School in learning the writing skill. According to Pardiyono (2007: 1) "text is language in use that consist of spoken and written text". There are some kinds of text that should be mastered by Senior High School/ Vocational School, they are : Description, Recount, Narration, Procedure, Explanation, Discussion, Exposition (analytical, hortatory), News item, Report, Review, Anecdote, and Spoof. One of the text that must be taught the XI grade students is exposition text (analytical).

Based on the explanation above, analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding to persuade readers and listener that something is the case. In other words, this kind of text can be called as argumentation. In analytical exposition text, learn how to share opinions, ideas or arguments in form writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the topic given, and to make persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

Analytical exposition text since this type of text is popular among science, academic community and educated people. Because this text is very beneficial to be taught for Senior High School/ Vocational High School students, so that is why the teacher should have the method for teaching this materials.

Harmer (2004: 330) explains that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness activity, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remind one of important purpose of learning English in the school that is to increase students' interest in learning English. To achieve the purpose, the teacher should understand students characteristics. Moreover, to improve students' ability in writing skill, English teacher should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process.

In teaching writing, the teacher has different kinds of method and strategy. The teacher should know which strategy is appropriate for students. One of strategies which suitable in teaching is Somatic Auditory Visual Intellectual (SAVI) Method.

Sapti and Suparwati (2011: 358) states that in order to increase motivation, attention, comprehension and student achievement, teachers can use SAVI method. The elements of this learning involves the whole activity. Somatic movement related to activity or act. This mean learning to move and act. Auditory related to activities of speaking and listening. Visual activity related to observing and describing. Intellectual activities related to the thinking that is by solving problems and thinking.

Based on explanation above, it is essential to use a suitable and effective method to help the students to solve the difficulty of the students' writing achievement especially in writing analytical exposition text.

### **Description of Somatic Auditory Visual Intellectual (SAVI) method**

SAVI method is one of the learning method that says learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where SAVI comes in (Meier,2000). Learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. Archer (2003:11) describes that learning does not automatically improve by having people stand up, wave their hands in the air and reciting the number 1 to 10 in Japanese. It improves by combining physical movement with intellectual activity and using all the senses.

According to Meier (2000), SAVI combines the different kinds of intelligences and learning styles :

1. S stands for Somatic : it is learning by moving and doing.
2. A stands for Auditory : it is learning by talking and hearing.
3. V stands for Visual : it is learning by observing.
4. I stands for Intellectual : it is learning by Thinking.

Learning is optimized when all four SAVI components are presents in a single learning event. These four component must exist in the learning process and can not be separated one each other because these four elements are complementary. Meier (2000) asserts that four of these elements are all integrated, the best of learning occurs when they are all used simultaneously.

#### **1. Somatic Learning**

Somatic is from the Greek word for body-soma (as in Psychosomatic). It denotes tactile, kinesthetic, hand-on learning-getting physical and using and moving our body while we learn. Somatic learning involves getting active from time to time, for example, while building a model of a process or procedure, doing active learning exercise (simulations, learning games), or creating large pictograms or peripherals.

#### **2. Auditory Learning**

Our auditory minds are stronger than we realize. Our ears continually capture and store auditory information, even without our conscious awareness. And we make our own sounds by talking, several significant arrears of our cerebrum are activated. Auditory learning was standard for most cultures since history began. People would talk out loud to each other, tell each other stories and everyone would listen.

In designing courses that appeal to the strong auditory channels in people, look for ways to get learners to talk about they are learning. Have them translate experience into sound. Ask them to read out loud-dramatically if they wish. Get them to talk out loud while they solve problems, manipulate models, gather information, make action plans, master skills, review learning experiences, or create personal meanings for themselves.

### **3. Visual Learning**

Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning.

### **4. Intellectual Learning**

Intellectual indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and value out of it. It's the reflecting, problem-solving, and meaning-building part of a person.

The intellectual is the sense maker of the mind, the means by which the human being thinks, integrates experiences, creates new neural networks, and learn. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom. Intellectual learners like to engage in activities such as solving problems, analyzing experiences, doing strategic planning, generating creative ideas, accessing and distilling.

### **Description of analytical Exposition Text**

According to Pardiyono (2007), analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding to persuade readers and listener that something is the case. In other words, this kind of text can be called as argumentation. In analytical exposition text, learn how to share opinions, ideas or arguments in form writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the topic given, and to make persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

## **2. Method of Research**

The research was conducted at SMK Tamansiswa Medan at Jalan Sabaruddin No. 8 Medan. The reason for choosing this school because based on PPL (Practice Program Learning). The students have problem in their achievement in English Learning, especially in writing skill. In this case researcher was applied Somatic Auditory Visual Intellectual (SAVI) method.

### **1) Population**

The population of this research were all the students the XI grade of academic year 2015/2016 at SMK Tamansiswa Medan, which consist of five classes. They are XI Ap, XI Ak, and XI TKJ. So the population consists of 127 students. The population is described in the table follow.

**Table 3.1  
Population**

| No    | Class    | Population |
|-------|----------|------------|
| 1     | XI AP-1  | 26         |
| 2     | XI AP-2  | 26         |
| 3     | XI AK    | 13         |
| 4     | XI TKJ-1 | 35         |
| 5     | XI TKJ-2 | 27         |
| TOTAL |          | 127        |

## 2) Sample

Sample was a set of data collected and or selected from a statistical population by a defined procedure. Purposive sampling used in this research. Based on Arikunto, Purposive sampling represents a group of different non-probability sampling technique. Also known as judgment of the researcher when it came to selecting the units (e.g. people, cases/ organization, events, pieces of data) that were to be studied. Usually, the sample being investigated was quite small, especially when compared with probability sampling techniques.

The research used this sample because based on the information from English teacher and based on experience at PPL, when taught in SMK Tamansiswa Medan in two classes (XI Ap1 and XI AP2), the students' achievement were low. Two of class was selected as the sample and describe in the table below :

**Table 3.2  
Sample**

| No    | Class   | Population        |
|-------|---------|-------------------|
| 1     | XI AP-1 | 26 (control)      |
| 2     | XI AP-2 | 26 (Experimental) |
| TOTAL |         | 52                |

## 3. Data Analysis ???

## 4. Conclusion



Based on the data analysis, it can be concluded that teaching writing skill by applying SAVI method significantly affects on the students' achievement in writing analytical exposition text. It can be seen from the data which had obtained in the post-test of experimental group : the total score was 1944 and the mean score was 31,61 , while the data in control group were: the total score was 1733 and the mean score was 21,88. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-observed (2,81) was higher than t-table (0,05), it means that the alternative hypothesis  $H_a$  is acceptable.

