

**THE EFFECT OF DE BONO MODEL ON STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT OF 2018/2019 ELEVENTH YEAR STUDENTS
OF SMA YAYASAN PENDIDIKAN HARAPAN BANGSA
KUALA KABUPATEN LANGKAT**

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ABSTRACT

The study is concerning with experimental study which discussed the effect of de Bono model students writing descriptive text. It took place at SMA yayasan pendidikan harapan bangsa kuala kabupaten langkat. The subjects were the eleventh year students with the population of 72 students. 72 students were chosen as the sample and group into experimental and control group. Each group consisted of 36 students. The experimental group was taught with de bono model while the control one was taught without De bono model. A writing test was used to collect the data on the students' writing achievement. The data collected were analyzed by using t-test. The result of the data analysis showed that the t-observed was 7,24. It was higher that the value of t-table (t_t) is 1,66 for 5% and 2,38 for 1%. This meant that the alternative hypothesis (H_a) was accepted. It can be concluded that there is effect of De Bono model on students writing descriptive text of 2018/2019 eleventh year students of SMA yayasan pendidikan harapan bangsa kuala kabupaten langkat.

Keyword: *Writing, Descriptive text, De Bono model, Six thinking hats*

INTRODUCTION

Language is an important role in human's life because it is the medium of communication, thought, and learning. Language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another. By using language, human can communicate with other people to express the ideas, to facilitate the thinking process, and to recall the information. One of languages that has an important role in the world is English.

English is a Mastering English means mastering the four basic skills, namely listening, speaking, reading, and writing. People have to master all of those skills in order to improve their English language. In addition, they must learn other aspects of English which can support their ability.

One of skills that must be learned is writing. Writing is producing sequence of sentences arranged in a particular order and linked together in certain ways. Then, according to Admin that based on generic structure and language feature dominantly used, there are some types of text. They are report, analytical exposition, narrative, procedure, recount, spoof, anecdote, discussion, description, explanation, review, hortatory exposition, news item. In the teaching of writing skill descriptive text is popularly known as descriptive paragraph. The students are trained to describe certain object in a written language by developing one main idea as a topic sentence. So, it will be quite easy to them producing the simple text.

Descriptive writing is a type of written text, which has specific function to give description about an object vividly so that the reader can visualize the object described. In addition, descriptive

writing is a genre that asks the student to describe experience, emotion, situation, qualities, and characteristics. this genre encourages the students ability to create a written account of a particular experience.¹

In this study, The Writer deals with writing as topic because when his teaching practice at SMA, the students got difficulties to write even when they were asked to write. In fact, the students still get some difficulties when they are asked to write English text although that is simple writing. Most of them get bad scores in their writing. It is caused by the students“ lack of knowledge how to write, what to write, vocabulary, grammar and technical writing.

The Writer founds that the students“ achievement in writing is still low. The students still got confused how to deliver their ideas. They were lack of idea and confidence to use their own language. The other problems such as their grammar is not good, they also do not have enough vocabulary.

The appropriate teaching technique, like De Bono Model “Six Thinking Hats “, help the teacher to solve the problems in the class.

It can guide and facilitate learning process in order to enable the students learn and create a better atmosphere of learning. The technique also may attract the students“ attention toward understanding about writing and increase their motivation by actively involving in learning.

The writer founds out that the students ability in writing descriptive text was improved by using De Bono Model. De Bono leading this theory as it is assumed that thinking can be divided into six caps meaning six different roles performed by the learner and gave each a hat Luna reflects the nature of the user's thinking, where he sees that there are many different forms of thinking. and may not stop at one of these models and choose any hat six thinking hats is from behind the goal of the learner is seeking to achieve². This strategy aims to develop exploration, creativity and initiative by giving each type of thinking right to express his point of view. In addition, by encouraging the parallel thinking and organizing information and guide the learner to think a certain way, and hats of the six is not a real caps but psychological caps, meaning that the learner can be the color of the colors of thinking and each hat connotation wears any of the six colored hats that represent each hat. White show information and data objectively, it refers to the search for information and the facts, and red Hat show feelings and emotions without logical justification, yellow hat refers to positive thinking and to highlight the positive aspects of the subject and generate constructive ideas while giving logical justifications. The black hat refers to negative thinking which stands out the negatives and the obstacles and shortcomings in the subject to be treated, green hat suggests thinking a creative show creativity and innovation in the sense that.

