THE ANALYSIS OF METAFUNCTIONS ON THE SONG LYRIC "HERO"

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Abstract

The aim of this study is to analyse the metafunctions realized in the song lyric "Hero". The writer analyzed three kinds of meaning: interpersonal, ideational and textual meaning. There were 32 clauses that appeared in this song. Based on the analysis of interpersonal meaning, the most dominant Mood Types used in this lyric was Declarative, which appeared 27 times. Based on the analysis of ideational meaning, Material Process is revealed through 9 clauses; 8 clauses of Behavioural Process, 6 clauses of Mental Process, 6 clauses of Attributive Process and 3 clauses of Existential Process. Based on the analysis of textual meaning, the writer

found that in Topical Theme there were 25 clauses identified as nominal group as theme which belongs to Unmarked Topical Theme and it became the most dominant Theme realized in this song lyric. In Marked Topical Theme there was 1 clause as Prepositional Phrase as Theme and 1 clause as Complement as Theme. In textual theme there were 13 clauses identified as Conjunction or Structural and 4 clauses as Theme in imperative.

Keywords: analysis, metafunctions, song lyric

A. Introduction

There is a song which always inspires the writer which maybe also inspiring so many people around the world. This is one of songs in the "Music Box", the third album of Mariah Carey entitled "Hero". It was released on October 19th 1993 via Columbia records. The song obtained success in international markets and reaches so many achievements such as became Carey's eight chart topper on Billboard Hot 100. Additionally, it was ranked number 53 on Decade-End Chart. Outside the United State, "Hero" enjoyed strong charting, reaching the top five in Canada, France, New Zealand and Norway. Topping chart in Ireland, the United Kingdom (UK) and becoming one of the biggest selling songs in British history. "Hero" also won two American Society of Composers, Authors and Publishers (ASCAP) Rhythm & soul music awards, one American Society of Composers, Authors and Publishers (ASCAP) pop music award and also one Broadcast Music Incorporation (BMI) Pop award for song writer award *(https://en.wikipedia.org/wiki/*

Hero_(Mariah_Carey_song). Moreover, this song also motivates the writer to be a better and a strong woman.

Besides those magnificent achievements, lyrically "Hero" is regarded as one of Carey's most inspirational and personal ballads. It has deep and motivational lyric. Each of the lyric conveys a message to the people but, every people has their own interpretation of meaning for each lyric of this song. Halliday and Hasan (1985: 23) argue that every sentence in a text is multifunctional. It has its own purposes whether to deliver message or other social purposes. Therefore, it is very interesting to understand some stretch of language or to learn the meaning of the sentences especially the meaning of each lyric on this inspiring song.

According to Halliday (1975: 17), when person uses language, there are three possible meanings that will be realized. Those three kinds of meaning are called metafunctions. As stated by Gerot and Wignell (1994: 22), clauses signal three types of meaning namely ideational, textual and interpersonal.

Based on the above phenomenon, the writer feels interested to analyze this inspiring song through functional grammar analysis which focuses on metafunctions that are realized in the song lyric "Hero".

B. Literature Review

Metafunctions consist of three kinds of meaning. Gerot and Wignell (1994: 12-14) state that clauses simultaneously encode three strands of meaning. Those three meanings will be explained as follows:

1. Interpersonal Meaning

According to Gerot and Wignell (1994: 13), the interpersonal meanings are meanings which express a speaker's attitudes and judgments. These are meanings for acting upon and with others. Based on Halliday and Hasan (1985: 20) the sentence is not only a representation of reality, but it is also a piece of interaction between speaker and listener. In Interpersonal meaning language is a way of acting. This meaning focuses on the interactivity of the language, and concerns the ways in which we act upon one another through language.

The analysis of interpersonal meaning deals with two components, are Mood element and Residue element of the clause.

a. Mood

Gerrot and Wignell (1994: 25) state that the Mood elements consist of two parts: the Subject, which is realized by a nominal group, and the Finite element, which is part of the verbal group.

1) Subject

Based on Gerrot and Wignell (1994: 28), the Subject is that upon which the speaker rests his case in exchanges of information, and the one responsible for insuring that the prescribed action is or is not carried out in exchanges of goods and services.

2) Finite

The Finite element has the function of anchoring or locating an exchange with reference to the speaker and making a proposition something that can be argued about. It does this in three ways: through

primary tense, modality, and polarity (Gerrot and Wignell, 1994: 27-28).

a) Primary Tense

Primary tense is past, present or future at the moment of speaking. 'Now' is the reference point.

b) Modality

Modality indicates the speaker's judgment of the probabilities or the obligations involved in what he or she is saying.

c) Polarity

Polarity can be identified by using positive or negative form. Moreover, finiteness combines the specification of polarity with the specification of either temporal or modal reference to the speech event.

b. Residue

Gerrot and Wignell (1994: 31-35) divide the Residue into several elements, namely: Predicator, Complement(s), and Adjunct(s).

1) Predicator

If there is a verb in a clause, it can be mentioned as Predicator, it tells what is doing, happening or being (in progress). It is usually preceded after single Finite. Predicator also can be identified without Finite clause,it is called non-Finite ('to' + verb and verb + 'ing') clauses.

2) Complement

The question such as 'is/had what', 'to whom', 'did to what' will be answered by the Complement.

Complements have the potential to be Subject.

3) Adjunct

The Adjunct is most frequently associated with adverbial and prepositional phrases, though occasionally it may be realized by a nominal phrase (Morley, 2000: 104) while Complements have the potential of being the Subject but Adjuncts do not have this potential. Gerrot and Wignell (1994: 34-35) divide Adjunct into four. They are:

a) Circumstantial Adjuncts

Circumstantial Adjuncts answer the questions 'how', 'when', 'where', and 'by whom'. In the other case, it's almost same as Adverb.

b) Conjunctive Adjuncts

In the other side, we usually call Conjunctive Adjunct by conjunction, such as 'for instance', 'anyway', 'moreover', 'meanwhile', 'therefore', 'nevertheless', etc.

c) Comment Adjuncts

Comment Adjuncts is marked by expression of speaker's comment on what he or she is saying, such as 'frankly', 'apparently', 'hopefully', 'broadly speaking', 'understandably', 'to my surprise'. They use interpersonal rather than textual meanings but fall outside of Mood-Residue structure.

d) Mood Adjuncts

Mood Adjuncts both express interpersonal meaning and do fall within Mood structure. It relates specifically to the meaning of the finite verbal operators, expressing probability, usuality, obligation, inclination or time (Gerot and Wignell, 1994: 35).

c. Mood Types

Gerrot and Wignell (1994: 38-42) realize the Mood by the position in the clause of the Subject and Finite. The types of Mood will be shown below:

1) Indicative Mood

Indicative Mood is symbolized by (↘) the features Subject + Finite. It is divided into two, they are Declarative and Interrogative. Declarative can be marked and unmarked. Meanwhile, Interrogative has four types. The first is polar (yes/no question, the second is WH question: querying Subject, the third is querying residue and the last is exclamatives.

2) Imperative

The mood element in imperative take account of Subject + Finite, Subject only, Finite only, or even have no Mood element but there is a Predicator.

2. **Ideational Meaning**

Gerot and Wignell (1994: 12) argue that ideational meanings are meanings about phenomena about things (living non-living, abstract and concrete) about goings on (what

things are or do) and the circumstances surrounding these happenings and doings.

There are, in fact, three semantic categories which explain in general way how phenomena of the real world are represented as linguistic structures those are circumstances, processes, participants.

a. Circumstances

Gerot and Wignell (1994: 52-53) assert that circumstances answer such questions as when, where, why, how, how many, and as what. They realize meanings about time, place, manners, cause, accompaniment, matter, and role.

b. Processes and Participants

Processes are the central of Transitivity. It is realized by the verbs. Traditionally, verbs have been defined as doing verb. However, there are seven kinds of processes indicating that some verbs are not doing verb at all but express states of being and having. The seven kinds of processes will be explained as follows (Gerot and Wignell, 1994: 54-73):

1) Material Processes

It is the processes of material doing. It expresses that some entity does something physically. The clauses with material process obligatory have a doing (process) and doer (participant). The entity who does something is *Actor* and the entity which may be done is *Goal*.

2) Mental Processes

It is a process of sensing such as feeling, thinking and perceiving. The participant roles of the mental processes are

the Senser and *the phenomenon. The Senser* is the entity who which conscious can feel, think, or see and *the phenomenon* is that which sensed, it can be felt, thought, or seen. There are three types of mental process: Affective and Reactive, Cognitive, and Perceptive.

3) Behavioral Processes

Behavioral processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. The participant of behavioral processes is *the Behaver.*

4) Verbal Processes

Verbal processes are processes of saying. The participant of these processes is *the Sayer.* There are three other participants in verbal processes. Those are: *Receiver, Target,* and *Range/Verbiage*.

5) Relational Processes

Relational processes involve states of being (including having). There are two kinds of relational process: Identifying and Attributive.

6) Existential Processes

Existential processes are processes of existence and expressed by verbs of existing such as 'be', 'exist', 'arise' and the *Existent* can be a phenomenon of any kind.

7) Meteorological Processes

Meteorological processes are processes that related to the weather or meteorological.

3. Textual Meaning

Textual function deals with the message delivered by the text. It organizes ideational function and interpersonal function in coherent. This function can be analyzed through Theme-Rheme system. Theme is the element which becomes the point of departure of the message. It is about what the clause is concerned. Meanwhile, Rheme is the reminder of the message in which theme is developed (Halliday, 2014: 89). According to Gerot and Wignell (1994: 104), Theme can be divided into several categories. Those are:

a. Ideational Theme

Ideational or *Topical* Theme contains two parts: Unmarked Topical Theme and Marked Topical Theme. The Unmarked Topical Theme is also a Subject. It may also be Nominal group complexes, embedded clause. Meanwhile, the Marked Topical Theme is not a Subject, but it may also be Adverbial, Prepositional phrase or Complement.

b. Textual Theme

Textual Themes relate the clause to its context. There are three types of textual theme: Conjunctive Adjunct, Conjunction, and Continuative. Conjunctive Adjuncts are free to move in a clause. Conjunctions are pretty well restricted to being at the beginning. Conjunctions tend to provide Textual Themes within a clause complex and are called *Structural Themes*. Continuatives are a small set of item which, if they are there, are always at the beginning of the clause and signal that a

new move is beginning. For example: well, right, anyway, of course.

c. Interpersonal Theme

Interpersonal elements occurring before The Topical Theme are also thematic. It may be Modal Adjunct, Vocatives, Finite or Wh-elements.

d. Clause as Theme in Clause Complex

If the dependent clause comes first then the dependent clause is preserved as the Theme for whole clause complex. Each clause also has its own Theme and Rheme structure.

e. Thematic Equatives

These occur in certain identifying clauses where the Theme and Rheme are equated with each other.

f. Predicated Theme

The form of these Themes: *it + be +*.......

g. Interrogatives Theme

Polar: here the Finite precedes the Subject and is thus Thematic if the Subject is also the Topical Theme.

h. Imperatives Theme

There are Themes that contains of imperative clause and there are ways to identify Theme. One of them is as Rheme only.

i. Exclamatives Theme

This Theme contains of Wh- element plus either a nominal group or adverbial group.

C. Method of Investigation

The method covers the research design, the source of data, technique of data collection, and technique of data analysis.

