

## THE EFFECTS OF TEACHING MEDIA AND SENTENCE STRUCTURE MASTERY TOWARDS STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT

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**ABSTRACT:** The aim of the research is to know The effect of teaching media and sentence structure mastery towards students' writing skills descriptive text. The research methodology that is used experimental research. The population of this research was all students in the eight grade State Junior High School Cibinong. Sample taken in this research is 2 classes that are become 2 groups, consists of 30 students. So each group consists of 30 students. 30 students with picture teaching media 30 with conventional technique. The research findings are: 1) There is any significant effect of Teaching Media towards Students' Writing Skills in Descriptive Text at State Junior High Schools at Cibinong. That is proved by sig value =  $0.000 < 0.05$ . It means that there is significance different of Student's Writing Skills in Descriptive Text of the students who are taught by The Picture Media and Student's Writing Skills in Descriptive Text who are taught by Conventional Teaching. 2) There is any significant effect of Sentence Structure Mastery towards Students' Writing Skills in Descriptive Text at State Junior High Schools at Cibinong. That is proved by sig value =  $0.000 < 0.05$ . It means that there is significance difference of Student's Writing Skills in Descriptive Text of the students whose High Sentence Structure Mastery with Student's Writing Skills in Descriptive Text of the students whose Low Sentence Structure Mastery. 3) There are significant interactive effects of Teaching Media and Sentence Structure Mastery towards Students' Writing Skills in Descriptive Text at State Junior High Schools at Cibinong. That is proved by sig value =  $0.039 < 0.05$ .

**Key Word** : Teaching media, sentence structure mastery, students' writing skills

### PENDAHULUAN

As a social creature, people need language to communicate with others. Language is a very significant tool among all conditional aspect humanity, only through language people can communicate. Language is used either to clarify our thinking and express our feeling and ideas or accomplish some purposes with others. Through language people are able to express their thought and feeling to convey their knowledge and culture to young generation. One of the language used as a communication tool in the world is English language. To master English as the international language, we are demanded to learn it

seriously and to be competent in using it. To fulfill a good communication is needed skills, one of them is writing.

Being an international language, English handles an important role in communication whether in oral or written form. As a growing country, Indonesia has been programming the English language education at formal and non formal institutions because English seems to be the key to get through international technology and other modern developments. At this time we can learn them through scientific books that most of them are written in English. Almost of the

countries in the world enter in English as a subject of instruction. In Indonesia this is intended in order to Indonesian people especially students know the progress of science and technology in this modern century. English is the first foreign language to be taught not only in Junior and Senior High School but also in College or University. It is clearly described by Education and Culture Department book. "Diary for teachers"

Since teaching is a process which leads students' life in accordance with the duty they have to do as it said in National Teaching Methodology as follows: "Teaching is a process that serves to guide the learner in life, namely guiding develop themselves in accordance with the developmental tasks that must be executed by the students." (Surakhmad, W, 2003: 13).

Media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for the purpose of teaching. Today, education focuses on the learner's participation and concrete idea of teaching materials. For the sake of perfect objective, teachers of each level are encouraged to adopt teaching media. "Are teaching media really so effective?" "Is it worthwhile to spend money, time and effort to design and produce teaching media?" These two questions always bear in teacher's mind. The writer tried to answer these both some questions from the viewpoint of learning theories, teaching communication and the coordination between teaching and learning. After document reviewing and inference, the writer found the answer is affirmative. Teaching media are very important. Without application of teaching media in classroom, none of learning theory principles could be fulfilled. There are various kinds of

teaching media which can be used in teaching learning activities such as the language laboratory, teaching machine, visual media. The teaching media that usually used in language teaching is visual media.. The effectiveness of visual media in language teaching has been universally acknowledged. There are some kinds of visual media such as the blackboard, pictures, flash card, motion pictures and television. Would take a lot of exertion to reach a good teaching communication without application of teaching media. It's impossible to coordinate teaching with learning without using media. Though it spends time and effort to design, produce and select media, the teacher's endeavor is worthy, and half the work with double the result.

We know that writing is one of the skills which should be developed in learning English. Students' skill of writing has something to do with the learning –teaching process. Their language competence in writing can be best improved by one of others is a lot of practices.

Writing skill may determine not only someone's independency, comprehensibility, and fluency but also his creativity in the form of written English. Writing skills are specific skills which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing takes an important part in order to gain the fluency of the language as it also takes a part as a medium to deliver a message from the writer to the readers. Since it plays an important role with its complex and complicated construction, writing is often considered as the most difficult skills among the others, especially when it comes to the academic writing; academic writing is structured research written by scholars for other scholars.