When you wear the green hat looking for new ideas and solutions have never tread, and blue hat suggests holistic thinking and contribute to give a final judgment on the matter to take the necessary decisions.³

¹ Dirgeyasa, (2014), *Emic Writing*, Unimed Press. Medan. p.69

² Ovidius University Annals, Series Physical Education and Sport / SCIENCE, MOVEMENT AND HEALTH Vol. XVI, ISSUE 2, 2016.

³ Ovidius University Annals, Series Physical Education and Sport / SCIENCE, MOVEMENT AND HEALTH Vol. XVI, ISSUE 2, 2016.

The objective of this study is “to know how effective the use of De Bono model “Six thinking hats” in teaching writing descriptive texts”. This study was conducted under the consideration that the students often get difficulties to write descriptive of picture, object, thing, place, animals and person.

Related to the problem describe above, the way of teaching needs to be improved. Many student’s feel boring if the teacher used the conventional strategy in learning process. There are many strategies to make the students have a better understanding in English learning process that can be used. One of these strategies is De Bono Model “Six thinking Hats “which is the writer choose that expected to be useful to improve student’s achievement especially in descriptive text

Based on the background above, the researcher interested to conduct a research entitle “The effect of De bono model on student’s achievement in writing descriptive text of 2018/2019 eleventh year students of SMA Yayasan pendidikan harapan bangsa Kuala Kabupaten Langkat”.

The definition of writing has several meanings. According to Jhon Langan in his book, that writing is treated as a process.⁴This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is both a physical and a mental at the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing, one of the world’s oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities.⁵

Writing process is a private activity. Writing process can help them in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage- Planning (pre-writing), drafting, revising, and editing, evaluating, publishing.

Thinking as a mental process does not take place in a vacuum, and you need to materials to make different representations for the thing being thought in , these visual or audio or tactile materials may be, is being brought in from the surrounding environment to the interior in different shapes and symbols to replace the original form and that to solve a specific problem, or to take a particular decision, after a different treatment processes like comparison and elicitation, analysis, fabrication, installation and decision-making, and Calendar to reach the targeted multiple targets individual seek to achieve .

The importance of thinking in academic success and life, effective thinking has a vital role in the success of individuals and progress in education institutions and outside, because their performance in the performing life skills and attitudes during the study and after are the products of their thinking and which is determined by the extent of their success and failure thinking renewed

⁴ JhonLangan (1985), *College Writing Skill with Readings (Fifth Edition)*. America :McGraw Hill Companies, p . 14

⁵ Andrea A. Lunsford (2010), *The St. Martin’s Handbook Sixth Edition*. New York : R. R Donnelley & Sons Company, p.24

strength to the survival of the individual and society in today's world and tomorrow, and that teaching thinking skills benefit learners and teachers together they elevate the degree of excitement and attraction of the experience, and make the role of students' positive and active, which is reflected in the improvement of the level of achievement and success in school exams, and achieving educational goals for which the teachers and the schools responsibility.

De Bono states that Six Thinking Hats technique is supposed to promote quality of thinking and communication for students, teachers, and educational leaders. He also believes that many successful people think from a very rational, positive viewpoint. People may fail to look at a problem from an emotional, intuitive, creative or negative viewpoint. This can mean that they underestimate public resistance to plans, fail to make creative leaps, and do not make essential contingency plans.

By this technique participants can consider the different points of view together at the same time, rather than arguing about them. The Six Thinking Hats technique also keeps group from deciding on one right answer or the rightness of one point of view without considering the many facts of the issue.

The Six thinking Hats technique can be applied to most topics, problems or activities. Students do not always have to use all the hats, and they do not have to do them in any particular order.