1. **Research Design**

Descriptive qualitative research was implemented by the writer to analyze the metafunctions on the song lyric "Hero". Denzin and Lincoln (1994: 4) in Muhammad (2011: 30) state that qualitative research is multi-method in focus, involving in interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, trying to make sense of or interpret phenomena in terms of the meanings the people bring to them. Qualitative research includes the studies use and collection of variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moment and meaning in individual's life. In this study, the writer accumulated and analyzed the data qualitatively and presented the findings of this study descriptively.

2. **Source of data**

The source of the data in this study is "Hero" a song by American Singer Mariah Carey. It was released on October 19th 1993 via Columbia records as the second single from Carey's third studio album, Music Box (1993). The song was written and produced by Carey and Walter Afanasieff. (*https://en.wikipedia. org/wiki /Hero_(Mariah_Carey_song)*.

3. **Technique of Data Collection**

To collect the required data, the writer listened to the song carefully and took a note the each lyric that appeared on the song. After that,

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the writer divided it into the clauses then analyzed it through metafunctions. The writer applied *Simak Bebas Libat Cakap* (*SBLC*) method to collect the data. Mahsun (2014: 243) points out that *Simak Bebas Libat Cakap* is a research method by which the writer taps the language behavior in the speech event with no direct involvement in that phenomenon. In this study, the writer had a role only as observer of the informant language.

4. Technique of Data Analysis

In this study, the writer divided all the data in the song lyric into clauses. The following steps were used in analyzing the data:

a. Rewriting each clause
b. Segmenting each element in each clause by using segmenting immediate constituent technique *(Teknik Bagi Unsur Langsung)* as recommended by Sudaryanto (1993) in Muhammad (2011: 222)
c. Labeling/identifying the parts of the clause in terms of Mood system, Transitivity, Theme and Rheme
d. Describing each analysis of Mood system, Transitivity, Theme and Rheme in each clause
e. Establishing conclusion

D. Discussion

After identifying each clause in the song lyric "Hero", here is the analysis of metafunctions which consists of interpersonal meaning, ideational meaning and textual meaning.

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1. Interpersonal Meaning

The analysis of interpersonal meaning deals with two components. They are Mood element and Residue element of the clause. Mood system is a system which describes the types of clauses which is being carried in a verbal interaction whether it is indicative (declarative, interrogative) or imperative.

Mood has two types. The first is Indicative. It is realized through the pattern of Subject and Finite. The order of the Subject and Finite realizes declarative and interrogative.

The Declarative Mood may indicate that the author is claiming higher status or expertise than the reader. Declarative sentences express statements, but they often have other functions too. Declarative sentences typically have Subject + Finite. There are 27 clauses marked as declarative among 32 clauses in the song lyric.

The next mood type is Imperative Mood. The Imperative Mood may be used to convey a command. Thus the use of imperatives indicates that the writer of the song or the singer of the song is in a position of greater power than the readers or listeners. Imperative sentences express directives, such as orders, instructions, requests, invitations etc. Imperative Mood typically comprises Subject and Finite, or Subject only, Finite only, or even they may have no Mood element. There are 5 clauses of "hero" song lyric which are indicated as Imperative Mood.

2. Ideational Meaning

Ideational meanings are meanings about phenomena about things about goings and the circumstances surrounding these happenings and

doings (Gerot and Wignell, 1994: 12). There are, in fact, three semantic categories which explain in general way how phenomena of the real world are represented as linguistic structures. Those are circumstances, processes, participants. The process is the central of Transitivity. There are five processes which exist in the song lyric "hero" namely Material Process, Mental Process, Behavioral Process, Relational Process and Existential Process. The followings are the list of each clause of the song lyric in their own process:

a. Material Process

There are 9 clauses which are involved in Material Process.

b. Mental Process

There are two clauses which belong to Mental Process: Affective. Moreover, there are three clauses in this song lyric which belong to Mental Process: Cognitive. Furthermore, there is only one clause which can be identified as Mental process: Perceptive.

c. Behavioral Process

There are eight clauses which belong to Behavioral Process.

d. Relational Process

There are six clauses which belong to Relational Process. All of these clauses belong to Attributive Process.

e. Existential Process

There are three clauses in "Hero" which belong to Existential Process.

3. Textual Meaning

Textual function deals with the message delivered by the text. It organizes ideational function and interpersonal function in coherent.

This function is realized through Theme-Rheme system. Theme is the point of departure of the message. Meanwhile, Rheme is the remainder of the message in which Theme is developed. In this song lyric the writer found kinds of Theme structure such as: Topical Theme which contains Unmarked Topical Theme (Nominal group as Theme), Marked Topical Theme (Prepositional Phrase as Theme and Complement as Theme), Textual Theme (Structural) and Theme in Imperative.

a. Topical Theme

There are two types of Topical Theme, namely Unmarked Topical Theme and Marked Topical Theme.

1) Unmarked Topical Theme

There are 25 clauses found in this song lyric which can be identified as Unmarked Topical Theme and belong to Nominal Group as Theme.

2) Marked Topical Theme

There are 2 clauses found in this song lyric which can be identified as Prepositional Phrase as Theme and Complement as Theme which belong to Marked Topical Theme.

a) Prepositional Phrase as Theme

There is 1 clause found in this song lyric which can be identified as Prepositional Phrase as Theme which belongs to Marked Topical Theme.

b) Complement as Theme

There is 1 clause found in this song lyric which can be analyzed as Prepositional Phrase as Theme which belongs to Marked Topical Theme.

c) Textual Theme

There are two types of Textual Theme that is Continuative and Conjunction or Structural Theme. Based on the data findings, there are no Continuatives but only Structural or Conjunction which appear in this song lyric. There are 13 clauses which can be analyzed as Structural or Conjunction exists in this song lyric.

d) Theme in Imperative

There are 5 clauses found in this song lyric which can be identified as Theme in imperative.

E. Conclusion

The analysis of interpersonal meaning on the song lyric "Hero" is realized in the wordings of the clauses based on the Mood (Subject, Finite) and Residue (Predicator, Complement, Adjunct) element. There are two Mood types namely Imperative and Declarative appearing in this song. Based on the analysis, the most dominant Mood Types used in this lyric was Declarative. It appeared 27 times while Imperative Mood was founded 5 times. Moreover, according to the analysis of Modality through the use of Finite Modal and Mood Adjunct, the results of analysis found only few modalities, and all of them were in the form of modals Finite. The modals Finite which appeared were "can" and "will". "Can" was categorized in low degree of modality, and "will" was categorized as Medium degree of modality.

Based on the analysis of ideational meaning, the song lyric "Hero" contained 32 clauses. There were 5 kinds of process revealed in this song lyric

such as Material Process, Mental Process, Behavioral Process, Relational Process (Attributive Process) and Existential Process. The song lyric "Hero" was generally encoded by Material process through 9 Material clauses revealed on it, while the Behavioral Process is in the second place with 8 clauses, 6 clauses of mental process, 6 clauses of Attributive Process and 3 clauses of Existential Process. Furthermore, the participants appeared in this song lyric are Actor: 7, Goal: 5, Senser: 6, Phenomenon: 1, Behaver: 5, Range: 2, Carrier: 4, Attribute: 4, and Existent: 3. Besides, there were 5 kinds of Circumstance revealed in this song lyric. They were Circumstance of place: 6, Circumstance of cause: reason: 1, Circumstance of Manner: 2, Circumstances of Manner: comparison: 1, Circumstance of cause: behalf: 1.

According to the result of textual meaning analysis on the song lyric "Hero", the writer found that in Topical Theme there were 25 clauses identified as Nominal Group as Theme which belongs to Unmarked Topical Theme and it becomes the most dominant Theme realized in this song lyric. 1 clause as Prepositional Phrase as Theme and 1 clause as Complement as Theme which belong to Marked Topical Theme. In textual theme there were 13 clauses identified as Conjunction or Structural and 4 clauses as Theme in imperative.

Acknowledgement

writers' beloved parents and family, and all of the writers' friends, who always support.

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THE EFFECTIVENESS OF "SNOWBALL THROWING" METHOD IN TEACHING WRITING PROCEDURE TEXT

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Abstract

The objective of this true experimental study was to find out whether "Snowball Throwing" method is effective or not to teach writing procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0,816=81,6 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* was 0,000 (less than 0.05). It means that both of classes had same variant but had different achievement. It can be seen from

comparing the means both of the classes; it was found that the mean of experimental class was 84.95 which were higher than control class 77.72. Then the result of the mean of post-test of experimental class was 84.95 which were higher than pre-test 66.95. It could be concluded that "Snowball Throwing" method was effective in teaching writing procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016.

Keywords: effectiveness, snowball throwing method, writing, procedure text

A. Introduction

Teaching is a process in the classroom. The teacher gives material to the students. She/he is not only giving the material, but also sharing the new knowledge and information to the students. Pardiyono (2010: 1) states that teaching is the way of the teacher to give the students' knowledge. The teacher must prepare all of the material that will be given to the students. Especially in teaching English text, the material should be well prepared because teaching genre of text in junior high school level is not easy.

Writing genre of text needs some practices, because writing activity is one of the learning language components that should be also mastered by the students. Pardiyono (2012: 1) states that writing is a kind of activity that can be shared about new information that will be given to another people. Writing is not only about grammar, lexical, vocabulary, but also about the content of the text. Based on the writer's survey in SMP Negeri 1 Paguyangan on 16th December 2015, the writer

found that the students got some problems when they read and rewrite the text. They could not arrange the sentences into a good paragraph.

The students felt difficult to understand the text especially procedure text. They felt confused when composing it. They were also lack of vocabulary. The students did not know the steps when they composed procedure text especially in written text jumble word.

The writer wants to apply the method of "Snowball Throwing". It is one of cooperative methods that asks the students to be active in writing, they can discuss with their friends about the material.

Based on this problem, the writer is interested to conduct the research entitled "The Effectiveness of "Snowball Throwing" Method in Teaching Writing Procedure Text (An Experimental Study on the Seventh Grade Students of SMP Negeri 1 Paguyangan in the Academic Year 2015/2016)".

B. Literature Review

The theories reviewed here are related to procedure text and "Snowball Throwing" method.

1. Procedure Text

Pardiyono (2010: 31) states that procedure text is the kind of text contains of instructions or to finish some job. Anderson (2003: 50) says that procedure text is a piece of text that gives us instructions for doing something.

a. The Purpose of Procedure Text

According to Anderson (2003: 50), the purpose of procedure text is to explain how something can be done. According to

Pardiyono (2010: 41), the main purpose of a procedure text is to tell the readers about the steps of how to accomplish a job – to tell how a job is completed.

b. The Kinds of Procedure Text

Anderson (2003: 51) says that there are some kinds of procedure text, which are:

1) Directions (use something, get something)
2) Recipes (food, cake, drink)
3) Instruction Manuals (use ATM, play game, make a toy)
4) Itineraries (the plan of trip)

c. The Language Features of Procedure Text

Anderson (2003: 52) states that the language features usually found in a procedure text are:

1) The use of technical language
2) Sentences that begin with verbs and are stated as commands
3) The use of time words or numbers that tell the order for doing the procedure
4) The use of adverbs to tell how the action should be done

d. The Generic Structures of Procedure Text

Based on Anderson (2003: 52), there are generic structures of procedure text. Those are:

1) Introducing and aim of the procedure (the goal)
2) List of materials needed for doing the procedure (material)
3) A sequence of steps in the order they need to be done (the steps)

2. "Snowball Throwing" Method

It will be explored more about the definition, the steps, and the advantages of "Snowball Throwing" technique.

a. The Definition of "Snowball Throwing" Method

Sunistini et al (2011: 3) state that "Snowball Throwing" is a method can use to give concept about the difficult material to the students and it is can uses to know the students' knowledge and understanding about that material.

b. The Steps of "Snowball Throwing" Method

According to Suprijono (2015: 147), the steps of "Snowball Throwing" method are:

1) Teacher prepares the material to be presented.

