

**THE USE OF CONSTELLATION DESIGN TECHNIQUE IN TEACHING
WRITING TO THE TENTH-GRADE STUDENTS OF SMA NEGERI 5
LUBUKLINGGAU**

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Abstract

The problem of this study was “Was it significantly effective to teach writing by using Constellation Design Technique to the tenth-grade students of SMA Negeri 5 Lubuklinggau”? The objective of this study was to find out whether or not it was significantly effective to teach writing by using Constellation Design Technique to the tenth-grade students of SMA Negeri 5 Lubuklinggau. The method was pre-experimental with one group pretest and posttest design. The population of this study was all the tenth-grade students of SMA Negeri 5 Lubuklinggau, consisting of 148 students. The sample was taken through cluster random sampling. The sample consisted of 38 students. A writing test was used to collect the data. The data was analyzed through three techniques: 1) Individual Score, 2) Comparison to Minimum Mastery Criteria, and 3) Matched t-test. The results of this study: (1) The mean score of the pretest was 64.61, (2) The mean score of the posttest was 73.39, and (3) the result of the matched t-test was 5.73, which was higher than 1.697 as the critical value of the t_{table} of degree of freedom 37 with 95% significant level for one tailed-test. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This means it was effective to teach writing using the Constellation Design Technique to the tenth-grade students of SMA Negeri 5 Lubuklinggau.

Keywords: *Constellation Design Technique, Teaching, Writing*

1. INTRODUCTION

Writing is one of the language skills that should be learned by the students. A student not only communicates with other people but also expresses his or her ideas, feelings, thoughts, and experiences. Besides that, they do not only master vocabulary, grammar, and punctuation, but they should also understand how to develop them into good writing activities based on their goal. White and Arndt (1998) stated that writing is a vehicle for thought; it plays an important role in the development of thinking. Learning to write not only involves learning to use written

symbols but also includes learning how to select and organize experience, which needs practice.

In fact, students face many problems in writing. Based on the writer's interview with the English teacher at SMA Negeri 5 Lubuklinggau, most of the students still had low ability in writing; they were lazy to write, not able to make sentences, and had no ideas. Therefore, they need much time to finish their writing. The second problem was the teachers' technique. In the teaching process, the teachers do not have variation techniques, and the students do not understand the teachers' explanations. Thus, the students cannot achieve the purpose of indicators in the learning process. Based on the problem above, the writer concludes that many students are still confused and do not understand how to write well. In brief, the teacher should find another technique to solve the students' problems (Episiasi et.al., 2022). Therefore, the writer attempts to find out the students' achievement in writing narrative text. By identifying the students' achievements, the teacher can recognize whether the learning activity is a success or not. The result is expected to improve the English learning process in the future. So, teachers should apply the technique or strategy in teaching in order to achieve students' learning goals. One of the techniques is called Constellation Design Technique. The Constellation Design Technique is defined as a technique in which the students have to cluster the words in constellation form and describe in detail a story or incident and the circumstances that happen surrounding the incident (Rico, 2000). This technique is important because it can make it easy for the students to write an English text since the constellation design gives the students a basic outline in writing. Based on the explanation above, the writer intended to conduct a study entitled Teaching Writing by Using Constellation Design Technique to the Tenth-Grade Students of SMA Negeri 5 Lubuklinggau.

II. LITERATURE REVIEW

According to Larsen (in Saleh, 1997), there are several definitions of teaching. Teaching is learner-centered and humanistic, which means the teacher serves as a guide in the learning process, but it is the students who assume some responsibility for how much learning takes place. Teaching is characterized by activities, an interactive process between the teacher and the students and among students themselves, and they need to comprehend the new language, so teaching reading comprehension is student-centered, especially in group work activities. Teaching is a profession conducted by using a combination of out, science, and skill; it is an art because it relies on the "teacher" creative provision of the best possible learning environment and activities for his or her students (Saleh, 1997).

Based on the explanation above, it can be concluded that teaching is the process of demonstrating material that is done by a teacher that aims to make the

students understand the lesson and have a better result in a lesson, especially in English. Furthermore, According to Hedge (1992), effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. In the writing activity, students activate their background knowledge to write a topic and then write on paper. The writing considers some aspects, such as the content of the writing, sentence formation, structure, and use of the appropriate vocabulary.