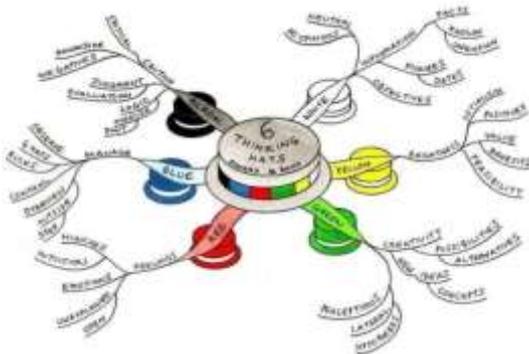
Consequently, the researcher herself believes that students should learn content while solving realistic problems. Learning in order to know should not be separated from learning in order to do. Thus, there is a need to design writing activities that are supported by instruction and modeling that include a collaborative, problem-solving and role play elements, and that require both reflection and articulation of that reflection.

The six hats strategies for one of the important strategies that work on the education of thinking and organizing its operations and the idea and design of these caps traces back to Edward de Bono, an effective thinking encourages parallel thinking tool, and regular construction and is based on the division of thinking into six patterns and consider each style as a hat worn by human or takes it off according to his way of thinking in that moment, it is believed that this method gives the man in a short time a great ability to be successful and successful in the process and personal attitudes and they turned rigid attitude to creative attitudes it's a way we learned how to coordinate the various factors to arrive at creativity .colors six styles Has been selected to bestow a kind of psychological atmosphere on the thinking process has been scientifically proven that the colors of the psychological impact on the people through the process of showing which role the colors in the excitability of different psychological feelings of experiments, have been associated with some of the colors in the not aware of many of the people over the centuries specific feelings: red color symbolized love therefore chosen for demonstrating the emotional thinking, and the yellow was linking to think positive, which is taken from the yellow color of the sun as they have a great role in the process of life and growth on the surface of the earth are the source of all types of energy, and the black related to thinking pessimistic clear and needs no further statement, while the white color symbolizes boil purity and serenity, therefore making the symbol of the neutral thinking that does not carry any pre-orientation is not a positive nor negative, while green symbolizes the creative thinking which is the color of the plants because of the great God creation the visible , and blue

symbolizes the totalitarian thinking, a sky blue color as the surrounding land that landlocked ocean color of the sea . It is noteworthy de Bono that Six Thinking Hats technically clear and organized way and every hat represent a part of the thinking, which is as follows:

1. White Hat: objective, and impartial, and focus on objective facts and figures.
2. Red Hat: red symbolizes anger (anger blush) and anger and emotions, and the red hat that represent the emotional matter (intuition, feelings, and emotions)
3. Black Hat: black color suggests sad and negative, black hat and focus on the negative aspects, and the weakness and failure points, and focus on the negative sentences, and the development of the reasons for the failure of the idea.
4. Yellow Hat: Yellow color is bright and positive, yellow hat and a symbol of optimism, hope and positive change, they represent the sunrise.
5. Green Hat: Green indicates the grass a lot, growth and fertility, green hat symbolizes innovation, creativity and new ideas.
6. Blue Hat: thinking about thinking, and control operations, and team management, and decision-making, they play the role of regulator to control the process of thinking and the use of other hats and Fallon and a cool blue color of the sky above the everything.

Just by reading about this technique, one can misunderstand that it won't be easy to transition our mind from one hat to another (from one pattern of thinking to another) like a machine or a robot, but in practice, it is a lot easier.



a. Advantages

1. Give the same language, when doing a discussion or solving problems together, they use the same language, because they are just as organized as their thoughts.
2. Giving out a different mindset than usual
3. More wearing their brains / minds, in using these six thinking hats, the people who use them will use their brains in problem solving / discussion of a problem.
4. Eliminating personal ego, by wearing these six thinking hats they will eliminate personal ego as everyone will not be able to wear the six hats simultaneously.
5. More intelligent in solving the problem

b. Disadvantages

1. Sometime implementing, it takes a long time so the teacher is difficult adapt to the time that has been specified.
2. Technique of decision like this usually causes noise

“A Hypothesis is a temporary answer of research, until it can be proved by data collection. Hypothesis taken from hypothesis, which is consist of two words, hypo means under and thesis mean truth.”⁶. Thus, the meaning of hypothesis is a temporary answer of research problem that its truth must be verified empirically.