2) Teacher calls each group leader to give an explanation about the material.

3) Each group leader goes back to the groups respectively and explains the material to his friends.

4) Then each student is given a worksheet, to write down a question concerning any matter that has been described by the leader of the group.

5) Then the paper contains of questions made like a ball and thrown from one student to another student for ±15 minutes.

6) After the students get one ball/one question is given the opportunity to students to answer questions that are written in the form of a ball of paper in turn.

7) Evaluation, the students make procedure text from the picture and the question.

8) Conclusion, the teacher gives flashback about the material and gives the students some questions.
c. The Advantages and Disadvantages of "Snowball Throwing" Method

According to Shoimin (2014: 176), the advantages of using Snowball Throwing Method are:
1) The class atmosphere becomes enjoyable because the students play by tossing the paper ball to other students.
2) Students have the opportunity to develop their ability to think because they are given the opportunity to create the questions and given to other students.
3) The student is ready with a wide range of possibilities because students do not know about the question that made by their friends.
4) Students can be active in learning process.
5) The teacher does not make media because the students directly involved in the practice.
6) Learning process is more effective.
7) The three aspects of cognitive, affective, and psychomotor can be achieved.

According to Shoimin (2014: 178), the disadvantages of using "Snowball Throwing" Method are:
1) It depends on the students' ability to understand the material so that the students only mastered slightly. It can be seen from the questions is made by the students only about the material that has been described, or the examples of questions that have been given.

2) The leader of the group cannot explain the material well, so it can barrier another students to understand the material given so it needs more time to discuss the material.
3) There is not personal quiz and group reward so when grouping the students not motivated to work together. But it is possible for teachers to give the personal quiz and group reward.
4) It takes a long time.
5) The naughty students make noise.
6) Classes are often noisy because the group created by the students.

C. Method of Investigation

The method covers the research design, the source of data, technique of data collection, and technique of data analysis.

1. Research Design

In this research, the writer used true experimental design (pre and post-test control and experimental class design) to identify the effectiveness of "Snowball Throwing" method in teaching writing of procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. There are two groups in pre and post-test control and experimental class design that were chosen randomly, and then they were given pre-test to know the initial condition whether there was a difference between experimental and control class.

2. Source of Data

The population of the research was the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. In this research, the writer took 70 students as the sample which would divide into two classes. First class consisted of 35 students as an experimental class and the second were 35 students as a control class chosen randomly.

3. Technique of Data Collection

In this research, the writer collected the data by conducting pre-test and post-test. Pre-test was given before the writer teach material by "Snowball Throwing" method, the writer asked the students to do the test related in the materials that they had known before. Pre-test was given to the experimental and control class in the same way. This test was given before the treatment for the experimental class. Post-test was given to the experimental and control class. It was given in order to know the students' achievement after they were taught by "Snowball Throwing" method (experimental class) and without "Snowball Throwing" method (control class). The writer used a written test, the students must arrange the sentences to be a good paragraph and they must know the generic structures of procedure text.

4. Technique of Data Analysis

The data of this research were analyzed by using statistic formula that was a technique used to compare the mean of two scores from two independent samples. The result of analysis would do by the way of measure validity and

reliability. The steps were carried out by the writer: counting the mean score of pre-test and post-test, applying the data with normality test and homogeneity test, applying the data into the formula T-test (equal test) to compare the mean score of control and experimental class, and analyzing the hypothesis.

D. Discussion

The discussion here covers the try out analysis, the result of pre-test analysis, the result of post-test analysis, and the result of pre-test and post-test analysis.

1. Try Out Analysis

In collecting the data, the writer conducted pre-test and post-test to both control and experimental class. The test had been tried out before. Before the writer conducted pre and post-test, the writer tried out the instruments of test in the seventh grade students of SMP Negeri 1 Paguyangan. The try out test was held on April, 13th and 20th 2016. The number of the students of the try out test was 38. The purpose was to find out the validity, reliability test before implementing in the research. Based on the result of output test of validity, it could be seen that the score of Pearson Correlation for score and total are 0.686^{**} and 1, it meant that the instrument of the research was valid. After finding the validity, the writer continued to find the reliability of the instruments of research used SPSS 16 program. It was found that the item of question was reliable.

2. The Result of Pre Test Analysis

In this step, the writer analyzed the result of pre-test to find the normality and homogeneity of the data. The respondents of experimental class were 35 respondents and the respondents of control class were 35 respondents. The mean of experimental class was 66.95 meanwhile the mean of control class was 59.72.

After getting the result of pre-test, the writer counted the normality and homogeneity tests on both of classes. Based on the result of normality test, it could be seen that the score sig was 0.200 = 20% > 0.05 = 5%, it meant that the pre-test result between control and experimental class was normal distribution. The result of homogeneity test pre-test between control and experimental can be seen that the score of sig = 0.816=81.6% > 5%, so between control and experimental had same variant (homogeneous).

3. The Result of Post Test Analysis

Based on the result of normality test, it could be seen that the score sig was 0.200 = 20% > 0.05 = 5%, it meant that the post test result between control and experimental class was normal distribution. Furthermore, the result of homogeneity test post-test between control and experimental can be seen that the score of sig = 0.816=81.6% > 5%, so between control and experimental class had same variant (homogeneous).

4. The Result of Pre-test and Post Test Analysis

This is the last analysis for the result of pre and post-test for both classes. The purpose was to find the comparing score between pre and

post-test. It was showed that the mean score pre-test 59.7143 and post-test 77.7143 in control class. The data showed that there is improvement in control class. Moreover, it was showed that the mean score pre-test 66.9429 and post-test 84.9429 in experimental class. The data showed that there is any improvement in experimental class. Finally, it was showed that the mean score of post-test in experimental class was 84.9429 and post-test in control class was 77.7143. The data showed that there was difference result of post-test between control and experimental class, so it can be concluded that "Snowball Throwing" method was effective in teaching writing procedure text

E. Conclusion

It could be concluded that the post-test mean score of the students that were taught by using "Snowball Throwing" method was higher than the students that taught conventionally. The post-test mean score of experimental class before getting the treatment was 66.95 and after getting the treatment was 84.95 (84.95> 66.95). It was higher than control group; the post-test mean score was 84.95. Therefore, it could be said that there was improvement score of pre to post-test of experimental class. The score was increased because the writer used Snowball Throwing as a method in teaching writing procedure text.

It was different from control class. In learning process of writing procedure text the writer just gave material conventionally, without particular method, the activity was only writing paragraph from the writer's instruction. Consequently, their score in writing was still low. We could see that

although there was improvement score from pre to post-test in control class but it was still lower than experimental class. Then, based on the result of the questionnaires, the result showed that 85.72% of the students in experimental class agree that Snowball Throwing made them easier and give more advantages in making procedure text. This condition made them more enthusiasm and more excited in joining the class. They followed all activities that were given by the teacher. It was different from control class; the students were bored to follow the class. The teacher just gave material conventionally. The activities were only discussing and writing paragraph from the teacher's instruction. This condition made the students bored and they did not have much spirit to study. Consequently, their score in writing was bad. We could see that although there was improvement from pre-test to post-test in control class but it was still lower than experimental class.

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"THE DIFFICULTIES OF LEARNING PASSIVE VOICE"

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Abstract

Understanding about passive voice could be a challenge for many English learners. This is due to the lack of understanding about the formulas of passive voice as well as because it is not commonly used in daily life. Passive voice is the form of a sentence in which subject is affected by the action of the verb (Joshi, 2014: 4). The challenge we faced as English learners depends on not only the basic understanding of the formulas to make passive voice but also how to use it daily. We cannot deny the fact that passive voice is not really common to use rather than active voice. This article describes about the difficulties of learning passive voice. The aim of this article is to make these problems occur to the top in order to make the readers understand about them and try to find the way to make passive voice appealing to be more fun. This article could be the starting point to identify the challenges that the learners

have when they study about passive voice with the hope that teachers or people who read this article could make further steps in improving how to teach passive voice.

A. Introduction

English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil, and in most of these countries it is emerging as the chief foreign language to be encountered in school, often displacing another language in the process (Crystal, 2003: 5). English also used in many other countries around the world. Because of the popularity of English language among society throughout the world, people are considering English as a global language that can be used easily to communicate with people all across the world.

This is true that English becomes so popular compared to other international languages that people are considering them as an important languages such as France, Arabic, China and many more. Among these languages, English is on the top level of most used language throughout the world. We have already known about the popularity of English language. The most challenging work to do now is how English learners can understand many concepts of English grammar that do not appear in their first or mother tongue.

One of the most challenging works is to learn Passive voice. Passive voice is the form of a sentence in which subject is affected by the action of the verb (Joshi, 2014: 4). Passive voice is not a common thing that we use in daily life. Learning

and practicing passive voice is pretty hard. There are many people who are still confused about the form of Passive voice.

In this article, the writer would like to describe about the difficulties of learning passive voice. There are points that will be presented. The aim of this article is to make these problems occur to the top in order to make teachers and other people can understand about them and try to find the way to make passive voice appealing to be more fun.

B. Discussion

It will be discussed further about the definition of passive voice, how to change active into passive voice, and the difficulties of learning passive voice.

1. The Definition of Passive Voice

In the passive voice, the subject of the sentence no longer acts but rather has something done to it.

Active:
JK Rowling wrote "Harry Potter and the Order of the Phoenix"

Passive:
"Harry Potter and the Order of the Phoenix" was written by JK Rowling.

2. How to Change Active into Passive Voice

Firstly, the subject in active voice becomes the object of passive voice.

Active:
You study English.

Passive:
English is studied by you.

Furthermore, we can omit the subject of active voice in passive voice if it gives enough meaning.

Active:
We should respect our elders.

Passive:
Elder should be respected by us.

Passive:
Elder should be respected.

Moreover, the verb of active voice is always changed into past participles (third form of verb) in different ways. Auxiliary verbs in passive voice are used according to the tense of the sentence.

is/am/are/was/were + past participle
is/am/are/was/were + being + past participle
have/has/had + been + past participle
will/shall/can /may/must + be + past participle
would/should/could/might + be + past participle

Finally, preposition 'by' is used to introduce the passive complement (the work was finished **by** me). However, sometimes other preposition are used "at, in, with, for", instead of by.

3. **The Difficulties of Learning Passive Voice**
There are two common difficulties of learning passive voice. The first difficulty is due

to the fact that passive voice is less common rather than active. Learning about passive voice in a country where English is not the first language is pretty challenging. In fact, active voice is more often used than passive voice in English language. Many people learn English by listening or watching daily conversation, and many of words spoken by people are in active voice. People who want to learn about passive voice have to learn about the rule first. Passive voice is not really common to use in daily conversation. People usually prefer using active voice because it is more common.

Besides, passive voice seemed more of written than spoken language. When people rarely use passive voice in daily conversation, it will make it a difficult task for non- English speakers to understand it when they first encounter it. It is easier to make active sentences than passive for spoken language, for example active voice "I ate rice" rather than passive voice "Rice was eaten by me".

