IMPROVING THE STUDENTS' WRITING ABILITY THROUGH SOCIOGRAM IN WRITING DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 7 PALEMBANG

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Abstract

This thesis entitled "Improving the Students' Writing Ability through Sociogram in Writing Descriptive text to the Eighth Students of Junior High School 7 Palembang. The objective of this study is to find out whether sociogram is effective or not to improve the students' writing ability of the eighth grade students of junior high school 7 Palembang in writing descriptive text. The problem of this study was "is it effective to improve the students' writing ability of the eighth grade students of junior high school 7 Palembang by using sociogram in writing descriptive text?." The writer used pre-experimental method one group design pre-test and post-test. The population of this study was all of the eighth grade students of junior high school 7 Palembang in academic year 2017/ 2018. The sample is one class (VIII.2) that consist of 37 students that chose by using cluster random sampling. In the result of the study, the average of students score in post-test was 82.4, it was highest than pre-test that was 67.8. In post-test the highest score was 89 and the lowest score was 78. To compare the students' scores in pretest and posttest, paired t-test was used. And the result of paired t-test we found that, t-obtained was 26.6 and t-table was 1.68. It means that t-obtained was higher than t-table (27.317>1.688). And from the result of the interpretation above we can conclude that improving the students writing descriptive through sociogram was effective.

Key words: Improving, Writing Ability, Sociogram, and Descriptive

I.   INTRODUCTION

Writing is one of the four English skills besides listening, speaking, and reading that must be improved especially in academic writing. Writing is an activity of pouring out the thoughts, ideas, and feelings of a person expressed in written language. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and serves as a means of communication indirectly. According to Handoyo (2006: 101), writing

is not only as a means to communicate, but also as a medium of learning, thinking, and also generate ideas. In addition Brown, (2001: 336) also claimed that writing is a thinking process. It means that how we can expressing our ideas into sentence or paragraph. Brown (2001: 334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involve in writing. That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process. Not only that, besides having many steps, writing also requires art, language style, and word selection to attract readers.

Raimes (Alfaki 2015: 46) states that the other problem of organization in students' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. According to Richards and Renandya (2002), the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. And then, based on the researcher observation when conducted a training teacher, she found the students have some problems in writing. Commonly, the students lack of vocabularies and get difficulties to develop the topic. Moreover they got difficulties in find their ideas to start their writing, think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project. Those the main problem that the researcher wants to try to solve by conducting this research.

Westwood (2008:56) stated that writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies. Those facts encourage the writer to focus on helping the students develop their writing ability especially in writing descriptive text. Descriptive text is one of the genres taught for the eighth grades students at Junior High School. According to Folse et al. (2007:135), descriptive paragraph describes how something or someone looks or feels. So, it can make students think about that they look or feel, and explore their idea, write it in sentences and arrange the sentence into paragraph.

Therefore, to improve the students writing ability the writer tried to used an interesting technique especially in writing descriptive. The technique is "sociogram" as media in teaching writing. According to Fraenkel (2012:131), a

sociogram is a visual representation, usually by means of arrows, of the choices people make about other individuals with whom they interact. In Hartati (2016:15), sociogram is like maps or graphic pictures to use in designing of relationship among the content in the component itself. Sociogram force the students to think about relationship among characters and help the reader to understand those relationship. When learners use sociograms, they try to make a connecting each other to create to the explanation. Sociogram also can be used in developing students creativity in make a story, especially to support students writing.

The objective of the study was to find out whether is it effective or not to improve the students' writing ability of the eighth grade students of junior high school 7 Palembang by using sociogram in writing descriptive text.

Based on the background presented above the problem of this study; "is it effective to improve the students' writing ability of the eighth grade students of junior high school 7 Palembang by using sociogram in writing descriptive text?"

The writer limited this study on concerning in descriptive text of the eight grade students of Junior High School 7 Palembang in academic year 2017/2018 through sociogram. To make it deeper, the problem limited to the students writing skill improvement in knowing how to organize their idea, planning, and arrenge it writing through sociogram, in thr form of descriptive text.

II.   RESEARCH METHODOLOGY

In this research, the writer used a quantitative research based on the pre-experimental design. A quantitative research used to measure how far the sociogram technique influences the students in improving their writing ability. The writer used *one-group pre-test and post-test design* which take one class as the experimental class. The design of the research was presented as follow:

$$O_1 \ X \ O_2$$
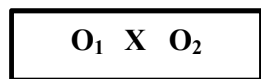
O_1 : the pre-test.

X : the treatment.

O_2 : the post-test.

(Arikunto, 2014: 124).

The population in this study were all of the students of junior high school 7 Palembang at grade eight in academic year of 2017/2018 start from class VIII.1-VIII.9 with total 336 students. In conducting research, the writer used cluster random sampling to choose sample, because the writer only took one class as the sample in her research. The sample was class VIII.2 with total 37 students

III. RESULT

In this thesis the writer gave the theme to students, from the theme the students tried to develop their idea and wrote it into paragraph. The writer gave 60 minutes to write it. The total score of students is 100 which consist of structure, vocabulary, content, organization and mechanics.