Heaton (1989) states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. An analysis of a good writing process needs skills that include five general components. Namely content, organization, vocabulary, grammar, and mechanics (Heaton, 1989). Grammar means the ability to write correct and appropriate sentences; mechanics means the ability to use correctly those conventions peculiar to the written language, for example, punctuation and spelling. Content means the ability to think creatively and develop thoughts, excluding all irrelevant information; organization means the ability to manipulate sentences and paragraphs and use language effectively; vocabulary skills mean the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information. Furthermore, Heaton (1989) divides the level of the students into three kinds, namely:

- a. At the basic level, the students use simple grammar, vocabulary, and unsophisticated sentences.
- b. At the intermediate level, the students use accurate grammar, vocabulary, and spelling, though possibly with some mistakes, but do not destroy communication.
- c. At the advanced level, the students have extremely high standards of grammar, vocabulary, and spelling.

According to Reid (2000), There are three general purposes for writing, and they can all occur in a single essay, although usually, one for the purposes is dominant to explain (educate, inform), to entertain (amuse, give pleasure) to persuade (convince, change the reader's mind). There are two characteristics of guided writing: a) the students have to follow the instructions given by the teacher, and b) the students have to follow the models. Based on the explanations above, it can be concluded that guided writing is when the students express their ideas in written form based on the instructions and the models given by the teacher. In guided writing, the students are not free to express their ideas; on the other hand,

free writing is similar to guided writing, but in free writing, the students are able to express their ideas by choosing a topic based on some topics given by the teacher.

Gabriele (2000) Constellation Design is any piece of writing that groups together as a pattern of meaning around an image, idea, phrase, or object. It is any sustained piece of writing, long or short, that uses a cluster of vignettes to make a constellation of meaning. Moreover, Hoffman (2005) wrote the Constellation Design to reconstruct how the incident began and the circumstances surrounding it by giving the cluster. The students describe or think about details in the environment, like weather and lighting and the condition of the area. The students also wrote their emotional state at the time of the incident. Based on the two experts' opinions above, it can be concluded that Constellation Design is a technique in which the students have to cluster several words and describe in detail an incident and the circumstances that happen into a larger pattern of meaning so as to discover the center around which the word should be coherent.

III. RESEARCH METHOD

In this study, the writer applied a pre-experimental method with one group pretest-posttest design. According to Mcmillan (1992:175), research design usually has inadequate control of extraneous variables. The pre-experimental method used only one group of students. In other words, it does not use two groups but only one group or one class. It just tried to investigate the achievement before and after the treatment.

In doing this study, the writer used a one-group pretest and posttest design. The design was as follows:

Table 1. One Group Pretest and Posttest

Group	Pretest	Treatment	Posttest
Experiment	T1	X	T2

In which

T1 : Pretest

X : Treatment

T2 : Posttest (*Hatch Farhady, 1982:64*)

There were two variables in this study: the independent variable and the dependent variable. According to Hatch and Farhady (1985), an independent variable is the major one to investigate. It is the variable that is selected, manipulated, and measured by the writer, while a dependent variable is the variable that is observed and measured to determine the effect. The independent variable of this study was Constellation Design, and the dependent variable was the students' writing achievement.

a. CONTENT	
30-27	Knowledge knowledgeable-substantive
26-22	Adequate range-some knowledge of subject-adequate range
21-17	Limited knowledge of the subject – little substance
16-10	Does not show knowledge of subject-non substantive
b. ORGANIZATION	
20-18	Fluent expression – ideas clearly stated
17-14	Somewhat choppy-loosely organized, but the main ideas stand out
13-10	Not fluent – ideas confused or disconnected
9-7	Does not communicate-no organization
c. VOCABULARY	
20-18	Fluent expression – ideas clearly stated
17-14	Adequate range – occasional errors of word /idiom form, choice, and Usage, but meaning not obscured. Usage
13-10	Limited range – frequent errors of word/ idiom word, choice,
9-7	Essentially, translation – little knowledge of English vocabulary
d. STRUCTURE/LANGUAGE USE	
25-22	Effective complex construction
21-18	Effective but simple construction.
17-11	A major problem in simple/complex construction
10-5	Virtually no mastery of sentence construction rules
e. MECHANICS	
5	Demonstrates mastery of conventions.
4	Occasional errors in spelling and punctuation.
3	Frequent errors of spelling, punctuation, and capitalization.
2	No mastery conventions – dominated by errors of spelling, Punctuation, Capitalization, and paragraphing.