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## ***The Effect of Using Chain Story Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan***

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### **ABSTRACT**

The study focused on finding out the effect of applying Chain Story Technique in writing descriptive text. The chain story technique is a technique which is used to make writing class more interesting. this technique is suitable use in writing activity. It can help teacher in teaching learning process and can help students to understand quickly to make summary of the text. The population of the research was the eight grade students of SMP NEGERI 14 MEDAN. There were fourty eight students of the eight grade as the sample of the research. This study was conducted with two randomized class namely experimental class and control class. The experimental class was taught by applying Chain Story Technique, while the control class was taught without Chain Story Technique. The instrument of collecting the data was writing test. The data were analyzed by using reliability (KR21) and t-test formula. The calculation shown that the mean score of students in experimental class is 8,45 and the mean score of control class who are taught without Chain Story technique is 3,25. It can be concluded that the mean score of experimental class is higher than control class. There is a significant difference scores between experimental group and control group. Based on research finding, it is concluded that t-observed is higher than t-table.  $T_{obs} > t_{table}$  ( $p=0.05$ )  $8.813 > 1.679$ . it means that  $H_0$  is rejected and  $H_a$  is accepted. Chain Story Technique significantly affects on the eight grade students of SMP NEGERI 14 MEDAN in writing descriptive text. It is suggested the English Department Students, lecturer and all of people to use this strategy.

**Key words : Chain Story Technique Descriptive Writing Text**

### **1. Introduction**

English is one of the international languages. It has an important role in the world. It is used as a tool of communication among the nations all over the world. English in Indonesia is considered as a foreign language. Teaching English as a foreign language in Indonesia is not simple, it is because the Indonesian students do not easily find similarities between learning English and learning their mother tongue.

Writing calls on two skill that are so different that they usually conflict with each other, Elbow (1998). In other words, by writing, the writer has a media to tell his ideas and communicate them with the readers. The same thing also happens to the students that actually have a chance to write down their ideas and opinions in written forms. Unfortunately, the problem which was explained above, most of the eighth grade get difficulties in writing composition which sometimes make them bored and confused. Of course, some of them are afraid to compose their feelings because of their lack of vocabulary. Moreover, the students often take a quite long time to think of what and how they are going to write. If they do not know the meaning, they need to consult with dictionaries or grammar books.

Junior high school students will learn five kinds of texts in learning English. They are recount text, narrative text, descriptive text, procedure text, and report text. It is also stated in Curriculum 2013 for Junior High School that the students have to be able to

reveal the meaning in the written language of interpersonal and transactional discourse in simple form, formality or informality in the form of recount, narrative, procedure, descriptive and report in their daily lives. Particularly for the Eighth graders of Junior High School, the students must be able to understand descriptive texts.

Nowadays in Indonesia, most teachers still use monotonous technique to teach descriptive text. They often use text book to teach their students whereas the teacher's role is very important to improve the student's interest in learning English language. Such notion is also supported who says that the teachers are more likely to be successful motivators than indifferent or rejecting teachers. That means the teacher should motivate the students not to blame the students for their mistakes or errors.

chain story technique in writing descriptive text achievement of students under certain assumption that chain story can affect their writing skill if they known about chain story and it was very important to understand about chain story in order to get good skill in writing. That was why this research would investigate the effect of using chain story technique in writing descriptive text .

## 2. Methodology

The research design of this study was an experimental quantitative design, to describe the significant effect of chain story in writing descriptive text. Setiyadi (2006:5) states that quantitative design aims to investigate a theory that was existed and the data looked for in attempt to support or reject it. This study consist of two different classes, they were experimental and control class. In experimental class the writer used chain story technique. In control class the writer taught writing descriptive text without chain story technique. The research design presented as follow :

**Table 1. Research Design**

| Class                    |       | Pre test | Treatment                        | Post test |
|--------------------------|-------|----------|----------------------------------|-----------|
| Experimental<br>(VIII A) | class | ✓        | Using chain story<br>technique   | ✓         |
| Control class (VIII B)   |       | ✓        | Without chain story<br>technique | ✓         |

In this research, the population was the second year students of junior high school. The total number of the population was all the students SMP NEGERI 14 MEDAN. It consist of 2 classes, namely class VIII- A and VIII-B. Each class consist of 24 students'. So the total number of the students are 48 students. In this research, the researcher used random sampling to get the sample. The sample took 2 classes. The experimental group was VIII-A and control group was VIII-B, So it consist of 48 students.

The data collected by quantitative data. The quantitative data collected by using writing test that made by teacher. The researcher asked the student to write a descriptive text, the researcher used some categories, they were content, organization, vocabulary, language use, and mechanic.

The pre-test used to know the mean scores of experimental group and control group and before receiving treatment. The teacher gave the test to the students in the SMP NEGERI 14 MEDAN. The pre-test was given to the both group (experimental group and control group) before the treatment. The students asked to write the text. In the treatment, students wrote by applying chain story technique and in the control group, the students wrote without chain story technique.

**Table 2**

| Steps | Experimental group   | Control group  |
|-------|--|--|
| 1     | a) Teacher greet the students<br>b) Teacher gave some explanation about descriptive text and gave example.<br>c) Teacher asked some questions based on the sample of descriptive text. | a) Teacher greet the students.<br>b) Teacher gave some explanation about descriptive text and gave example.<br>c) Teacher asked some questions based on the sample of descriptive text.        |
| 2     | a) Teacher asked students to write descriptive text.<br>b) The teacher collected the students working.   | a) Teacher asked students to write descriptive text.<br>b) The teacher collected the students working.   |
| 3     | a) The teacher used the technique related to write a descriptive text.<br>b) The teacher gave the instruction and asked the students to write descriptive text based on technique.     | a) The teacher did not use the technique related to write descriptive text.<br>b) The teacher gave the instruction and asked the students to write descriptive text but not use the technique. |
| 4     | a) The teacher asked the students to write a descriptive text.<br>b) The teacher collected the students' work.   | a) The teacher asked the students to write a descriptive text.<br>b) The teacher collected the students' work.   |

After applying treatment post test was to find out differences in the mean score of experimental group and control group. The teacher gave a post test to students after treatment in the eight grade SMP NEGERI 14 MEDAN. Both of experimental groups and control groups. It's mean to find out the mean score of experimental groups and control groups. The writer used the post test to know the effect of using chain story technique in writing descriptive text.

### 3. Result And Finding

#### Result

The test results are presented to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects; there were grammar, vocabulary, mechanic, form and fluency. This section presents the finding based on the data obtained from the three raters.