The second difficulty in learning passive voice is that we need to pay attention to tenses. When we want to change active voice to passive voice we need to pay attention to the tenses in the active voice. The followings are just some examples:

Present Simple
Active:
John delivers the mail.

Passive:
The mail is delivered by John.

Present Continuous
Active:
He is writing a letter.

Passive:
The letter is being written by him.

Present Perfect
Active:
He has written a letter.
Passive:
The letter has been written by him.

Past Simple
Active:
John delivered the mail.
Passive:
The mail was delivered by John.

Past Continuous
Active:
He was writing a letter.
Passive:
A letter was being written by him.

Past Perfect
Active:
He had written a letter.
Passive:
A letter had been written by him.

For English learners it is pretty challenging to change active form to passive because they have to pay attention not only on the basic change they have to make from active

form to passive form but also the passive voice will be different if it is applied to different tenses.

C. Conclusion

English learners consider passive voice to be hard to learn. It is a big task for many English teachers to make effective way in order to deliver the material so that it can be easily understood by English learners. This article could be the starting point to identify the challenges that the learners have when they study passive voice with the hope that teachers or people who read this article could make further steps in improving the teaching of passive voice.

Acknowledgement

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TALKING CHIPS TO IMPROVE STUDENTS' SPEAKING SKILL IN DESCRIPTIVE TEXT

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Abstract

The objective of this study is to find out whether using *talking chips* technique is effective to improve the students' speaking skill or not. The population of this study is the Eighth Grade Students of SMP N 2 Bumiayu Brebes Regency in the academic year 2015/2016. This is an experimental study with randomly selected pre and post-test group. There are 64 students as the objects of the study which are divided into control class and experimental class. Class VIII B is chosen as the experimental class consisted of 32 students and class VIII D as control class consisted of 32 students. In

collecting the data, the writer uses pre and post-test with quantitative method to analyze the data. The data are analyzed by using SPSS *(Statistical Package for Social Science)* 16 program. The study finds the *Independent Samples Test* between control and experimental class' score; the *sig'*s score is 0.816 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* is 0,002 (less than 0.05). It means that both of classes has same variant but has different achievement. It can be seen from comparing the means of both classes; the mean of the experimental class is 61.375 which are higher than the control class, 54.298. Meanwhile, the result of the mean of post-test of experimental class is 61.375 which are higher than the pre-test, 54.298. For that reason, it could be concluded that *talking chips* technique is effective to improve the students' speaking skill in descriptive text on the Eighth Grade students of SMP N 2 Bumiayu in the academic year 2015/2016.

Keywords: talking chips technique, speaking skill, descriptive text

A. Introduction

Speaking is the core means of communication which is used by the people to express thought and feeling orally. Tarigan in Agustiyani (2008:21) states that speaking is the capability to articulate the sounds, expressing and delivering thought, opinion, and wishes. Adopted from Tarigan (2008: 22) speaking is also a productive skill, it involves many components: fluency, comprehension, grammar vocabulary and pronunciation. It is not only an utterance but also a tool of communication. Its relationship, in short,

speaking is a tool of communication to express feeling, deliver opinion, and idea in social life.

Speaking is believed to be difficult to master by the students learning English. Almost all English students' have difficulty in English communication. There are some problems in speaking activities faced by English Corner at SMP N 02 Bumiayu. This activity aims to apply the teaching learning process in the classroom, the group should be able to evaluate and observe the character and problems of students in learning process; the problem are the students do not have anything to say, they still have difficulty in pronouncing the English words, alck of confidence and participation.

In addition, they have poor motivation in speaking. Therefore the students were not enthusiastic to join the class, students not interested to join the speaking class, and most of them just silent when their teacher encourages them to speak. As we know that speaking is the second skill of four skills: listening, speaking, reading, and writing. Therefore, the writer tried to solve the problems so that the students could speak effectively through talking chips technique.

Based on the problem above, the writer is interested to apply *Talking Chips* Technique in English speaking class especially in descriptive text. Descriptive text describes the characteristics of something in order to explain a person, place, object or event. Thus, this study tries to answer whether *Talking Chips Technique* is effective or not in improving the students' speaking skill in Descriptive Text on the Eight Students of SMP N 02 Bumiayu in the academic year 2015/2016.

B. Literature Review

Some theories reviewed here discuss about speaking skill, talking chips, and descriptive text.

1. Speaking Skill

According to Harmer (2005: 1) Speaking is so much a part of daily life that we take it for granted. The ability to speak fluently followed naturally from the teaching of grammar and vocabulary with a bit of pronunciation thrown in. Adopted from Brown (2004: 142) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a task taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Tarigan in Agustiyani (2014:1) states that speaking is the capability to articulate the sounds, expressing and delivering thought, opinion, and wish. Speaking is also a productive skill it involves many components: fluency, comprehension, grammar vocabulary and pronunciation. It's not only an utterance but also a tool of communication. Its relationship, in short, speaking is a tool of communication to express feeling, deliver opinion, and idea in social life.

Brown (2004: 141-142) classifies oral production into five: (a) Imitative means that at one end of continuum of types speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level oral production ,a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance; (b)

Intensive means the production of short stretches of oral language designed to demonstrate competence in narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements –intonation-stress, rhythm, juncture); (c) Responsive which include the interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk , simple request and comments and the like; (d) Interactive which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships; and (e) Extensive (Monologue) which is including the speeches, oral presentations, and story- telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Therefore, the writer was focused on the Responsive of basic types of speaking consist of short conversations, standard greetings and small talk, simple request and comments and the like.

To score the speaking skills, there are five categories according to Hammer (2005: 124) such as pronunciation, grammar, vocabulary, fluency and content.

2. Talking Chips

According to Kagan (1994) states that the goal of this strategy is to promote equal participation and develop discourse abilities. Adopted from Barkley et al. (2005: 177) talking chips is students participate in a group discussion, giving a token where they speak.

The Procedure of Talking Chips Technique based on (http//Kagan.1994. Metacognitive.com) are: (1) Each member of a group gets different chips that they must use whenever they want to speak, (2) these chips include different strategies to use in conversation and could include: Expressing a doubt, Answering a question, Asking a question, Giving an idea, Asking for clarification /clarify an idea, Respond to an idea, Summarize, Encourage participation, Say something positive about someone's idea; (3) Students place one of these chips on their desks before speaking. When they finish speaking, the other members think of different ways to respond and continue the discussion; and (4) Students should not speak unless they use one of the talking chips. The goal is for all students to use their chips, avoiding the risk that only some members of the group participate in the task.

Talking chips technique is believed to: (a) give a chance to students to find the concept of solve the problem; (b) give a chance to students to create creativity in doing communication with a friend of his group; and (c) improvement the students motivation.

3. Descriptive Text

According to Gerrot and Wignel in Mursyid (2005: 4), descriptive text is a kind oftext with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, forinstance: our pets or a person. The social function of descriptive Text is to describe a particular person, place, or thing.

There are two generic structures of descriptive text according to Hammond in Mursyid (2005: 4): (a) identification which identifies phenomenon to describe and (b) description which contains the description of parts, qualities and characters.

C. Method of Investigation

To be able to answer, the techniques used in data collecting and analysis is based on the qualitative method. Tests consisted of pre-test and post-test questionnaire, and documentation are used to obtain the data. Further, before the data analysis, the writer proves the validity and reliability of data using SPSS program. After that the data are analyzed and interpreted based on the appropriate steps.

D. Discussion

The discussion here is divided into two parts: findings and interpretation.

1. Findings

In collecting the data, the writer conducts try out test to know whether the validity and reliability of the instrument is appropriate or not, and the test has been tried out before. For the pre-test and post-test, the writer uses the same test to see whether there is a significant different score between experimental and control group or not.

Herewith, the writer conducted pre and post-test. Before implementing the instrument of test, the writer delivers the instrument to the students in which the procedure of the treatment between experimental group and control group is different. In the experimental group the writer

uses *Talking Chips* Technique on the other is conventional technique.

a. Try Out Analysis

Before the writer conducts Pre and Post-test, the writer tries out the instruments in the Eighth Grade Students of SMP N 2 Bumiayu. It is held on April, 20th 2016. The number of the students is 16. The following table shows the result of the test.

Table. 1. The Result of Try Out

No	Score
1	50
2	48
3	48
4	46
5	52
6	64
7	52
8	60
9	61
10	52
11	50
12	52
13	46
14	62
15	62

16	59
Total	912

Based on the result of the instrument score above, we can find out whether the validity and reliability of the instrument is appropriate or not. Based on the result of output test of validity conducted, it is obtained that the score of Pearson Correlation for score and total are **1.000**[**] and 1, it means that the instrument of the research is valid. Meanwhile for the reliability, by using SPSS program, the score of Alpha > 0.514 from table r *table level of significant* means that the item of question is reliable.

b. The Result of Test

After conducting the pre and post-test, the writer applies the result of the test into a table. The results are as follows:

Table 2: The Result of Pre and Post Test
Control and Experimental Group

No	Control Class		Experimental Class	
	Y	Y1	X	X1
1	50	53	52	64
2	48	50	50	62
3	48	49	52	60
4	46	48	48	50
5	52	55	52	65
6	48	56	49	63
7	52	58	56	64
8	48	50	52	68
9	46	50	60	76

10	52	63	59	64
11	50	50	52	60
12	46	50	53	64
13	46	50	64	70
14	54	60	50	60
15	48	50	48	58
16	47	50	48	53
17	46	49	56	72
18	48	52	56	65
19	48	54	54	62
20	48	63	49	50
21	40	48	46	60
22	50	50	50	63
23	52	51	48	58
24	56	60	54	60
25	50	50	50	66
26	50	50	60	65
27	50	50	44	55
28	46	50	49	59
29	50	50	58	62
30	40	52	56	68
31	55	60	50	60
32	52	58	63	65
SUM	**1572**	**1737**	**1731**	**1964**
MEAN	**49.125**	**54.281**	**54.293**	**61.375**

Where:

Y : The Score of Pre-Test of the Control
    Group

Y1 : The Score of Post-Test of the Control
    Group

X : The Score of Pre-Test of
    Experimental
    Group

X1 : The Score of Post-Test of the
    Experimental Group

c. Normality Test

In this part, the writer counts the normality for control and experimental group, and based on the result of output normality above, it can be seen that the score of sig. was 831; it means that visually, the control and experimental group has a normal distribution.

d. Applying the Data into the Formula t-Test (Equal Test).

There are some steps to find out the mean of both groups; the experimental and control group by proving its homogeneity and normality as follows:

1) Homogeneity

Homogeneity is used to prove that both classes are homogeneous. It is important because the similarity of both samples of the experimental group and the control group will influence the test result. By using the independent sample test, it is obtained that F score = 0.055 and sig = 0.835 = 83,5%. F score is used to prove similar variant between control and experimental group. The result of F score, eventually, was more than 0.05 = 5%, 83,5% > 5%, it means that the classes have the same variant.

2) Comparison between Pre-Test and Post-Test of Control Group

After conducting group statistics using SPSS program, the score of the students' speaking score of pre-test is

49.125 and post-test of control group is 54.281. It means that the mean score of the post-test is higher than pre-test of the control group (54.281 > 61.375).

3) *Comparison between Pre-Test and Post-Test of Experimental Group*

After conducting group statistics using SPSS program, the score of the students' speaking score of pre-test is 54.293 and post-test of the control group is 61.375. Where the mean score is 61.375 > 54.293 it means that both groups have different mean score.