Source : (Heaton, 1988)

Based on the table above, it was seen that the maximum score that the students got in writing was 100. However, the minimum score of the students got in writing was 34.

IV. FINDINGS

In this study, the writer presented the findings that the writer got from the students' written test of the tenth-grade students of SMA Negeri 5 Lubuklinggau. The sample consisted of 38 students from X.3. The data were obtained from the pretest and posttest and were calculated by two raters. Those two raters are The first rater, the teacher of English of class X.3, and the second rater, the writer herself. The process of statistical analyses was from the pretest; the pretest was administered in order to see the students' ability in writing before accepting the treatment; the writer got the student's pretest score, and then after the experimental treatment, the writer held the posttest. Those pretest and the posttest scores were analyzed. There were five criteria for the analysis. They were 1) the Content (C), 2) Organization (O), 3) Vocabulary (V), 4) Language Use/ Structure (S), and 5) Mechanics (M). The scores were calculated by the rater I and the rater II, then the results of those two raters were added, and then they were divided by 2. Having analyzed the students' pretest and posttest scores, the writer identified the highest score, the lowest score, and the mean score of each student for the pretest and posttest. Moreover, the writer also interpreted the students' progress between the pretest and the posttest.

As a result, there were five findings of the calculation from this research; they were the data findings of 1) the pretest writing score, 2) the posttest writing achievement, 3) the result of the normality test, 4) the result homogeneity test, and 5) the result of Matched t-test. The result of the test was proven through the significant difference between the two means scores in the pretest and posttest. There was an improvement in the average scores or the average ability from the pretest (64.61) to the posttest (73.39). The students made progress. Their average ability changed from the "failed" to the "mastered" category. The students' improvement was also identified through the result of the matched t-test analysis. The writer found that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected since the result of the calculation of the matched t-test was higher than the t-critical value. The t-obtained was 5.73, which was higher than 1.697 as its critical value. It meant that the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_a) was accepted. In other words, it was significantly effective in improving the writing ability through the constellation design Technique of the tenth-grade students of SMA Negeri 5 Lubuklinggau.

V. DISCUSSION

This study found that there was an improvement in the average scores or the average ability from the pre-test (64.41) to the post-test (73.39). it was indicated that there were several reasons that the students' writing achievement could increase. Firstly, through the method's constellation design, verbalism will be avoided because the students will be told to pay attention to the lesson materials

described. It helps the students to have more practice in writing. Thus, it made them write a lot and make progress. This opinion is in line with what Brown (2000) says that input refers to what the learners take with them over a period of time and can later remember. Secondly, the learning process will be more interesting because students will not only hear but also see what happened. As a method of presentation, a constellation design cannot be separated from the verbal explanation by the teacher. Although the role of student constellation design is in the process of simply paying attention, the constellation design will be able to present more concrete learning materials. In learning strategies, constellation design can be used to support the success of expository and inquiry learning strategies. Moreover, Anitah (2009) states that constellation design is a teaching method that gives teaching material to show an object or method of doing something directly. One of all that needs attention in doing constellation design is students' position must be able to look at an object that will be demonstrated. Using the strategy or technique in teaching is very important and improves students' achievement in learning (Episiasi et al., 2023).

V. CONCLUSION

Based on the findings presented above, it could be concluded that it was significantly effective in improving students' writing ability through the constellation design technique. This was proven by the significant difference between the mean scores in the pretest and posttest. There was an improvement in the average scores or the average ability from the pretest to the posttest. The students made progress. The writer found that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected since the result of the calculation of the matched t-test was higher than the t-critical value. It meant that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. In other words, it was significantly effective in improving the writing ability through the constellation design technique of the tenth-grade students of SMA Negeri 5 Lubuklinggau. The constellation design gives the students a basic outline in writing. The results of the study improved students' writing performance in SMA Negeri 5 Lubuklinggau.

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