#### Result of pre-test and post test

After giving the pre-test for control and experimental class, the writer saw that the result score is low. Therefore, the writer gave treatment to both of the classes in the different way. In experimental the writer gave treatment by chain story technique, but in control class the writer gave the treatment without using chain story technique. To know

the effect of the treatment, writer gave post-test both of classes. From the result of the testin control class, the lowest score is 50 and the highest score is 77, and the total score is 1,520. In experimental class, the lowest score is 55 and the highest score is 80, and the total score is 1,613. From the result of the test in control class post-test, the lowest score is 58 and the highest score is 82, and the total score is 1,600. In experimental class, the lowest score is 55 and the highest score is 80.

**Table 1.**  
**Pre-test in control class**

| NO           | Control Class |                | Pre-Test (T1) |              |
|--------------|---------------|----------------|---------------|--------------|
|              | Initial Name  | Identification | Description   | Score        |
| 1            | SD            | 20             | 30            | 50           |
| 2            | TY            | 25             | 30            | 55           |
| 3            | LY            | 20             | 35            | 55           |
| 4            | JA            | 25             | 32            | 57           |
| 5            | MJ            | 20             | 39            | 59           |
| 6            | SW            | 20             | 39            | 59           |
| 7            | EK            | 20             | 40            | 60           |
| 8            | DK            | 30             | 30            | 60           |
| 9            | AD            | 30             | 30            | 60           |
| 10           | NB            | 20             | 40            | 60           |
| 11           | FU            | 30             | 32            | 62           |
| 12           | MY            | 23             | 40            | 63           |
| 13           | BM            | 24             | 40            | 64           |
| 14           | LS            | 24             | 40            | 64           |
| 15           | EV            | 25             | 40            | 65           |
| 16           | AT            | 30             | 35            | 65           |
| 17           | MH            | 25             | 40            | 65           |
| 18           | JW            | 25             | 43            | 68           |
| 19           | AS            | 25             | 44            | 69           |
| 20           | RW            | 30             | 40            | 70           |
| 21           | JM            | 30             | 40            | 70           |
| 22           | SR            | 35             | 35            | 70           |
| 23           | BS            | 23             | 50            | 73           |
| 24           | YS            | 37             | 40            | 77           |
| <b>Total</b> |               |                |               | <b>1,520</b> |

**Table 2. Post-test in control class**

| NO | Control Class |                | Post-Test (T2) |       |
|----|---------------|----------------|----------------|-------|
|    | Initial Name  | Identification | Description    | Score |
| 1  | SD            | 28             | 30             | 58    |
| 2  | TY            | 30             | 30             | 60    |
| 3  | LY            | 20             | 40             | 60    |
| 4  | JA            | 30             | 30             | 60    |
| 5  | MJ            | 30             | 32             | 62    |
| 6  | SW            | 20             | 43             | 63    |
| 7  | EK            | 23             | 41             | 64    |
| 8  | DK            | 24             | 40             | 64    |
| 9  | AD            | 24             | 40             | 64    |
| 10 | NB            | 24             | 40             | 64    |
| 11 | FU            | 25             | 40             | 65    |
| 12 | MY            | 25             | 40             | 65    |
| 13 | BM            | 25             | 40             | 65    |
| 14 | LS            | 26             | 40             | 66    |
| 15 | EV            | 26             | 40             | 66    |
| 16 | AT            | 27             | 40             | 67    |
| 17 | MH            | 28             | 40             | 69    |
| 18 | JW            | 30             | 40             | 70    |
| 19 | AS            | 31             | 40             | 71    |
| 20 | RW            | 32             | 40             | 72    |
| 21 | JM            | 34             | 40             | 74    |

|              |    |    |    |              |
|--------------|----|----|----|--------------|
| 22           | SR | 34 | 40 | 74           |
| 23           | BS | 35 | 40 | 75           |
| 24           | YS | 32 | 50 | 82           |
| <b>Total</b> |    |    |    | <b>1,600</b> |

**Table 3.**  
**Pre-test in experimental class**

| NO           | Experimental Class |                | Pre-Test (T1) |              |
|--------------|--------------------|----------------|---------------|--------------|
|              | Initial Name       | Identification | Description   | Score        |
| 1            | AH                 | 25             | 35            | 55           |
| 2            | PS                 | 30             | 30            | 60           |
| 3            | CA                 | 30             | 30            | 60           |
| 4            | AA                 | 30             | 30            | 60           |
| 5            | JH                 | 30             | 30            | 60           |
| 6            | FK                 | 32             | 30            | 62           |
| 7            | RU                 | 30             | 34            | 64           |
| 8            | KZ                 | 30             | 35            | 65           |
| 9            | PW                 | 30             | 35            | 65           |
| 10           | NP                 | 30             | 35            | 65           |
| 11           | VS                 | 25             | 40            | 65           |
| 12           | HS                 | 27             | 40            | 67           |
| 13           | AY                 | 28             | 40            | 68           |
| 14           | MD                 | 30             | 40            | 70           |
| 15           | WP                 | 30             | 40            | 70           |
| 16           | RA                 | 30             | 40            | 70           |
| 17           | RS                 | 30             | 40            | 70           |
| 18           | MM                 | 30             | 40            | 70           |
| 19           | MP                 | 32             | 40            | 72           |
| 20           | FJ                 | 32             | 40            | 72           |
| 21           | DK                 | 34             | 40            | 74           |
| 22           | NS                 | 34             | 40            | 74           |
| 23           | DA                 | 25             | 50            | 75           |
| 24           | SI                 | 30             | 50            | 80           |
| <b>Total</b> |                    |                |               | <b>1,618</b> |

**Table 4. Post-test in experimental class**

| No | Experimental class | Parts of generic structure |                |             |                | Score |        |
|----|--------------------|----------------------------|----------------|-------------|----------------|-------|--------|
|    |                    | Initial name               | Identification | Description |                |       |        |
|    |                    |                            |                | Personality | Profesionality |       | Family |
| 1  | AH                 | 10                         | 18             | 20          | 11             | 59    |        |
| 2  | PW                 | 8                          | 5              | 40          | 5              | 58    |        |
| 3  | CA                 | 19                         | 18             | 19          | 19             | 75    |        |
| 4  | AA                 | 9                          | 18             | 28          | 10             | 65    |        |
| 5  | JH                 | 10                         | 10             | 30          | 20             | 70    |        |
| 6  | FK                 | 10                         | 10             | 30          | 20             | 70    |        |
| 7  | RU                 | 15                         | 5              | 40          | 15             | 75    |        |
| 8  | KZ                 | 8                          | 9              | 39          | 20             | 76    |        |
| 9  | RH                 | 11                         | 18             | 29          | 20             | 78    |        |
| 10 | NP                 | 10                         | 10             | 35          | 20             | 75    |        |
| 11 | VS                 | 5                          | 5              | 40          | 20             | 70    |        |