4) *Comparison between Post- Control and Post- Experimental Group*

Comparison test is intended to compare the mean of a variable between the samples of control group and the ones of experimental group. The post-test score of students speaking in experimental group is higher than in the control group. It is obtained that the mean of post-test is higher than pre-test in experimental group (61.375 > 54.281)

5) *The Interpretation of the Score*

Based on the *t* result, the score of *sig* is 0.002 = 0.2 % < 5%, so H_0 is rejected; it means that H_1 is accepted. Thereby, the mean score of Experimental Class is different from the mean score of Control Class.

To interpret the result, by accepting H_1, so the mean score of both classes is different. Based on the output of *Group Statistics* in table 3, it can be seen that the mean score of experimental class is 61,375 and the mean score of control class is 54.281. It shows that the mean score of experimental class is better than control class (54.281 > 61.375). It can be concluded that *talking chips* is effective to improve the students' speaking skill in descriptive text because there is different achievement between control group and experimental group.

6) *The Interpretation of the Result of Questionnaire*

In the pre and post-test activity, the writer distributed questionnaire sheet to the students. Questionnaire is intended for the students to be able to answer the problem in learning process. The questionnaire is to compare the pre-test and post-test in experimental group.

The result of the questionnaire is to find out the activity of the students' in the teaching and learning process before using *talking chips* technique and the result is as follows:

Table 3: The activity of the students

No	Questions	Score	
		Yes	No
1	Do you like speaking?	75%	25%

2	Have you ever spoken descriptive text?	60%	40%
3	Do you feel interested in speaking descriptive text?	80%	20%
4	Do you feel excited in speaking descriptive text?	96,87 5%	10%
5	Do you feel bored when speaking descriptive text?	20%	93,7 5%
6	Do you feel fun when speaking descriptive text?	85%	15%
7	Do you have any difficulties of vocabulary in speaking descriptive text?	90%	10%
8	Do you understand the social function of descriptive text?	93,75 %	20%
9	Do you understand the generic structure of descriptive text?	100%	-
10	Do you understand the language feature in descriptive text?	50%	84,3 75%
11	Do you understand the simple present tense well?	93,75 %	20%
12	Do you have some problems when speaking descriptive text?	100%	-

Based on the result of questionnaire above, it can be seen that 75% of the students feel interested, fun and excited in speaking descriptive text. Meanwhile 15%

of them are not excited in speaking descriptive text and 20% students answer do not understand the social function of descriptive text. In other hand, about 100% students have any difficulties in vocabulary building in speaking descriptive text. About 84,375% students do not understand the language feature and just 50% students do not have difficulties of vocabulary in speaking. 100% students say that they have some problems when speaking descriptive text. The result of the questionnaire after using *talking chips* technique is as follow:

Table 4: The Result of Questionnaire Using the Technique

No	Questions	Answer	
		Yes	No
1	Do you like to lea descriptive text?	85%	15%
2	Are you interested in the *talking chips* technique?	75%	25%
3	Do you like the learning process by using technique?	70%	30%
4	Does your teacher explain how to make descriptive text based on *talking chips* technique?	90%	10%
5	Do you like learn descriptive text by *talking chips* technique?	85%	15%
6	Do you think *talking chips* technique helps you to understand the material?	80%	20%

| 7 | Do you feel satisfied with the learning process? | 75% | 25% |

The result of the questionnaire that using *talking chips* can improve their speaking skill especially in descriptive text indicated that 75% of the students like to learn descriptive text. Most of them are very interested and excited to learn descriptive text using *talking chips* technique. They answer that *talking chips* technique can help the students understand the material.

During treatment with *talking chips*, the presence of the students is always 100%. It means that the students felt interested in teaching and learning process by using *talking chips*. Hence, the students are actively asking what they do not know about the material. If they have difficulty with the material, they are not hesitated to ask. They also understand the instruction from the teacher. During the teaching and learning process, the students pay attention carefully. They enjoy the class and are enthusiastic to join the class. From these evidences, the writer can conclude that the students agreed that *talking chips* can help them in understanding the spoken material of descriptive text.

This condition is different from control group. In learning process, the writer gives material conventionally, without *talking chips*. On the contrary the presence of the students' in control group is

70% which is lower than the experimental group. The activity is only speaking with the writers' instruction to make some description about human, animal or things it is made the students confused and boring. Consequently, their scores in speaking are still low. We can see that although there is improvement score from pre to post-test in control group but it is still lower than experimental group. Then, based on the result of the questionnaire, the result shows that using *talking chips* technique makes students more active in learning activity.

Therefore, it can be concluded that using *talking chips* technique is effective. Referring to the explanation above, it can be seen that using *talking chips* technique to improve students in speaking skill has significant influence for the student's achievement. The result score of using *talking chips* technique was better than teaching speaking descriptive text without using *talking chips* technique.

2. **Interpretation**

There are three important things which can be interpreted from the data of the study. First according to the data, the students' ability in speaking descriptive text after using *talking chips* technique could be measured. Second, the problems which are probably experienced by the students in speaking descriptive text can be identified, and the last is about possible solutions the writer offers to solve the problems. Therefore, the writer would like to

elaborate them based on the research questions and the results of questionnaire sheet.

The research question of this study, "Can Using Talking Chips Technique is effective or not to improve the students speaking skill in Descriptive Text on the Eight Students of SMP N 2 Bumiayu in the academic year 2015/2016?" is answered by using quantitative method. The result of the test shows that the average score of post-test score of the students taught by using talking chips is higher than they who are taught by using conventional technique. The average of the experimental group before the treatment is 1731 and 1964 after the treatment. It is higher than the control group which made average 1572 before the treatment and 1737 after the treatment. Therefore, it can be stated that in this study, the use of *talking chips* was effective than the use of conventional technique in teaching spoken descriptive text.

Based on the data that were analyzed by using SPSS 16.0 program above, it could be concluded that the post-test mean score of the students taught by using *Talking Chips* is higher than the students taught conventionally. The post-test mean score of experimental group before getting the treatment is 54.289 and after getting the treatment is 61.375 (61.375 >54.293). It is higher than control group the post-test mean score is 54.281. Therefore, it can be said that there is significant score of pre to post-test of experimental group. The score is increased because the writer used *Talking Chips* as the

technique to improve the students speaking skill in descriptive text.

This condition is different from the control group. In learning process of speaking descriptive text the writer gives material conventionally with picture media, the activity focuses on speaking descriptive text from the writer's instruction. Consequently, their score in speaking is still low. We can see that although there is effective score from pre to post-test in control class but it is still lower than experimental class. Then, based on the result of the questionnaires, the result shows that 94.25% of the students in experimental group agree that talking chips technique make them find it easy to compose in making descriptive text. This condition makes them more enthusiasm and more excited in joining the class. Consequently, when the teacher gives them some exercises, they can do it well.

This condition is different from the control class; the students get bored to join the class. The teacher just gives material conventionally and the activities focus on discussing and speaking directly from the teachers' instruction.

This condition makes the students bored and they do not have much spirit to study. Consequently, their score in speaking is low. We can see that although there is improvement from pre-test to post-test in control class but it still lower than experimental class.

Referring to the explanation above, it could be seen that using *talking chips* technique to improve the Students Speaking

skill in Descriptive text has significant influence for the students' achievement.

E. Conclusion

Based on the results of research findings and interpretation that are analyzed by using SPSS *(Statistical Package for Social Science)* 16.0 program in the previous chapter, the writer, it can be concluded that there is improvement between speaking descriptive text by using talking chips technique and without using talking chips technique. It means that speaking descriptive text using talking chips technique is more affective. It can be seen from comparison of the difference mean of the both groups. It is found that the mean of experimental group is higher than control group (61.375 > 54.281).

The result of this study showed that students in experimental group got better score than students in the control group. The difference of the average score is statistically significant at the (0, 05) alpha level significance. It is found that there is different achievement for those who are taught by using *talking chips* technique. The students score of speaking achievement before using *talking chips* technique is enough because the mean of the total score of students is 54.293 in which mean is the average score taken from total score of the students. Then, the students' score of speaking achievement after using *talking chips* technique is good because the mean of the total score of the students is 61.375 in which mean in the average score taken from total score of the students. Therefore the experimental group using *talking chips* technique is more effective in the average scores than control group. It is

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indicated by the different mean score between the experimental and control group.

The mean score of pre-test and post-test of the experimental group are 54.289 and 61.375. Meanwhile the mean score of the pre-test and the post of the control class are 49.125 and 54.281. From two scores, the writer found out that the differences score of the experimental group shows the effectiveness of students speaking skill. Therefore the effectiveness of using talking chips is strengthened by the result of data analysis, in which, if the significant level is less than 0.05. It means alternative hypothesis ($H_{a)}$) is accepted. Meanwhile, if the significant level is more than 0.05, the null hypothesis (H_0) is accepted. Therefore, the findings shows sig. (2-tailed) is 0.000 which is less than 0.05 (0.000 < 0.05). Therefore the Hypothesis ($H_{a)}$) is accepted and the null hypothesis (H_0) is rejected.

Finally, based on the explanation above, it means that there is significant different of students' speaking score before and after using *talking chips* technique. It can be concluded that using *talking chips* technique is affective the students speaking skill on the Eight grade students of SMP N 2 Bumiayu in the Academic year 2015/2016.

Acknowledgement

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MOTIF OF NATURE IN WILLIAM WORDSWORTH'S "MY HEART LEAPS UP" AND ROBERT FROST'S "OUT OUT": A SOCIOLOGICAL APPROACH

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Abstract

This article is to figure out the motif of Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* as well as to reveal its relation with the social situation in time the poems were created. Through the motif of the poems, it is assumed that it represents the social situation happened in England' 17th century and early America's 19th century. Written in different way and time, both poems are presumed to have similar point of view toward the condition of real life happened during the industrial revolution both in England and America. Wordsworth's *My Heart Leaps Up* was written in 1802 in England, while Frost's *Out Out* was in 1916 in America. Although Frost's *Out Out* is written a hundred year later than the former, both poems are believed to have similar motif and theme. To prove, an analysis of the symbols on both

poems is conducted to find the structure of the poems i.e. the motif and theme. By using sociological approach, the finding structure will support the elaboration of relation between the poems and its social situation.

Keywords: social situation, nature, industrial revolution, poems

A. Introduction

Literature is called to be the expression of its author; the ideology is there. It is the representation of author's voice and ideology. That is why many researchers use the psychological approach to find out what is the intention of the writer. However, this view is then changed since work of art is not merely as the expression of its author, yet it can be the picture of social phenomena happening around. It can be the tool of social aspiration. Ricoeur in Faruk (2010: 48) states that work of literature cannot be expelled from the situation of its production process. The work can be anonym at all, not anymore refer to writer's intention and directed to a certain group of people living around the area of production.

Literature is then connected to the reality happening in time the work is made. Swingewood in Faruk (2010) traces Plato's mimetic theory. According to Plato, the world in work of literature is the imitation to the real world which is also derived from ideas world. Literary work builds its own social world, so the real social world is then imitated.

Kenney (1995), as an addition, states that sociological criticism of literature is the approach examining literature in the cultural, economic and political context in which it is written or received.

This approach explores the relationship between literary work and society. Sometimes it examines the character's society to better understand the author's literary works; other times, it may examine the representation of such societal elements within the literature itself.