Writing also is the one of the four language skills that is very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar organization, spelling, punctuation and sentence structure.

Sentence structure is the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought. Three of the most common types of sentence structure are simple, compound, and complex sentences. Each of these can be identified by the number and types of clauses found within. In the first year of Junior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple functional text in the recount text, narrative text, procedure, and descriptive text.

Descriptive text is difficult enough to learn by the students. Descriptive is a type of text function to describe particular person, place, or thing. The students can use simple present and adjective clause in writing descriptive text. The methods that are usually used to teach writing in the class are guided writing and individual writing. In guided writing method the students' activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students writing ability. The problem are students still feel strange and face some difficulties with English lesson especially in developing paragraph. Sometimes the teacher asks the students to write or to make paragraph individually. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar or sentence structure. Writing individually

does not work optimally to increase the students writing skill. Because of the reason above, the write proposes a method in order to improve the students' skill in writing especially in writing descriptive.

Because of that, the English of Junior High School is aimed to developing the four language skills especially in writing in order that the students be able to expressing the functional meaning of the written text and simple short essays descriptive form, and recount to interact with the surrounding environment. The purpose of this research are: To know the effects of teaching media on students' writing descriptive text skills.

Academic writing is the kind of wring that you are required to do in college or university. It differs from other kinds of writing such as personal, literacy, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose.

Whenever you write, consider your specific audience, that is, the people who will read what you have written. Knowing your audience will help you to communicate clearly and effectively, in academic writing, your audience is primarily your professors or instructors.

From the definitions above, it can be drawn the summary by the writer that: writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

Djamarah (2002: 136) states that "the media is any tool that can be used as a conduit messages in order to achieve the learning objectives". Furthermore Munadi, (2008: 4) asserts

"the media is anything that can be used to deliver a message from the sender to the receiver so it can stimulate thoughts, feelings, concerns and interests of students in such a way that the process of learning". Meanwhile, according to Gerlach and Ely (in Arsyad, 2002: 37), that if understood broadly human is media, materials, or events that establish the conditions, which led to the student is able to acquire the knowledge, skills or attitudes. This understanding is consistent with the constraints presented by Gagne (1985: 77), which states that the media is the various types of components in the environment that can stimulate students

#### **METODE**

In accordance with the problem statement and the objective of this study, the researcher conducted an experimental research. Doing this research, the researcher treated two different classes: Class group A (A1) was taught by teaching media, have sentence structure mastery and class group B (A2) with conventional method and don't have sentence structure mastery.

Likewise, the students in both classes were asked to answer the sentence structure mastery questionnaire as an instrument in finding out the students who master of sentence structure in writing descriptive skill. The data from this research is collected by giving the writing descriptive test and questionnaire. The population of this research was all students in the eighth grade State Yuniior High School Cibinong. Based on the problem of population in the research is all classes VIII State Yuniior High School Cibinong, lesson year 2014/2015, there are 4 classes, approximately 450 students. Sample taken in this research is 2 classes that are become 2 groups, consists of 30

to learn. Therefore learning process and ongoing communication within a system, then placing instructional media forefront as one of the components of the learning system. Without the media, the communication will not occur and the process of learning as a process of communication will not be able to take place optimally. Instructional media is an integral component of the learning system. it can be concluded that the definition of media is anything that is used to deliver messages or information between two parties in order to achieve a goal more clearly.

students. So each group consists of 30 students. 30 students with picture teaching media 30 with conventional technique

Sample in this research is done with taking classes For experiment class and control class are done with technique random sampling, the classes are homogenous, they are groups proportionally based on learning outcome of class VIII. This sampling technique through the random dampling technique. This is considering that the sample is a portion of the population who can represent the whole population. Taking control class and the class of experiments carried out at random without looking at the ability of children in both classes. All the students are taken 4 classes, they become 4 groups. They consist of 40 students. Each group consists of 15 students. 15 students for the pictrure teaching media and high sentence structure mastery, the conventional technique and high sentence structure mastery for 15 students, the picture teaching media and high sentence structure mastery for 15 students.

## HASIL DAN PEMBAHASAN

### Hasil

Student's description given Student's Writing Skills in Descriptive Text using the picture media (A1) has a theoretical score range 0-100. The results of the research are obtained by minimum score is 70 and maximum score is 88, mean score (X) is 77.9, median score is 77 and standard deviation is 5,454.