|              |    |    |              |    |    |    |
|--------------|----|----|--------------|----|----|----|
| 12           | HS | 10 | 10           | 35 | 20 | 75 |
| 13           | AY | 5  | 5            | 40 | 15 | 75 |
| 14           | MD | 15 | 5            | 35 | 20 | 75 |
| 15           | WP | 10 | 10           | 40 | 20 | 80 |
| 16           | RA | 15 | 15           | 35 | 20 | 85 |
| 17           | RS | 20 | 18           | 26 | 13 | 77 |
| 18           | MM | 20 | 5            | 40 | 20 | 85 |
| 19           | MP | 5  | 10           | 35 | 20 | 70 |
| 20           | FJ | 15 | 10           | 40 | 15 | 80 |
| 21           | DK | 19 | 20           | 29 | 20 | 88 |
| 22           | NS | 15 | 20           | 30 | 10 | 75 |
| 23           | DA | 18 | 18           | 39 | 18 | 93 |
| 24           | SI | 20 | 20           | 25 | 20 | 85 |
| <b>Total</b> |    |    | <b>1,814</b> |    |    |    |

### Result of Paired Samples t-test

The result of the study indicated that teacher of english might be familiar with awerences training model in teaching vocabulary. Besides, the english teacher who are teaching vocabulary may this use information to developpe the good skill in listening,speaking,writing and reading.

In this research the score of the sample by using t-test at the level of significance 0.05 base on the calculation that two means of score control group and experimental group are different. The mean score of experimental group and the calculation of t-observed is 8.08 . It is higher than t-table value i.e 1.679 :p=0.05. It means that there was significant effect of chain story technique in writing descriptive text.

### Finding

People use writing to express their ideas and feeling, to communicate with other peaple and also to help remembering fact and details. Descriptive is a text containing two components i.e, identification and description by which a writer describes a person, place, things or animal. The first problem the students have difficulties when they have to social function and generic structure to tell the identification and description. It makes them often just put one or two events in their writing. Second, students cannot arrange the identification and description in a correct chronological order.

To solve the problem, the teacher can use chain story technique in teaching writing. This technique provide the students' space to describe particular person, place or thing, and use temporal words to identification and description. Therefore, by using chain story technique in writing descriptive text because they write a person, place and thing or animal.

### 4. Conclusion

After analyzing the data, it is found that chain story technique significant to increase the students in writing descriptive text. It is indicated from analyzing interpreting the data statisfically that the result of calculation mean score of experimental class who are taugt by using chain story technique is 8.41. It is higher than the mean score of control class who are taugt without chain story technique is 3.66 The result of the calculation, the t-test is 7.91 higher than 1662 at the level of significant of 0.05 of one tailed. It means that Ha accepted.

Based on the result of the study, some conclusion are drawn as follow : there is significant difference of the scores found in both the experimental and control class.

There is significant affect of using chain story technique in writing descriptive text for the eighth grade students' of SMP NEGERI 14 MEDAN. In other words, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

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## ***\ An Error Analysis of Grammatical Features in Report Text by The Eleventh Grade Students of Accounting Major at Smk N 1 Jorlang Hataran***

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### ABSTRACT

This study is purposed to describe the errors in grammatical features of report text. In addition, this study is also aimed to describe the possible causes of those errors. This study applied the descriptive qualitative approach in which the data was obtained from the report texts that were written by the eleventh grade students of accounting major in SMK N 1 Jorlang Hataran. The data were collected by using students' report texts and questionnaires. The data then were analyzed by identifying the errors first, then describing the errors, and the last explaining the errors. The errors that occurred in students' texts are errors in verbs, sentences, prepositions, articles, agreements, pronouns, modifiers, and tenses. The result of the study indicates that the students made 541 grammatical errors which were classified into: 37,15% errors in verbs, 18,85% errors in noun, 15,15% errors in sentence, 11,27% errors in preposition, 7,76% errors in article, 4,06% errors in pronoun, 3,51% errors in modifier, and 2,21% errors in tenses. The students' errors were caused by 31,23% ignorance of grammatical rules, 28,09% incomplete application of rules, 15,89% false concept hypothesized, 13,86% interference of interlingual transfer, 9,05% wrong communication strategy, 1,84% over-generalization

Key words : errors, grammatical features, causes of errors

### **1. Introduction**

Over a billion people speak English as their second or foreign language (Leacock, 2010). Indonesian must learn English to be able to compete with other country. Owing to this, English is now one main subject in school. There are four skills of English language which are learned, they are listening, speaking, reading, and writing. Harmer (2004) regarded writing as an important skill as he stated that being able to write is a vital skill for 'speaker' of a foreign language as much as for everyone using their own first language.

Knapp and Watkins (2005: 17) mention that there are two codes of writing: genres and grammar. Without these codes the process of writing can be frustrating and unproductive process. However, for Indonesian students, these codes cause the students get more difficult to write instead. Every genres are different in rules and organizations that then curtail the students to share their ideas freely on their writing. Just the same as genres, grammar is also considered as one difficulty in producing English writing since English grammar is different with Indonesian rules.

During the teaching practice in SMA N 1 Medang Deras, Batubara, it was found that most of the students faced difficulties in writing. The students' accumulated score then become the preliminary data of this research as an evidence that Indonesian students' writing skill is still low. The data can be seen in the following table.

Table 1.1.

The Percentage of the Eleventh Grade Students' Score in Writing

| 1 <sup>st</sup> semester | >75                   | <75                   |
|--------------------------|-----------------------|-----------------------|
| XI-IA 1                  | 12 students (41,37 %) | 17 students (58,62 %) |
| XI-IA 2                  | 10 students (32,25%)  | 21 students (67,74 %) |
| XI-IA 3                  | 11 students (36,67 %) | 19 students (63,33 %) |
| XI-IA 4                  | 11 students (37,93 %) | 18 students (62,06 %) |
| XI-IS 1                  | 13 students (38,23 %) | 21 students (61,76 %) |
| XI-IS 2                  | 7 students (20,58 %)  | 27 students (79,41 %) |
| XI-IS 3                  | 8 students (24,24 %)  | 25 students (75,75 %) |

*Source: The students' accumulated score of the eleventh grade students at SMA Negeri 1 Medang Deras academic year 2014/2015.*

It can be seen from the table that most of students' score percentage was under the KKM. The minimum criteria mastery was applied 75 meanwhile the students' writing score were still low. The low score was caused by the students failed to write grammatically. In assessing students' writing product, grammar becomes one aspect to be concerned. To produce a good writing, students need to pay attention to the grammatical features of the text. In report text, the grammatical features include the use of present tense, passive voice, action verbs, generalized pronouns, adjectives, and adverbs.