The hypothesis will make the researcher to focus the researcher’s work easier. Therefore, in this study, the researcher purposes two hypotheses. The formulated as follows:

H_a: There is any effect of De bono model on students’ achievement in writing descriptive text of eleventh grade students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat in academic year of 2018/2019 is effective.

H₀: There is no any effect De bono model on students’ achievement in writing descriptive text of eleventh grade students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat in academic year of 2018/2019 is not effective.

METHODOLOGY OF THE RESEARCH

This study is conducted at SMA Yayasan Harapan Bangsa Kabupaten Langkat. It is a formal education institution located at Jl.Binjai – Kuala Km.18,5 Pekan Kuala, Kec. Kuala, Kab. Langkat Prov. Sumatera Utara.

A method is procedure or way that is used in achieving a certain purpose. We have to remember that the method use should be in accordance with the purpose of the research.

In this research, the researcher uses experimental research to know the real data that gets from the respondent. Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested.⁷

In this research the researcher uses quasi experimental in which the researcher gives certain treatment to the students to find assessment of how the effect of De Bono model on students’ writing descriptive text. Quasi experimental has both pre- test and post- test, and experiment control group but no random assignment of subject.

To get a sure basic on guessing the influence on subject’s research, teacher can replace the learning design. Usually, the design uses treatment + evaluation and become pretest + treatment + posttest design.

This design is almost similar with pretest-posttest control group. In this nonequivalent control group design, both of experiment and control class the research subjects are not chosen randomly.

Group	Pre-test	Treatment	Post-test
Experimental	✓	Teaching by using	✓

⁶Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.

⁷ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p.230

		descriptive text	
Control	✓	Teaching without descriptive text	✓

The total number of eleventh grade students at SMA Yayasan Harapan Bangsa Kabupaten Langkat are 72 students distributed into 2 classes. The number of population can be seen as follows:

No.	Classes	Number of Students
1.	XI IPA 1	3 6
2.	XI IPA 2	3 6
	Total	72

On quasi experiment nonequivalent control group design researcher can't choose the subjects of research randomly. The technique on choosing the sample is purposive sample. The purposive sample technique is decision in making a sample that considered to researcher's certain purpose and goal, and the researcher to be responsible to the research.

The research uses pretest and posttest instrument, Pretest and posttest are research instruments that uses as a device to know the result from two different classes which use De Bono Model and the traditional one. Pretest is questions to evaluate the subject that using the traditional method in teaching to both of class. And posttest is questions to evaluate the subject that using De Bono model on experiment class and traditional method on control class. The researcher will to use the teaching De Bono model in class XI IPA 1 while in control class use De Bono model in class XI IPA 2.

The technique of data collecting as follow: Test

Testis one of material that important for the research. In this research, the researcher uses pretest and posttest.

a. Pretest

The pretest was administered at beginning of the course in order to find the initial between experiment class and control class.

b. Instrument for Treatment

After the researcher got data from pretest, the researcher determines between two classes which will become control class and experiment class. This instrument of treatment compared writing by using De bono model on student's achievement in writing descriptive text.

In this experiment the researcher providing writing descriptive text using. De Bono Model, the first the researcher explain what and how make descriptive text and introduce De Bono Model generally, the researcher explain to the students' how to learn writing descriptive text using De Bono model and the advantage of learning writing descriptive text using De Bono model for students'. The second, after all of students' understood the descriptive text and De Bono model, the researcher ask students' to make a descriptive text from their idea and then students' asked to analysis the generic structure of the descriptive text, it would make easy student writing descriptive

text using De Bono model “Six thinking hats”. Finally, the researcher posed some question orally as interactive in the class.

a. Posttest

Posttest carried out in order to check the different between two classes (experiment class and control class) after the researcher gave the treatment for experiment class and traditional method to control class.