Sapardi Djoko Damono in Faruk (2010: 5) proposes three different approaches in sociological critics, i.e. (a) the author's social context has relation with the author's social position within the public and its readers. Social factors are presumed to influence the works of his arts. (b) Literature represents the social condition in time the work is created, depicts the social character based on the author's personality, and to see how the genre the author choose could possibly represent its society. (c) The literature's social function focuses on how the works affect its society; does it construct, entertain, or both? Goldman in Oshin, similarly, posits the works of literature as a literary representative of everyday life of any given society.

Sociological critics believe that the relations of art to society are important. Art is not created in a vacuum. Language itself is a social product. A writer is a member of the society who takes his material from the society. A literary piece is not simply the work of a person. It is of an author fixed in time, space and his environment. Henry Levin states that a work of art is examined through its social context. It also studies its social effects. He points out, "The relations between literature and society are reciprocal. Literature is not only the effect of social causes; it is also the cause of social effects."

Sociological criticism is directed to understanding literature in its larger social context; it codifies the literary strategies that are employed to

represent social constructs through a sociological methodology. Sociological criticism analyzes both how the social functions in literature and how literature works in society.

Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* are two masterpieces each written in 1802 and 1916 in different setting of country. Wordsworth is a major English romantic poet who helps to launch the romantic age in English literature, meanwhile Frost is well known as an American poet whose most works are the realistic depiction of rural life in New England in the early twentieth century.

This article would try to find out how the poems relate to the social situation in time they are written through sociological approach. For a better answer, first I would like to analyze the structure of the poems then relate it to the real condition in time the poems were written. Since these two poets are coming from two different countries, I will have to take a look at both sides of social life, which is centred to the industrial revolution in both countries then draw the conclusion.

B. Discussion

The discussion comprises the analysis of poem's symbol and the relation between the poems and the social situation.

1. Poem's Symbol Analysis

The objects analyzed here are Wordsworth's *My Heart Leaps Up* and Frost's *Out Out*. These two poems are closely related to the motif of nature, yet different in the way the poet depicts them. Before going on discussion, better I explore each of the poems together with

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the symbol analysis to bridge us to the core discussion and prove that the poems have the motif of nature.

My Heart Leaps Up by William Wordsworth which was written in 1802 is officially untitled; it is just the first line of the poem therefore it is often called as "The Rainbow". The poem which is known as its simplicity of the structure and language, tells about the joy that the speaker feels when he sees a rainbow and noted that he has felt this way since he was a child.

Wordsworth's works has the manifestation of natural world, elevated thoughts and passionate emotions in the people who observe these manifestations. The important of nature is repeatedly emphasized to an individual's intellectual and spiritual development. People's good connection to nature will ease them to praise spiritual and social worlds. Getting close to nature will helps individual to be human and live in peace. There are evidences where people are living in ignorance to other creature, they become so selfish and immoral; this is happening since they are being so far to the nature. Humanity's innate empathy and nobility of spirit becomes corrupted by artificial social conventions as well as by the squalor of city life. In contrast, people who spend a lot of time in nature retain the purity and nobility of their souls.

My Heart Leaps Up is called to be very natural poem. It tells about man's memories of rainbow in his childhood. It was the most beautiful and peaceful moment in his life, which is not anymore be gotten in his recent time as an adult. Seems that city life has made him too

distance with nature and he feels missing it. This poem covers the range of human life, from childhood, to adulthood to old age and death. It stresses the influence of childhood throughout life, not just until one "matures". The most important part of that childhood influence, for the speaker, is the unbridled joy that a child finds in the natural world.

> *My heart leaps up when I behold*
> *A rainbow in the sky:*
> *So was it when my life began;*
> *So is it now I am a man;*
> *So be it when I shall grow old,*
> *Or let me die!*
> *The Child is father of the Man;*
> *And I could wish my days to be*
> *Bound each to each by natural piety*

Lines 1 and 2 introduce the joy the speaker feels at seeing a rainbow. The first line is an example of personification: hearts don't leap, people do. This personification gives us an image of the heart's jubilation at the sight of the rainbow. Line 3 tells about the speaker's childhood. It feels a little nostalgic, longing for the past. Line 4 establishes constantly from childhood to manhood: the speaker is still enamored of rainbows, just when he was as a child. Line 5 switches from past to future, the speaker hopes to feel the same joy when he's old. Even though a lot of change as he ages, one constant will always be that his heart leaps up at the sight of rainbows. Line 6 touches on the concept of death here. For the speaker, the moment he stops being excited by the sight of

rainbows in the moment he's effectively stopped living. Line 7 is the example of paradox, a seemingly contradictory statement that holds a hidden truth. The idea that a child could be father of a man makes no sense, until you think about how every man was once a child, and grew out of his child. Lines 8 and 9 are about the speaker's wishes to have a respect for and admiration of nature every day of his life, no matter his age.

Meanwhile, *Out Out* by Robert Frost which was published in 1916 tells about a young boy who dies after his hand is severed by a buzz-saw. The poem focuses on people's reactions to death, as well as the death itself, one of the main ideas being that life goes on. The poem was based on a true story of the son of Frost's friend and neighbor, Raymond Fitzgerald, who lost his hand to a buzz saw bled so profusely that he went into shock, dying in spite of his doctor's efforts. This is a tragic story inspiring Frost in writing *Out Out*.

Frost uses nature figures to connect human speaker and natural subject or phenomenon. This will result in individual self-knowledge, deeper understanding of human condition, and increased insight into the metaphysical world. The issue of children labor is a social phenomenon happening in America in the early of 19th century, the time the poem is made. He depicts reality in that time and wishes to encounter individual's understanding of his surroundings. Industrial development in America at that time has made people living in an inhuman life; children have to lose their childhood by working in some industrial areas. A little boy in *Out Out* deserves his happy life as a child,

admiring nature as that the boy in Wordsworth *My Heart Leaps Up,* having great memory of childhood and later he would recall it when he is an adult or old until death come. The boy in *Out Out* has to do the other side; he has to work with a dangerous saw which later takes his life away. Thus, labor here functions as a tool for self-analysis and discovery in Frost's poetry. The works allow the speakers to understand themselves and world around them.

> *The buzz-saw snarled and rattled in the yard*
> *And made dust and dropped stove-length sticks of wood,*
> *Sweet-scented stuff when the breeze drew across it.*
> *And from there those that lifted eyes could count*
> *Five mountain ranges one behind the other*
> *Under the sunset far into Vermont.*
> *And the saw snarled and rattled, snarled and rattled,*
> *As it ran light, or had to bear a load.*
> *And nothing happened: day was all but done.*
> *Call it a day, I wish they might have said*
> *To please the boy by giving him the half hour*
> *That a boy counts so much when saved from work.*
> *His sister stood beside them in her apron*
> *To tell them "Supper." At the word, the saw,*
> *As if to prove saws knew what supper meant,*
> *Leaped out at the boy's hand, or seemed to leap—*
> *He must have given the hand. However it was,*
> *Neither refused the meeting. But the hand!*
> *The boy's first outcry was a rueful laugh,*
> *As he swung toward them holding up the hand*

Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all—
Since he was old enough to know, big boy
Doing a man's work, though a child at heart—
He saw all spoiled. "Don't let him cut   my hand off—
The doctor, when he comes. Don't let him, sister!"
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little—less—nothing!—and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs

In lines 1-14, the main character is a young boy who is cutting wood using a dangerous buzz saw. The saw makes odd noises as it goes through the pieces of wood, which drop to the ground sized for the wood stove. The wood smells good. If a person were to look around the scene, he would encounter the beauty of Vermont and the five mountains.

The saw continues running and making its odd sounds. The day was almost over. In fact, call it a day's work. The narrator wishes that the boy could have stopped a half-hour early so that he could do what boys like to do. As usual, the boy's sister comes out to tell the workers that it is suppertime.

In lines 14 till end, when the boy hears the sister, the saw acted as though it knew what the sister had said. It jumped out at the boy's hand or seemed to –the boy must not have been paying

attention and put his hand into the saw. It does not make any difference because the saw and the boy's hand met.

At first the boy let out a kind of remorseful laugh as he turned toward the others showing them his hand. He wanted help, and he knew the blood had to stop or he might lose his life. When the boy actually looked at his hand, he knew that he might lose it.

Sadly, this little boy had been doing an adult job. He was too small to be using such a dangerous piece of equipment. Then he cried out to his sister, begging her to not let them take off his hand. So…The hand was already lost. To fix this wound, the doctor gave him anesthetic: ether. The nurse watched the boy and saw that he was having trouble breathing. Slowly, the boy's breathing lessened. Life goes on, since the people who were a part of his life could do nothing, they went on with their lives.

These two poems are similar in one way and different in another way. The previous poem tells beauty of nature as happiness in childhood meanwhile the later tells about the grabbed beauty of nature in childhood. The boy in the first poem has different experience with the boy in the second poem; the first let the boy to cheer up his childhood life close to the nature; whereas the second let the boy to lose his time to connect with nature. This will result in two different way; a boy living with normal life of his age will have great memory of nature to help him rejoices by revisiting it when he is already an adult; where life is not easy for them.

Recalling what we have done in childhood is somehow very refreshing; our beautiful

memory connected to nature is the most treasury adult ever has. That is why people tend to smile when they remember their childhood life. Different picture is depicted in Frost's *Out Out* when a boy has no right to enjoy the beauty of nature and grow with it. He has to work and do man's job sawing in a saw mill. He almost lost all his childhood time for a hard life, which is later, will be recalled as a dark memory when he grows up. He has no chance to share with his friends investigating nature and grow with them. The beautiful rainbow, for instance, is no longer big business for this little boy. The speaker in *Out Out* once wishes the boy to have some little time in his break time to play with nature, to see the natural beauty of Vermont (lines 3-6) yet the boy seems to be so busy sawing the woods (lines 9-11). He has only 30 minutes to break. That is so inhuman for this little boy.

These two distinctive pictures; the different social life both boys live within is the core of the paper discussion. The sociological criticism is used to investigate the social background of these two poems based on its writing time period.

2. **Relation between the Poems and the Social Situation**

My Heart Leaps Up was written a hundred year earlier than that of Frost's *Out Out*. Industrial revolution in England began in 1760 and extended through years until now. The term "Industrial Revolution" was coined in the 1820s and 1830s to describe the monumental changes taking place throughout Europe. Responses of the industrial revolution were varied. Some were very

optimistic, impressed by the new means of production, which dramatically increased mankind's wealth and power over nature. Others were not so positive; the industrial revolution marks a clear line between traditional society and a recognizable modern world.

Wordsworth's *My Heart Leaps Up* seems to argue the living of recent time to the past when the speaker in the poem was still a child. This is interesting, since Frost presents the beauty of nature as the power of the poem itself. The man's admiration to the rainbow is very tickling. In one side, the simple language used in the poem does not mean simple meaning in it. It has a very deep meaning. This is a sarcastic poem, with nature as the center of its ideology; the same with Frost's *Out Out*.

Children labor is not showed in this poem, yet, still it works as sarcastic poem arguing recent social life with the purity of nature. The man who recalls his childhood life full of admiration as well as adventure with nature always feels release when he sees the rainbow. This memory brings him to the feeling of peace and happiness even he sees the rainbow in his older age. It does not matter, since the core is the feeling inside toward the rainbow itself; which he got when he was still a child.

Early 1800's is time when the industrial revolution at its height; new industries and technologies were transforming everyday life. For the owners of the new factories and business, the opportunities seemed endless, bringing new wealth and influence. However, for the workers in the factories and their families, life was often grim.