Nevertheless, there are still many grammatical errors in students' writing product. Language usages in Bahasa are different from English usages. Students have been accustomed to use Indonesian usages, then they tend to write English sentence in Indonesian style. Although this may be true, it does not mean that the students' errors in writing are acceptable. Their errors in writing must be corrected in order to make them realize their fault and know what are right. To master the English subject, it is important for the students to understand the correct form of grammar. Another purpose of this correction is to make them not to do the same errors henceforth.

The syllabus of the 2013 Curriculum determines that report text is one writing genre that is learned by the eleventh grade students of senior high school. Reports are written about living things and non-living things in general. As the accomplishment of English subject, students are assigned to build a report text on their own.

Hence, this study analyzes what types of grammatical errors the students made in writing report text. However, this study focuses on errors of the grammatical units on report text only. The word classes that are analyzed in this study are verbs, adjectives, adverbs, prepositions, articles, nouns, pronouns, and conjunctions. The main errors that are concerned is related to the missing words, wrong choice of words and the unclear use of those word classes. Additionally, this study also analyzes the errors in kinds of phrase such as verb phrase, adjective phrase, adverb phrase and prepositional phrase. Moreover, this study does not only discuss about the use of words and phrases, but also the

relationship among sentence elements. It includes the form of the sentence and the arrangement of the words order.

By analyzing the types of students' grammatical errors on their report text, the students' weaknesses in learning grammar will be discovered. The students' weaknesses are seen from the most frequent error of grammatical units they make. Moreover, this study is conducted to find out why students make errors in their writing product. In other words, this study analyzes the possible factors that can cause students' errors. It is expected that the result of this study will help teachers to see their students' development in learning English. Teachers will be able to find better ways to develop their learning in English subject.

Based on the rationale above, the problems of the study are formulated as follows:

- 1) What types of grammatical errors are mostly found in report text of the eleventh grade students of accounting major at SMK N 1 Jorlang Hataran?
- 2) What are the causes of grammatical errors in report text by the eleventh grade students of accounting major at SMK N 1 Jorlang Hataran?

### **Error Analysis**

Error analysis is the methodology of analyzing possible error which may appear in spoken or written language product. According to Brown (2007), error analysis is the study of observing, analyzing, and classifying learners' error to reveal something of the system operating within the learner. In another words, the aim of error analysis is to quantify and record the errors associated with the inevitable spread in a set of measurements, and to identify how we may improve the experiment (Hughes, 2010: 1).

### **Grammar**

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 2006: 4). In essence, grammar is the analysis of language elements that convey meaning. Grammar is usually divided into two parts: accidence or also called morphology, the doctrine of all the forms (inflexions) of the language. The second part is syntax, the doctrine of sentence structure and the use of the forms (Jespersen, 2006: 4).

### **Writing**

Writing is the process of putting ideas or thought into a written form. Coffin et al. (2003: 2) stated that the purpose of writing is for learning that can help students grapple with disciplinary knowledge as well as developing more general abilities to reason and critique.

## **Report Text**

Report is a text that describes living and non-living things in the world. The function of Report text is to document, organize, and store information on a topic (Bruce, 2008: 93). In short, report text is used to describe things or phenomena from a technical point of view.

### 1) Generic Structure

The generic structure of Report text starts with the general statement of classification or a definition about the topic. The general statement is then followed by description of the topic. It is a sequence of facts of the topic that are grouped in a logical order.

### 2) Grammatical Features

According to Knapp and Watkins (2005), in report text, the present tense is predominantly used to indicate timeless information. Other than that, action verbs and linking verbs are used in report text. Sometimes, it uses past participle verbs to describe the topic in passive voice. Adjectives are the grammatical class that tends to carry much of the responsibility for describing. They add extra information to nouns (topic that are being described). They can be used on their own as a single adjective or as part of a noun group. Adverbs are also used to add extra information to verbs to provide description that is more detailed. Beside single adverbs, adverbial phrases are also used in Report text to add more information about the manner, place or time.

## **Error**

Gass and Selinker (2008: 99) stated that if learner produced an error, this was a signal that the learner was having difficulty with a particular structure or sound. According to what Gass and Selinker stated above, it can be concluded that error takes a role as evidence that students still do not understand the material clearly. In other words, error is a proof that teachers need to pay attention to those errors and give more explanation about the vague materials.

## **Causes of Errors**

Students' errors appear because of many reasons. Brown (2007) states that there are four sources of students' errors.

### *Interlingual Transfer*

Students' errors may occur because of students' habits of their mother tongue language. This kind of cause is called negative inter-lingual transfer. Students tend to construct their own rules which are similar with the target language rules, but they are not the correct rules of the target language (Ellis, 2003).

### *Intralingual Transfer*

The intralingual errors are involved in several terms.

#### a. Over-generalization

Over-generalization occurs when the students produce an erroneous usage based on other usage they know in English. The students usually use only the language forms they have already known. Therefore, when they are asked to create sentence in different form, they will produce it based on what they know.

b. Ignorance of rules restriction

Intralingual errors may appear as the result of students' ignorance of language rules. The students fail to write the right sentence because they do not know the restrictions of the language rules.

c. Incomplete application of rules

Errors also may occur when the students do the incomplete application of rules. They possibly write a sentence by leaving out some necessary words or morpheme.

d. False concept hypothesized

The faulty comprehension of distinctions in the target language can also be included into intralingual errors. This source of error deals with the use of inappropriate diction of words.

### *Context of Learning*

Context of learning process is another thing that occasions the students' errors. The errors may appear because of the misleading explanation from the teachers, faulty presentation of structure or words in textbook, or even because of a pattern that was by rote memorized in a drill but improperly contextualized

### *Communication Strategies*

Communication strategies are the students' strategies to avoid the possible problems that may occur in their language products. However, communication strategies can also cause errors if the students determine the inappropriate strategies.

## **Types of Grammatical Errors**

There were eight types of grammatical errors that were analyzed in this study. They were error in sentence, error in using verb, error in using noun, error in using pronoun, error in using preposition, error in using modifier, error in using article, and error in using conjunction.

## **2. Methodology**

This research was conducted by applying descriptive qualitative research that the data collected were the students' experiences in learning grammar to see how far they have mastered grammar. The subject of this study was the eleventh grade students of accounting major in SMK N 1 Jorlang Hataran that consisted of 30 students.

The study used two instruments for collecting data. The first instrument of this research was the report text made by the students, which described the kinds of errors made by the students. As the second instrument, questionnaire was used to analyze the factors that caused students' grammatical errors.

