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:
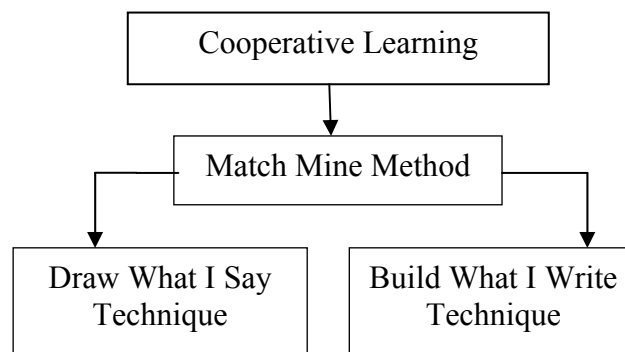

Figure.1. the Stage of the Structure of Cooperative

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 $\leq$ 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.

Acknowledgement

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