The sample students were taken from class VIII.2 of Junior High School 7 Palembang in academic year 2017/2018 that consist of 37 students were given the pre-test and it was conducted before the treatment by writing descriptive. From the data, to know the distribution of mean, median, standard deviation and total of score in pretest was calculated by using SPSS (Statistic Package for Social Science) 23 version. It can be seen in table 4.2 below:

TABLE 4.2
THE STATISTICS DATA OF PRE-TEST

Pretest		
N	Valid	37
	Missing	0
Mean		67,8378
Std. Error of Mean		,65618
Median		68,0000
Std. Deviation		3,99140
Variance		15,931
Minimum		61,00
Maximum		76,50
Sum		2510,00

After the score had been calculated, it was found that average (mean) of the students' score in pre-test was 67.84. The median was 68.00 with the standard

deviation was 3.991, the lowest score was 61, and the highest score was 76.5, with the total score of the students was 2510. It means that they were in "moderate" categories.

The item and theme of post-test was the same as pre-test. The post-test was given after the treatment. The students were introduce about sociogram and learn writing through sociogram. After being taught writing descriptive through sociogram the students got enhancement in their score. From the result of data post-test, to know the distribution of mean, median, standard deviation and total of score in pretest was calculated by using SPSS (Statistic Package for Social Science) 23 version. It can be seen in table below:

TABLE 4.5
THE STATISTICS DATA OF POST-TEST

Posttest		
N	Valid	37
	Missing	0
Mean		82,4730
Std. Error of Mean		,42710
Median		82,0000
Std. Deviation		2,59793
Minimum		78,00
Maximum		89,00
Sum		3051,50

The data distribution above shows that, the average score (mean) of post-test was 82.47, and median 82, with the standard deviation was 2.598. The highest score was 89 and the lowest score was 78 with the total score was 3052. It means that the students were in "very good" categories.

Based on the result of students' score in pre-test and in post-test, matched t-test was used to compare the average score obtained from the written test. The average score in post-test (82.4) was highest than the average score (67.83) in the pre-test.

The writer tried to compare both of the scores in pretest and posttest by used paired sample t-test in SPSS 23 version. And the result of the calculation can be seen in table 4.8 as follows:

TABLE 4.8
THE RESULT OF THE PRE-TEST AND
POST-TEST SCORE
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67,84	37	3,991	,656
	Posttest	82,47	37	2,598	,427

From the table 4.8, it shows that posttest score was higher than score of pretest. In pretest, the average score (mean) was 67.84, with standard deviation was 3.991 and the standard error mean was 0.656. Meanwhile in posttest, the average score was 82.47, with the standard deviation was 2.598 and standard error mean was 0.427.

The result of data calculation in table 4.9 shows the distribution of pretest and posttest scores. From the data we

TABLE 4.9
DISTRIBUTION OF FREQUENCY DATA
OF PRE-TEST AND POST-TEST
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pretest – Posttest	-14,635	3,259	,536	-15,722	-13,549	-27,317	36	,000

found that the average score (mean) of the

found that the average score (mean) of the students in pretest and posttest was (-14.635), the standard deviation was 3.259 and standard error mean both of test was 0.536. From the data, there were differences of the result of test. In the result the lower score was (-15.722) and the upper score was (-13.549), with the confidence interval of the difference was (95%) and the degree of freedom was 36.

If t-obtained was 27.317, the alternative hypothesis (H_a) at the significant level of 0.05 and the degree of freedom (df) was 36 (37-1). The critical value of t-table was 1.688. It means that t-obtained higher than t-table (27.317>1.688). So, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. And it can be conclude that, improving the students writing ability through sociogram in writing descriptive text to the eighth grade students of junior high school Palembang was effective.

IV. CONCLUSION AND SUGGESTION

From the findings and interpretations in previous chapter, sociogram can gave the significance difference in students' writing ability. It can be seen in the result of the students score from the pretest to the posttest. The average of students score in posttest was 82.4, it was highest than pretest that was 67.8. In post-test the highest score was 89 and the lowest score was 78. While, the highest score in pretest was 76.5 and lowest score was 61. To compare the students' scores in pretest and posttest, paired t-test was used. And the result of paired t-test we found that, t-obtained was 26.6 and t-table was 1.68. It means that t-obtained was higher than t-table. So, the result of study also can answer the hypotheses that, H_a was accepted and H_o was rejected. And from the result of the interpretation above we can conclude that improving the students writing descriptive through sociogram was effective.

The writer offers some suggestions for the teacher of English, the Students, and other researchers. Based on the study that has been done, there are some suggestion offered to the teacher of English. The teacher of English should encourage students to write and express their idea about their feelings,

imaginations and also their thought. The teacher should increase the students' ability in writing skill. And the teacher can help the students in increasing their ability in writing by using some techniques or medias such as sociogram that can give the students some imagination and easier to explore their ideas in paragraph.

The following suggestions are offered to the students to make them more successful in learning writing. The students can make sociogram before they explore their idea in paragraph form. By using sociogram the students can imagine where their storyline will go and what will they tell in story in a form of paragraph. The students should increase their knowledge about vocabulary, grammar, and another aspects of writing to write well. Since, this study was limited toward teaching writing descriptive text about surrounding environment especially about animals through sociogram. The writer hopes that the other researchers can conduct about descriptive text more details and can explore more students' writing ability through sociogram.

The writer hopes that this study will be useful and as a good reference for readers who concern about modern technique in teaching writing, especially descriptive text. And may this study will bring good understanding to the readers in helping them how to improve students' writing achievement by applying sociogram.

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