### 3. Findings

The analysis revealed that errors in grammatical features existed in the report texts that were written by SMK N 1 Jorlang Hataran students. There are 541 errors of grammatical features in Report text. Error in verb occurs in 201 cases (37,15%). Then, the error in noun occurs in 102 cases (18,85%). Errors in sentences occurred in 82 cases (15,15%). Then, the errors in preposition are found in 61 cases (11,27%). There are also errors in article that occurs in 42 cases (7,76%). Students produced pronoun errors in 22 cases (4,06%). Then, error in modifier are found in 19 cases (3,51%) and the error in conjunction occurs in 12 cases (2,21%).

#### Error in Verb

Students produced six types of verb errors. The first type is the wrong form of verb. In the example below, the student wrote the verb in active voice whereas it is supposed to be passive voice. The verb must be changed into the form of past participle.

Error : Many money **save\*** in the bank.

Correction : Much money **is saved** in bank.

The second type is the wrong choice of verb. It can be seen from the example that the students use the word '*govern*' which does not suit the noun.

Error : Accountant must **govern\*** accounting.

Correction : Accountant must **master** accounting.

Error in verb also occur when the students omitted verb in a sentence. As it can be seen in the following sentence, the student did not put auxiliary verb between subject and adjective.

Error : The ink color [ ]\* usually blue.

Correction : The ink color **is** usually blue.

The fourth type of verb error is the disagreement between subject and verb. In the example below, the student use infinitive after singular subject. To correct the sentence, the verb '*use*' must be added with suffix *-s*.

Error : Calculator **use\*** battery.

Correction : Calculator **uses** battery.

The fifth type of verb error is the use of unnecessary verb. In the following example, the student wrote two verbs in which one of them is not necessary so it must be omitted.

Error : Ledger book help accountant to **work counting\*** money.

Correction : Ledger book helps accountant to **count** money.

Error in tenses is also one of verb error that students made. The sentence below is supposed to be in present tense but the student left out auxiliary verb before participle verb.

Error : Ledger book **used\*** to noted financial transaction.

Correction : Ledger book **is used** to note financial transaction.

### Errors in Noun

Error in noun occurred in four types. The first is wrong noun diction that mostly occurred. In the following example, the student literally translated the phrase 'money eye' from Indonesian language to refer to currency.

Error : Indonesia **money eye\*** is rupiahs.

Correction : Indonesia **currency** is Rupiahs.

The second type of noun error is the wrong noun form. As can be seen in the sentence below, the student form noun incorrectly. The gerund must be changed into the word stem '*record*'.

Error : Ledger book is the **recording\*** of transaction...

Correction : Ledger book is the **record** of transaction...

The third type of noun is the use of unnecessary noun. The student used the word '*commutation*' which means the process of making something lighter. The word is not suitable for the sentence and it must be omitted.

Error : Calendar is a thing for people to know **commutation\*** month,  
date and year.

Correction : Calendar is a thing for people to know month, date and year.

The fourth type of noun error is the missing noun. In the example below, the verb '*note*' is a transitive verb that must be followed by an object or noun but the student left out the noun by putting an adjective. The adjective must be changed into noun phrase by adding noun '*statement*'.

Error : Ledger book is used to note financial [ ]\* in tables.

Correction : Ledger book is used to note financial **statement** in tables.

### Errors in sentences

Error in sentence occurred in three types. The first type is the misordering words. The sentence below are written out of the right structure. The order of the words must be changed.

Error : Computer fast work than people.

Correction : Computer works faster than people do.

The second type of sentence error is the sentence fragment. The error occurred when the student wrote the dependant clause separately from the main clause. They should be joined because the dependent clause cannot stand alone.

Error : Bank is very importing to many people. **Because them help many people\*.**

Correction : Bank is very important to many people **because it helps many people.**

The third type of sentence error is called run-on sentence. Run-on sentence occurred when two or more clauses are not properly joined or separated. As in the following example, the sentence must be joined by semicolon but the student separated them with an end mark.

Error : Stamp has many **shapes.\* They** are circle shape, oval shape and triangle shape.

Correction : Stamp has many **shapes; they** are circle shape, oval shape and triangle shape.

### **Errors in preposition**

The students produced error in preposition in three types. The first type is the missing preposition that mostly occurred. As can be seen in the following example, the student omitted the preposition before the word '*bank*'. There should be preposition '*of*' to show possession.

Error : There are many kinds [ ]\* bank.

Correction : There are many kinds **of** bank.

The second type of preposition error is the use of unnecessary preposition. In the sentence below, the student wrote two preposition in which one of them is not necessary. The preposition '*for*' must be deleted.

Error : Ledger book is a book **for\*** to write number transaction.

Correction : Ledger book is a book **to** write transaction.



The third type of preposition error is the wrong choice of preposition. For example, the sentence talks about the source of something. Therefore, instead of using preposition 'by', it is more grammatical to use preposition 'of'.

Error : Coin money make **by**\* metal.

Correction : Coin money is made **of** metal.

### Errors in articles

There are three types of article error that occurred in students' texts. The first type is called zero article in which the unnecessary article is added into a sentence. In the example below, article 'the' is used to accompany a certain noun specifically whereas the word 'money' refers to money in general.

Error : The bank that can print **the**\* money is BI or Bank Indonesia.

Correction : The bank that can print money is BI or Bank Indonesia.

The second type of article error is the missing article. In the example below, the student left out article 'the' before the noun phrase.

Error : In Indonesia, [ ]\* center bank is BI.

Correction : In Indonesia, **the** center bank is BI.

The third type of article error is the use of wrong article. As can be seen in the example below, the syllable of the word 'instrument' is started with vowel but the student applied article 'a' instead of 'an'.

Error : Stamp is **a** instrument to ratification important document.

Correction : Stamp is **an** instrument to ratify important document.

### Errors in pronoun

The error in pronoun occurred in four types. The first type is the wrong choice of pronoun. For example, in the sentence below, the student used subjective pronoun instead of possessive pronoun.

Error : In bank, we can save **we**\* money.

Correction : In bank, we can save **our** money.

The second type is the missing pronoun. As can be seen in the example below, the student left out pronoun 'they' as the subject of the second clause.

Error : People like money because [ ]\* cannot live without money.

Correction : People like money because **they** cannot live without money.

The third type is the disagreement between pronoun and its antecedent. It can be seen in the following example that the student used plural pronoun for singular antecedent.

Error : Ledger book usually big and long. **They\*** have many table.

Correction : Ledger book [is] usually big and long. **It** has many table[s].

The fourth type is the use of unnecessary pronoun. For example, in the following example, the student applied subjective pronoun which is not necessary in the dependant clause.