The technique on a quasi-experiment nonequivalent control group design is comparing the student’s result from pretest and posttest. The researcher uses the steps as follow:

The researcher gets two data. The first data is the result of pre- test and the second data is the result of post-test. The writing are also assessed by two refers, namely Teacher and I as a Researcher. If is done to make data valid.

After getting the data from pre-test and post-test, the researcher uses formula “t” test. “t” test one of statistic test that used to test the validity of null of hypothesis that in the between two means of simple that randomly taken from the same population, there is significance different or no. “t” is test that usually used for experimental method.

T-Test will be used to test the hypothesis of the research and statistical methods for determining the hypothesis test to be used must be adapted to the statistical assumptions, for example assumption of distribution and homogeneity of variants. The following condition of assumption of distribution and homogeneity of variants of research data and hypothesis test that should be used.⁸ Before applying the t-test, variance homogeneity should be found first. Homogeneity test means to see whether the two groups of data have homogeneous variance.

In this study the researcher will used the formula bellow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{x_1^2 + x_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Explanation:

\bar{x}_1 = deviation score of the experimental group

\bar{x}_2 = deviation score of the control group

x_1^2 = the square of the deviation score of the experimental group

x_2^2 = the square of the deviation score of the controlled group

n_1 = the number of the students of the experimental group

n_2 = the number of the students of the controlled group

THE DATA AND DATA ANALYSIS

This research was conducted on the students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat Academic Year 2018/2019 by using De Bono model. Students of the pre-test result are the writing achievement students. While the students’ post-test was given the learning by De Bono Model.

⁸*Ibid*, pp. 128–131

Having scored and listed the scores and tables, then the finding data were simplified as the following:

X1	=	8,75
X2	=	3,61
X ₁ ²	=	368,75
X ₂ ²	=	230,56
n1	=	36
n2	=	36

To analyze the data gained from the test, the writer used the t-test formula as the following:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{x_1^2 + x_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

The result of the t-test calculation is as shown below:

$$\begin{aligned} t &= \frac{8,75 - 3,61}{\sqrt{\left[\frac{368,75 + 230,56}{36 + 36 - 2} \right] \left[\frac{1}{36} + \frac{1}{36} \right]}} \\ t &= \frac{5,14}{\sqrt{\left[\frac{599,31}{70} \right] - [0,06]}} \\ t &= \frac{5,14}{\sqrt{8,56 \times 0,06}} \\ t &= \frac{5,14}{\sqrt{0,514}} \\ t &= \frac{5,14}{0,71} \\ t &= 7,24 \end{aligned}$$

Hypothesis Testing

From the calculating of data analysis by using t-test it is got that the value of t-observed is 7,24. Then to see whether the hypothesis of this study is accepted or not, the value is compared with the value from t-table of distribution with $df = 70$ (since there is 36 students in each group, therefore degree of freedom is $(n_1 + n_2 - 2 = 36 + 36 - 2 = 70)$). Because there is $df70$ in table, so the writer decides to use $df 70$. The table at df of 70 shows that the value of t-table (t_i) is 1,66 for 5% and 2,38 for 1%.

Theoretically, the alternative hypothesis (H_a) is accepted if the value of t-observed is greater than the value of t-table ($t_{obs} > t_{tab}$). The finding above shows that t-observed is greater than t-table ($7,24 > 2,00$ and $2,38$). It means that the hypothesis (H_a) is accepted.

The result of the study proves that there is effect of De Bono Model on students' achievement in writing descriptive text of 2018/2019 eleventh year students of SMA Yayasan Pendidikan Harapan Bangsa Kabupaten Langkat.

CONCLUSION

Based on the research findings, the researcher concludes that there is a significant effect of applying De Bono model on senior high school students' writing achievement in descriptive text by applying De Bono model is higher than taught without applying De Bono model.

Therefore, alternative hypothesis (H_a) is accepted if the value of t-observed is greater than the value of t-table ($t_{obs} > t_{tab}$). The finding above shows that t-observed is greater than t-table ($7,24 > 2,00$ and $2,38$).

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