It was a time of rising crime and increasing squalor, as people packed into the slums of the ever expanding cities. In rural areas, changes to agriculture practices left many laborers without sufficient work to support their families. To feed their families, many turned on crime. Poaching was a common crime in rural areas and petty theft in urban areas. The crowded cities also provided opportunities for thieves to ply their trade.

Even for those with work in the factories, the change from reasonable prosperity to poverty could be swift. It only took an outbreak of disease or an injury at work, to leave a family without the support of the main wage earner. Older children had to earn a living and help with household tasks.

This kind of picture is very bothering for people living in such a life. They have to compete for money whereas wage is too low. Agriculture is left behind, factories became prominent. This is depressing life time. Children have to work despite going to school to support their families. No difference picture to that what Frost's describes in *Out Out*. Industrial revolution has turn man's indifference to the nature. What the speaker did in *My Heart Leaps Up* is result of his discontent to a very depressive life. He tries to escape from routine, exhausting business, factories, or maybe poverty. Seeing rainbow is always easing him, as if he returns to his unforgettable childhood. This feeling is rare in that very of time, when people are becoming so ignorant to the nature. This man wants to keep living with the connection to nature, for it will

give him peace and joy; something that he can only get when he was still a child.

Wordsworth tries to bring out the beauty of nature as one way human understand himself. They have to back to nature in order to be human; tries to never ignore it. Nature is what human should connected to with, to bring them joy and happiness; unlike human rapid industrial development that takes all humanity.

Meanwhile, the 1910s was a decade of great change for America. It was during this decade that the United States was first considered a world leader. Many issues of 1910 are ones we face today: including the escalation of immigration and poverty, labor and monopoly battles, work safety and child labor problems. World War I – the first war to end all wars rages. The 1910s were the decade America came of age.

The industrial growth had major effects on American life; the new business activity centered on cities. As a result, people moved to cities in record numbers, and the cities grew by leaps and bounds. The industrial boom had major effects on the lives of the American people. The availability of jobs in industries drew people from farms to cities in record numbers. Started in 1870, only about 25 per cent of the American people lived in urban areas and increased in 1916 reaching almost 50 per cent.

The lives of people in the cities contrasted sharply. There are three level of American people created; the wealthy, the middle class and the underprivileged. The number of the wealthy is small in percentage, they live in luxury. The middle class was able to live in comfort as well, yet the most mass of city people lived in extreme

poverty. The significant gap between the rich and the poor is established.

As demand for industry labor increase, the factory owners did not hesitate to hire young workers for a variety of tasks. Especially in textile mills, children were often hired together with their parents. Many family in mill towns depended on the children's labor to make enough money for necessities. Children labor has already become a major problem since mid-1800s. Children often worked long hours in dangerous factory conditions for a very little money. Children were useful as laborers because their size allowed moving in small spaces in factories or mines where adults couldn't fit, children were easier to manage and control and perhaps most importantly, children could be paid less than adults. Child laborers often worked to help support their families, but were forced to forgo an education.

A child with a factory job might work 12 to 18 hours a day, six days a week to earn little money. Many children at that time began working before the age of 7, tending machines in spinning mills or hauling heavy loads. The factories were often damp, dark and dirty. Some children worked underground, in coal mines. The working children had no time to play or to go to school and had a very little time to rest. They often became ill.

This is in accordance with Frost's depiction in *Out Out*. A very little kid has to be killed during his work time. He has to work as a wood chopper, using a machine described as "buzz saw" in the poem. We can imagine that little boy age about 7 have to handle man's doing

and ignore his safety only just for money. He has little time to rest to have his suppertime which is brought by his sister. He does not have a life as common little boy; playing and exploring nature. Vermont, been said as the name of the village, is described beautifully by Frost.

The beauty of nature is no more beauty itself. It is neglected and left behind covered by the noise of buzzing-saw. The boy works solemnly with his saw and it is done every day. This is what has been bound to the industrial labor at that time. As been stated above, children are hired to work in some factories with low safety.

Frost uses personification to add great effect throughout the poem. The "buzz-saw", although technically an inanimate object is described as a cognizant being – "snarling" and "rattling" repeatedly, as well as "leaping" out at the boy's hand in excitement.

Frost concentrates on the apparent innocent and passivity of the boy – which is relevant to the time period – as Frost was forced to move back to America due to war in Britain just a year before the poem was written. Bearing this in mind, the poem can be read as a critique as to how warfare can force innocent, young boys to leave their childhood behind, and ultimately be destroyed by circumstances created by "responsible' adult. Frost's *Out Out* seems to be somewhat sarcastic; he disapproves the disposable attitude towards life.

Dealing with children labor, many efforts were made to pass a national child labor law. The U.S. Congress passed two laws, in 1918 and 1922, but the Supreme Court declared both

unconstitutional. In 1924, Congress proposed a constitutional amendment prohibiting child labor, but the states did not ratify it. Then, in 1938, Congress passed the Fair Labor Standard Act. It fixed minimum ages of 16 for work during school hours, 14 for certain jobs after school, and 18 for dangerous work.

Today all the states and the U.S. Government have laws regulating child labor. These laws have cured the worst evils of children's working in factories. But some kinds of work are not regulated. Children of migrant workers, for example, have no legal protection. Farmers may legally employ them outside of school hours. The children pick crops in the fields and move from place to place, so they get little schooling.

Frost's poem has been proved to be the representation of social life during it was written. His ideology and intention toward the social life is poured in 34 lines. The words are strong and meaningful; containing sarcastic tone toward the ideas of children labor in American industry. His work becomes one of the pictures serves individuals to the self-analysis and discovery to what's happening surround them. People are to connect their mind into deep understanding of social phenomena.

Here, Frost connects individual's mind toward the speaker words in the poem. Nature is beauty, as beauty as Vermont flourished with sweet-scented stuff, five mountain ranges one behind the other, the sunset is above it; even the smell of the dust from the buzz-saw creates joy. This is natural description opening the poem; emphasized Frost's discontent of human business

neglecting this sight of beauty. They are not again praise and live with nature, they are disconnected to nature. The beauty is not anymore felt, since they are too busy with their own activity of earning money.

The boy, who supposed to grow up with nature, then lost all his precious time to build beautiful memory of childhood. He has no good memory to remember, even when he died. Industrial revolution has grabbed his childhood happiness and cheerfulness, it harms children right to live a normal life, to possess great memory of childhood as a boy owns in Wordsworth's *My Heart Leaps Up*.

These two poems are similar in presenting the important of nature to become part of human being. Nature will always make inhumanity into humanity. Industrial revolution has taken all humanity and this supposed to be a self-analysis. Both speakers in the poem are trying to necessitate nature to be concerned. People living in a very depressive time need to back to nature to get peace and joy. Thus, connecting them with nature is always the way escape from cruel life and start to deep human understanding.

C. Conclusion

Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* are two poems with the same ideas, nature. Nature becomes prominent of these two poems since it plays centre of expression. They bring out nature as a thing to remember when people begin to become so ignorance. Industrial Revolution has taken humanity away, life is so depressive and hard, that people lost their humanity. Nature has always been succeeding in turning man to a deep

understanding of life. Life is short, and everything will be gone.

The way the speaker admires the rainbow in Wordsworth's *My Heart Leaps Up* is the same as the way the speaker in Frost's *Out Out* reacts to the environment. Both laud nature as beauty which supposed to be praise and increase human spiritual as well as awareness of life. Simple language used in *My Heart Leaps Up* does not mean simple meaning of it. It works as an expression of sarcastic ideas toward the recent life of huge inhumanity flourished in England during the industrial revolution especially in 18th century; meanwhile Frost's *Out Out*working as the depiction of children labour in the industrial life of America in early 19th century. Both poems emphasizes nature as the way back from inhumanity to humanity, un-spirituality to spirituality, self-unawareness to self-awareness, shallow understanding of life into deep understanding of life, and so on. Nature will lead human back to better human being, which has been lost for most of time. Death is near, human must remember.

Acknowledgement

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DRAW WHAT I SAY TO IMPROVE THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

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Abstract

The aim of this research is to find out whether using *Draw What I Say* technique is effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016 or not. The method of the research is experimental. The population of this research is the tenth grade students of SMK Nurul Huda NU Paguyangan. The samples of the research were class X AK1 as experimental class which consisted of 27 students and class X AK2 as control class which consisted of 27 students. In collecting the data, the writer uses tests (pre

and post-test), questionnaire, and documentation. The writer used true experimental design and quantitative method to analyze the data. After the data are collected by using test, the pre-test average of the experimental class is 65.04 and control class is 65.63. Meanwhile, the post-test average of the experimental class is 68.59 and control class is 65.78. Based on data analysis by using SPSS 16.0 program, it is found that the score sig is 0.523 (more than 0.05) and the score from Equal Variance Assumed (Sig 2-tailed) was 0.012 (less than 0.05). It means that both of classes have same variant but have difference achievement. Besides, the mean of experimental class is higher than control class (68.59 > 65.78). From the data, it can be concluded that the treatment in experimental class is successful. Therefore, the hypothesis states that using *Draw What I Say* technique is effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016 is accepted.

Keywords: *Draw What I Say*, writing skill, descriptive text.

A. Introduction

One of the most important aspects of teaching and learning activity is writing. Sobur (2012: 51) states that writing is not just a "literal pictographic" or simply inscriptions that are ideographic, but writing can be a totality including the ability to go beyond what can be designed physically.

The writing culture also can be seen in various printed media such as newspapers, magazines, textbooks and others. Writing is an activity that takes time and energy to be able to

produce good writing and interesting one. According to Bram (2006: 64), writing takes time and energy and it is a long process. Some of people believe that writing is very important activity to communication, especially in the world of education. According to Tarigan (2008: 22), writing is one of representation from unity expression language.

According to Abdurrahman (2009: 227), writing process is divided into three ways such as writing by hand or the first writing, spelling, and expressive writing. To train the knowledge about writing the students have to know the basic first. There are many types of paragraph that are accepted by senior high school students generally such as description, procedure, and narrative text. They will get descriptive and narrative text at second semester in the second grade. Therefore the focus of this research is descriptive text. By learning writing descriptive text, the senior high school students can understand the function, the generic structures, the purpose and also language features of descriptive text. Moreover, they can arrange them in line, bring out their idea, produce unified pharagraph, and make grammatical sentences.

Based on the interview to the English teachers in SMK Nurul Huda NU Paguyangan, most problems faced by the learner in learning English is the writing skill. One factor causing this is dull teaching and learning process. The teacher feels it hard to give the stimulus/material to the learners. The writer, in this study, was interested in using "Draw What I Say" as technique and media of learning to help the learner in writing skill especially in descriptive text.

Draw What I Say is a technique aimed in writing descriptive text, the students will be easier to

apply in a sentence, and understand about the material in learning process. Technique plays important role in teaching English language in order that the goals are achieved.

B. Literature Review

The theories put here are related to writing skill, Draw What I say, and deskriptive text.

1. Writing Skill

According to Rusmajadi (2010: 230), writing is the ability related to other ability, such as reading, speaking, and listening. Brown (2004: 220) states that there are four categories of writing; imitative, Intensive, responsive, and extensive. Imitative means that in producing writing the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Intensive (controlled) states that good writing skill is producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of sentence.

The following is responsive requires learners to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Extensive writing implies successful management of all the processes and strategies of writing for all of purpose, up to the length of an essay, a term paper, a major research project report.