Error : [ ] center bank is BI that **they\*** print money.

Correction : The center bank is BI that prints money.

### Errors in modifier

There were three types of modifier error that were made by the students. The first type is the wrong choice of modifier. The example of wrong modifier diction can be seen in this sentence. The phrase '*long price*' does not suit the word '*money*'. It must be changed into '*illimitable value*'.

Error : Money has **long price\***.

Correction : Money has **illimitable value**.

The second type is the wrong modifier form. In the following example, the student used quantifier '*many*' for uncountable noun. The correct quantifier for uncountable noun is '*much*'.

Error : **Many\*** money save in the bank.

Correction : **Much** money is saved in bank.

The third type of modifier error is the missing modifier. For example, in the following sentence, the student left out quantifier '*many*' to show the quantity of another banks.

Error : There are many bank in Indonesia, BRI, BNI, Mandiri and [ ]\*  
others.

Correction : There are many banks in Indonesia; they are BRI, BNI, Mandiri  
and **many** others.

### Errors in Conjunction

Error in conjunction occurred in two types. The first type is the missing conjunction. As can be seen in the example below, the student made error by leaving out conjunction '*and*' in the end of words in sequence list.

Error : Computer feature monitor, keyboard, [ ]\* mouse.

Correction : Computer feature[s] [are] monitor, keyboard, [**and**] mouse.

The second type of conjunction error is the use of unnecessary conjunction. In the example below, the student added coordinate conjunction to begin a sentence. The conjunction is not necessary so it must be deleted.

Error : Bank can we see in the city. **and**\* in bank we also can save money.

Correction : We can see bank in the city. In bank we also can save money.

### Causes of Errors

There are six sources of students' errors that had been analyzed. There are 166 errors that are caused by the ignorance of rule restriction, 152 errors that are caused by incomplete application of rule, 86 errors that are caused by false concept hypothesized, 76 errors that are caused by negative interlingual transfer, 49 errors that are caused by wrong communication strategy, and 10 errors that are caused by over-generalization. There are eight causes of errors based on the students' opinion, they are lack of knowledge, laziness, difficulty in dealing with grammar rules, lack of vocabularies, dislikeness of English subject, difficulty in building sentence, difficulty in translating, and lack of attention of teacher's explanation.

### 4. Conclusion

This study has discussed the analysis of errors in grammatical features of Report text. The data were taken from the eleventh grade students of accounting major. The errors of grammatical features in Report text are errors in verbs, nouns, sentences, prepositions, articles, pronouns, modifiers, and conjunctions.

The sources of students' errors are the ignorance of rule restriction, incomplete applications of rules, negative interlingual transfer, false concept hypothesized, wrong communication strategy, and over-generalization.

The causes of students' errors are the lack of knowledge, laziness, difficulty in dealing with grammar rules, lack of vocabularies, dislikeness of English subject, difficulty in building sentence, difficulty in translating, and lack of attention of teacher's explanation.

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## *The Effect of Applying Drill Method on In Teaching Students' Writing Ability*

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### ABSTRACT

This research was aimed to develops teaching writing by using drill method as method in teaching writing descriptive paragraph. This study was conducted applying Nana Sudjana (1989:86) theory. The research took place at MTs.Swasta IRA Medan. The sample consisted of class VII. The instruments employed in this study experimental research which consist of pre-test and post-test.. The findings of the study were the quality of the developed technique as media viewed from the experts is very good (88 %). Most students gave positive responses. Most students said that the method was interesting and it could help them to write descriptive texts easily. The results of the test show that the method improved their ability in writing descriptive paragraph (average score: 80, 12).The scoring system was based on five aspects; namely content, organization, vocabulary, language use, mechanics. Therefore, the writer suggests that English teachers develop method as one of the creative way to improve the students' ability in writing descriptive texts.

Keywords: Descriptive paragraph, pictures, writing.

### 1. Introduction

English is a means of crucial communication and occupies the first position in the world because it is used all over the world. In Indonesia, English is included as a foreign language and has been taught in the school, from kindergarten level till university level. Wello et.al. in Rahman (1999:3) added that English as a foreign language can be learned most effectively when it is used as the medium to convey informational content of interest and relevance to the learners. So, the mastery of English is not only needed in academic field but also in the science and technology field.

Writing is an activity that has relevance with idea in mind so can stimulate learning and critical thinking. English is not only can be communicated in oral. Good ability in writing is one of the crucial key to express message to reader. A writing can contains a lot of ideas. Through writing, students can share their knowledge and train them to express their ideas. Writing also means process of communication that conveys ideas and opinion in a written form which suggest that the readers should have similar understanding of what is written. There would be confusion on the part of the readers if their ideas and opinions are not clearly describe. Writing has one of the basic language skills that should be master by students besides listening, speaking and reading. According to Smalley Regina L and Mary K.Ruetten (1986:58) "Descriptive paragraph is a group of sentences that develops one main idea about describing thing,place,person and animal". The description must be organize so that the reader can vividly imagine the scene being describe. The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of details depend on the describer's purpose.

Writing is assumed into the most difficult skill to be learned by the students because many aspects should be mastered such as grammatical and theoretical devices. There are some important parts in writing; some of them are kinds of writing style and some factors that can influence the students' ability in writing. Solahuddin (2009:157) stated that there are four kinds of writing namely narration, description, argumentation and exposition. They have different characteristics and strategies in doing them. While some factors that influence the students' ability are content, organization, vocabulary and mechanics.

Mastering in writing is not easy for the students who are learning English but must get attention from now. According to the result of observation that has been done at MTs. Ira Sasta Medan, the average score in writing still very poor. They are still very poor in writing because they feel that writing is difficult so they do not have motivation to write. They also have difficulty to acquire ideas and do not know how to express in writing form. So far, English teacher has applied a number of strategies or methods to improve students' writing ability. But in fact, the students' writing ability still very poor. In this case, lecturer only uses lecturing strategy. Besides that, it caused by the limitation of media and the media make the student bored for learning process.

Drill method was one the strategies that the researcher suggest to be use to help the students in studying about descriptive paragraph. Nana Sudjana (1989 : 86 ) say that "Drill method (exercise) is an activity doing the same thing, over and over again in earnest with the aim to strengthen an association or perfecting a skill in order to became permanent. Distinctive characteristic of this method is a repetition of events that many times from the same thing. Thus foming knowledge or skill set ready at any moment ready to be used by the relevant. So, Drill Method is a teaching method that can be use to enable the students during the learning process. Because Drill method requires students to always learn and evaluate the exercise given by the teacher. Drill using students' understanding of the material or concepts submitted will be better in order to reach an optimal learning.