Brandvik and Mcknight (2013: 118-119) state that the writing activity is a process that needs the repeating by many process, such as prewriting (the activity before writing, drafting (making draft), revision and editing, presenting and publishing. Teacher should apply this process of writing to improve the students' writing skill.

2. Draw What I Say

Draw What I Say technique is one of part from *Match Mine* taken from cooperative learning structure; there are two techniques in match mine method which are *Draw What I Say* and *Built What I Write*, accessed from. It can be designed, as follow:

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          ┌─────────────────────────┐
          │   Cooperative Learning  │
          └─────────────────────────┘
                       │
                       ▼
          ┌─────────────────────────┐
          │    Match Mine Method    │
          └─────────────────────────┘
          │                         │
          ▼                         ▼
┌──────────────────┐      ┌──────────────────┐
│ Draw What I Say  │      │ Build What I Write│
│    Technique     │      │    Technique      │
└──────────────────┘      └──────────────────┘
```
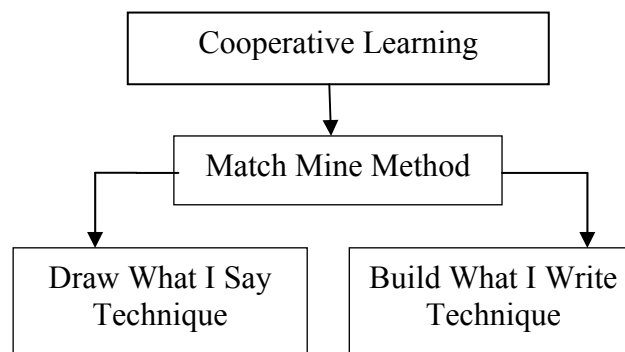
Figure.1. the Stage of the Structure of Cooperative

From the figure.1 above explained that cooperative learning is a teaching strategy that has several methods one of which is the method match mine, in cooperative learning methods have two techniques, namely "draw what I say technique and built what I write" that can be used and implemented in learning process. In this

study the writer used draw what I say technique as the ways to improve the students' writing skill in descriptive text.

3. Descriptive Text

According to Pardiyono (2010: 29), descriptive text is a kind of text that contains a picture of an object. So, it is easy way to teach students in teaching and learning descriptive text. According to Agustien, et al (2004: 4), description text is aimed to give the information. The social factor, this kind of text is descriptions of noun, animal, and human.

Agustien, et al (2004: 4) proposes two generic structure of descriptive text, (a) classification or definition and (b) description of features in order of importance, involving the definition and time, the description of purpose, the description of feature and their use, the description of physical feature (appearance).

C. Method of Investigation

The writer wants to answer whether Draw What I Say effective to improve students' writing skill or not. To be able to answer, the techniques used in data collecting and analysis is based on the qualitative method. Tests consisted of pre-test and post-test questionnaire, and documentation are used to obtain the data. Further, before the data analysis, the writer proves the validity and reliability of data using SPSS program. After that the data are analyzed and interpreted based on the appropriate steps.

D. Discussion

The discussion here comprises the findings and interpretation.

1. Findings

In collecting the data, firstly the writer conducted pre-test to both experimental and control groups. The test had been tried out before. For the post-test, the writer used the same test to see whether there was a significant difference between experimental and control group or not. Meanwhile, in analyzing the data, the writer used interpretation analysis and statistical analysis.

The instrument is proven to be valid and reliable with result of the instrument trial in Class X TKJ are 80, 76, 72, 68, 68, 84, 72, 68, 80, 76, 84, 68, 72, 80, 72, 84, 76, 84, 68, 72, 68, 88. 68, 84, 68, 76, and 68. It means that result of instrument in Other Class (X TKJ) was satisfying, because a lot of the students got the good score.

Next is finding the Result of Mean from Pre-test and Post-test of control and experimental class. The table below shows the result.

Table. 1. The Result of Mean of Pre and Post Test of Control and Experimental Class

No Resp.	Control Class		Experimental Class	
	Y	Y1	X	X1
1.	64	68	68	76
2.	76	64	64	72
3.	56	72	76	64
4.	76	60	60	64
5.	56	68	64	72
6.	64	64	60	68
7.	68	64	64	72

8.	72	68	68	56
9.	68	72	64	72
10.	52	68	76	64
11.	60	72	72	72
12.	76	60	68	76
13.	64	72	56	80
14.	76	68	60	64
15.	60	68	52	60
16.	64	80	60	52
17.	56	60	72	60
18.	64	52	56	68
19.	68	60	72	68
20.	80	68	76	84
21.	68	60	64	68
22.	72	76	60	60
23.	56	60	64	72
24.	68	64	72	72
25.	52	56	56	68
26.	72	64	72	80
27.	64	68	60	68
SUM	1772	1776	1756	1852
MEAN	65.63	65.78	65.04	68.59

Where:
Y   = the Score of Pre-test of the Control Class
Y1 = the Score of Post-test of the Control Class
X   = the Score of Pre-test of the Experimental Class
 X1 = the Score of Post-test of the Experimental Class

The mean of pre-test control class was 65.63 and experimental class was 65.04, it can be seen that the mean of pre-test experiment < control class, because both of class was not given the treatment. In the result of mean post-test of

control in the table above was 65.78 and experiment was 68.59, so the mean post-test experiment > control class, because the treatment was given in experiment class. Meanwhile, the control one was nothing.

Next step is to prove the normality and homogeneity of Pre-test and post-test. Based on the test of normality item of pre-test the writer conducts, it is obtained that the score of sig in pre-test of experimental was 104= 10.4% > 5%, and the score of sig in pre-test of control was 200= 20% > 5%, so the experimental and control class had a normal distribution, but the score of sig in control was bigger than experimental.

Meanwhile according to the homogeneity item of the Pre-test the writer conducts, the score of sig in pre-test experimental and control class was $0.488 = 48.8\% > 0.381 = 38.1\%$ (5%), so both of classes had same variant (homogeneous).

Further, the Normality and Homogeneity Post-Test is as well conducted in the same way resulting that the score of sig in post-test of experimental was $200 = 20\% > 5\%$, and the score of sig in post-test of control was $081 = 8,1\% > 5\%$, so the experimental and control class had a normal distribution, but the score of sig in experimental was bigger than control; and the the score of sig was $0.523=52.3\% > 0.381=38.1\%$. Because F score is more than 0.05, so the classes have same variant or homogeneity. Then, the score of *Equal Variance Assumed* obtained (Sig 2-tailed) = 0.012 (less than 0.05) $0.012=1.2\% < 0.05=5\%$ so both of group had same variant (homogeneous).

2. The Result Pre Test and Post Test Analysis

To analyze the Pre Test and Post Test, the writer uses comparison technique between both tests. Using the SPSS 16 to check the group statistics, it is obtained that the result of the mean score of pre-test control was 65.63, it means that it is not bad. And the mean score of post-test control was 65.78. Meanwhile the result of pre and post-test of experimental class is the mean score of pre- test experimental was 65.04, it means that is good average. And the mean score of post-test experimental was 68.59. From the result above, we can conclude that using *Draw What I Say* is effective to improve the students' writing skill in descriptive text.

3. The Result of Questionnaire

Many of the students answered in the activities' questionnaire that question "Do You like Writing" become one of the students' hobby. And the result in question "Do You Like Writing" got 25 students answered "Yes" and 2 students answered "No", we could be called that question "Do You Like Writing" was influence the students' writing skill.

4. The Result of Motivation's Questionnaire

Before finding the result of motivation's questionnaire, the writer used SPSS 16.0 to count the validity and reliability of the questionnaire. The standard of error used is the score of distribution r $_{table}$, significances 5%. Based on the test of motivation's questionnaire validity and reliability using SPPS 16, it is obtained that the result of validity was (670 = 67.0%), (670 = 67.0%), (513 = 51.3%), (425 = 42.5%), (689 =

68.9%), (670 = 67.0%), all of that was bigger than 381 = 38.1%. it meant that was influence the students' writing skill. And the significance (2-tailed) is ≤ 0.05. It means that the items of questions are **valid.** Meanwhile the result of reliability was 432 = 43.2% (Cronbach's Alpha) that was bigger than 381 = 38.1% (significances 5% in r $_{table}$). It means that the items of questions are **reliable**.

Many of the students answered in the Technique's Questionnaire that question "Do you like the English teaching and learning process by using the technique?" got 23 answers "Yes" and 4 answers "No". We could be called that question "Do you like the English teaching and learning process by using the technique?" was influence the students' writing skill. And the question "Do you like writing descriptive text by using "draw what I say" technique got 19 answers "Yes" and 8 answers "No". It meant that was influence the students' writing skill too.

5. Interpretation

Based on the data analyzed by using SPSS 16.0 program above, we can see that there is improvement score from pre-test to post- test on experimental class. The mean of experimental is higher than control class. Therefore, it can be said that there using Draw What I Say can improve the score of pre to post-test of experimental class.

By accepting H_1, so the mean score of both classes different. Based on the output of *Group Statistics* in table.12, it could be seen that the mean score of experimental class was 68.59, and the mean score of control class was 65.78. It

showed that the mean score of experimental class was better than control class (68.59>65.78). It could be concluded that Draw What I Say Technique was effective for teaching writing descriptive text because there was difference achievement between control and experimental.

When the writer gave the pre-test in control class, many students were got the value and felt easily in writing and understanding in vocabularies. That was one of the factor it, but when the writer gave the post-test in control class after giving the material first but did not use the treatment other way by using conventional technique the students more difficult to make writing descriptive text and understanding in vocabularies. We could see that there is different between pre-test and post-test control class, and the score of post-test of control was less than pre-test. So, pre-test can improve the achievement in writing descriptive text and post-test in control was not improved. But when the writer gave the pre-test in experimental class, several of students have understood and there was little difficulty in writing and vocabularies, otherwise the writer did not learn the material without treatment, but the score of experiment in pre-test was still less than control. When post-test was given in experimental class and the writer learned by using "Draw What I Say" technique, there was the different score between pre-test and post-test. We could see the score in mean pre and post-test of experimental in table.5 that the score post-test was higher than pre-test, so we can called that "Draw What I Say" technique can improve the students achievement in writing descriptive text.

Referring to the explanation above, it could be seen that using "Draw What I Say" technique in teaching writing skill in descriptive text was significant influence for the students' achievement. So, it improved that the result score of teaching writing in using "Draw What I Say" technique was better than teaching writing without using one.

Based on the result of the questionnaires, the result showed that 62, 96% of the students in experimental class agree that "Draw What I Say" technique made them easier in making descriptive text. This condition made them more excited in joining the class. They followed all activities that were given by the teacher. Consequently, when the teacher gave them some exercises. They could do it well.

E. Conclusion

After the writer analyzed the data by using SPSS (*Statistical Package for Social Science*)16.0, it can be concluded that there was significant difference between teaching writing in descriptive text by using "Draw What I Say" technique and without one. It means that teaching writing in descriptive text by using "Draw What I Say" technique was effective. It can be seen from comparing the means both of classes; it was found that the sum and mean of pre-test control class was higher than experimental class (1772>1756 and 65.63>65.04). Then the result of the sum and mean of post-test experimental class was higher than control one (1852>1776 and 68.59>65.78). It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0.763 (more than 0.05) and the score from *t-test* and

Equal Variance Assumed was 0,012=1.2% (less than 0.05=5%). It means that both of classes had same variant but had different achievement.

Based on the explanation above, it could be concluded that "Draw What I Say" technique was effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016.

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