Actually, there are many techniques to make teaching interesting, especially in teaching writing. In this part, the researcher will try to conduct Drill Method in writing descriptive paragraph.

Writing is the expression of language that is used to convey and explain idea in form of letter or symbol to reader. It is also a tool and skill of writer to communicate information and ideas to readers in written form. According to Carrol, Wilson and Forlini (2001:3) say that "Writing is one of the most powerfull communication tools it will be used today and for the rest of life. It will be used share and thought and ideas with others end even to communicate with self". Based on the explanation and opinion above, it can be concluded that writing is an activity of expressing idea, feeling, emotion, estimation or opinion in written form. Through writing people give information to the readers about writer's thoughts and ideas which are organized in sentences.

Regina L Smalley (1986:3) say that "Paragraph is a group of sentences that developes one main idea. A paragraph must have idea with all the sentences and contributing to the developments of the main topic in a well contracted paragraph. The topic can be stated in a sentence. The topic sentence may appear in either the beginning or the end of the paragraph. Smalley Regina L. and Mary K.Ruetten (1986:58) "Descriptive

paragraph is a group of sentences that develops one main idea about describing thing, place, person and animal”.

There are types of writing like narrative paragraph, descriptive paragraph and expository paragraph. There are some parts of descriptive paragraph, topic paragraph, controlling idea, topic sentence, supporting sentence, concluding sentence, coherence and unity. Nana Sudjana (1989 : 86 ) say that “Drill method (exercise) is an activity doing the same thing, over and over again in earnest with the aim to strengthen an association or perfecting a skill in order to became permanent.

## 2. Research Methodology and Findings

This research was conducted by using an experimental research which consist of pre-test and post-test. In conduct the experimental research, the sample is divide into two groups experimental and control group.

The subject of this research was the seventh grade students of MTs. Swasta Ira Medan consisted of 83 students.

The data this research was collect by using a writing test. In the test, the students was asked to write a descriptive paragraph based on the topic given. In this research there was some steps that apply to analyze data. They are :

1. Scoring the students’ answer
2. Listing their score into two tables, first for the experimental group and second for the control group scores.
3. Calculating the total score post test in experimental group an dcontrol group.

According to Arikunto (2010:354)

Where :

M : Mean score of sample per-group

N : The amount of samples

X : Standard deviation of Xi and X2

Y : Standard deviation of Yi an Y2

### Experimental and Control Group

| Group | Pre-Test | Treatment             | Post-Test |
|-------|----------|-----------------------|-----------|
| X     | √        | Drill Method          | √         |
| Y     | √        | Free writing Strategy | √         |

Where :

X : Experimental Group

Y : Control Group

V : Treatment

According to Heaton (1998:146) scoring of writing test :

Content :

|       |  |
|-------|--|
| 24-30 | Excellent to very good : knowledge able substantive through development of topic sentence-relevant to assigned topic |
|-------|--|

|       |  |
|-------|--|
| 22-26 | Good to average : some knowledge able to subjective-adequate range-limited development of topic sentences-mostly relevant to topic but lack detail |
| 17-21 | Fair to poor : limited knowledge of subject little substance inadequate development of topic   |
| 13-16 | Very poor : does not show knowledge of subject not substantive not pertinent or not enough to evaluate   |

Organization

|       |  |
|-------|--|
| 18-20 | Very good : exact word, affective word choice and usage, word from mastery appropriate register      |
| 14-17 | Good to average : adequate range, occasional errors of words. Choice but meaning not obscured        |
| 10-13 | Fair to poor : limited range, frequent errors of words, choice usage, meaning confused or obscured   |
| 7-9   | Very poor : essentially a translation, knowledge of English vocabulary, word form or not to evaluate |

Vocabulary

|       |  |
|-------|--|
| 18-20 | Very good : exact word, affective word choice and usage, word from mastery appropriate register      |
| 14-17 | Good to average : adequate range, occasional errors of words. Choice but meaning not obscured        |
| 10-13 | Fair to poor : limited range, frequent errors of words, choice usage, meaning confused or obscured   |
| 7-9   | Very poor : essentially a translation, knowledge of English vocabulary, word form or not to evaluate |

Language

|       |  |
|-------|--|
| 22-25 | Excellent to very good : affective complex construction few errors arguments, test, word order/function, articles, pronouns, prepositions  |
| 18-21 | Good to average : effective but simple construction minor problem in complex construction several errors of agreement, tense, number word order function, articles, pronouns, prepositions but meaning seldom obscured |
| 11-17 | Fair to poor : major problems in simple/complex construction frequent of errors of negotiation, agreement, tense, pronoun, preposition, deletions meaning, confused  |
| 5-11  | Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicate   |

Mechanism

|       |  |
|-------|--|
| 22-25 | Excellent to very good : demonstrate mastery of conversation-few errors spelling, punctuation and capitalization writing sentences |
| 18-21 | Good to average : occasional errors of spelling, punctuation and capitalization writing sentences                                  |



|       |   |
|-------|---|
| 11-17 | Fair to poor : requent errors spelling, punctuation and capitalization, writing sentence poor hand writing meaning confused         |
| 5-11  | Very poor : no mastery of conventions dominate by errors spelling, punctuation and capitalization, paragraph hand writing illegible |

Skills

| Qualitative From       | Quantitative From |
|------------------------|-------------------|
| Excellent to very good | 90-100            |
| Good too average       | 70-89             |
| Fair to poor           | 30-69             |
| Very poor              | 0-29              |

#### 4. Conclusion

The effect of applying drill method on the students' writing ability in descriptive paragraph. This is proved by the mean score of experimental group in posttest was 81.61 (good) classification. While the mean score of control group in posttest was 49.86 (poor) classifications. It showed that applying drill method was more effective to improve the students' writing ability in five component (content, organization, vocabulary, language use, and mechanics). It indicated the alternative hypothesis (H1) was significantly approved. In addition, the effect of Drill method significantly improved the students' writing ability in term of content, organization, vocabulary, language use and mechanics.

Based on the result of this research and conclusions above, the researcher gives some suggestions as follows:

1. In teaching writing especially descriptive text to the students, the English teacher should use an appropriate strategy which can create a good atmosphere and classroom situation to be fun so can make them relax and enjoy getting the material. One of the appropriate strategies is Drill Metod.
2. For the students, who want to improve their writing ability especially in descriptive paragraph, should use drill method strategy because drill method is creative and effective way to make note and will map our minds. So, there will a lot of ideas from the topic that can be developed. Furthermore, the students will not get bored for teaching and learning process because they not only use their left brain but also use their right brain at the same time
3. For the next researcher who wants to do the next research. The researcher hopes to conduct a research on the other skill.

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