Description of Student learning outcomes's Student's Writing Skills in Descriptive Text that given a Conventional teaching (A2) has a theoretical score range 0-100. The results of the research are obtained by minimum score is 25 and score maximum score is 87, mean score (mean) is 71, median score is 72, and standard deviation is 11, 933.

Description of Student's Writing Skills in Descriptive Text with High Sentence Structure Mastery overall (B1) has a theoretical range of 0-100. The results of the research are obtained by minimum score is 72 and maximum score is 88, mean score (mean) is 80 533, median score is 80 and standard deviation is 4.71.

Student Learning Outcomes Group's Student's Writing Skills in Descriptive Text with Low Sentence Structure Mastery overall (B2) has a theoretical range of 0-100. The results of the research are obtained by minimum score is 55 and maximum score is 77, mean score (mean) is 69 567, median score is 70 and standard deviation is 6,072.

The description of Student Learning Outcomes Group's Student's Writing Skills in Descriptive Text which uses Communicative language teaching Media and Whose High Sentence Structure Mastery (A1B1) to obtain the theoretical score range 0-100.

The results of the research are obtained by minimum score 77 and maximum score is 88, mean score is 82 133, median score is 80 and standard deviation is 3.980.

Description of Student learning outcomes Student's Writing Skills in Descriptive Text by providing picture media on students who have Low Sentence Structure Mastery (A1B2) has a theoretical score range 0-100. The results of the research are obtained by minimum score is 70 and maximum score is 77, mean score is 82 133, median score is 80 and standard deviation is 3.980.

Description of Student's Writing Skills in Descriptive Text in providing Conventional Teaching to students who have a High Sentence Structure Mastery (A2B1) has a theoretical score range 0-100. The results of the research are obtained by minimum score is 72 and maximum score is 87, mean score is 78 933, median score is 78, and standard deviation is 4,964.

Description of the results of Student's Writing Skills in Descriptive Text using Conventional Teaching on students who have Low Sentence Structure Mastery (A2B2) has a theoretical score range 0-100. The results of the research are obtained by minimum score is 55 and maximum score is 72, mean score is 65. 467, median score is 66, and standard deviation is 5,743.

Before testing the hypothesis, first tested the data analysis is prerequisite test data normality and homogeneity of variance test population.

Normality test is done to assess whether or not normal distribution of data to be analyzed from each treatment group data. Prerequisite testing to

determine whether the sample came from a normally distributed population is performed using a data processing program SPSS version 17.0. As for knowing the population of homogeneity of variance across treatment groups were tested using a homogeneity of variance also with the data processing program SPSS version 17.0 Here are three of the test results mentioned above prerequisites.

Research Data normality test is done towards eight sets of data, namely (1) the group A1B1, A1B2, A2B1, A2B1, A1, A2, B1, and B2. Data normality test performed with the Kolmogorov-Smirnov test with a significance level of  $\alpha = 0.05$ . Results of the normality test that all groups of data normality was tested with Kolmogorov-Smirnov test amounted A1B2 A1B1 = .367 = .453, A2B1 = .677, a2b2 = .252, .671 = A1, A2 = .659, .705 = B1, B2 = .079. Then all the sig has a value  $> 0.05$  level. Thus concluded that the eight groups of data in this study comes from a normally distributed population. This suggests that one of the prerequisites of F-test in the study have been met.

Testing homogeneity of variance using levene's test is to determine whether the research data that has been collected from a homogeneous population with a significance level of  $\alpha = 0.05$  level. The criteria are obtained significant if count > table then concluded the data significantly homogeneous or otherwise. More variance homogeneity test results are presented in the following table. Requirement that the data homogeneity significant value count > significant values (0.05). the null hypothesis ( $H_0$ ) is accepted as per the requirements. Homogeneity test results of the three groups of data obtained are mean values (0.068 sig  $> 0:05$ ). It can be concluded that the data Student's Writing Skills in Descriptive Text of three sets of data have the same population variance or in other words the data across treatment groups derived from a homogeneous population.

The research Hypothesis Test of this research was done by using two-way ANOVA. After calculation if later found the interaction then followed by Tuckey test.

**Table.1 Anova**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3139.917 <sup>a</sup>	3	1046.639	22.833	.000
Intercept	332568.150	1	332568.150	7.255E3	.000
Teaching Media	714.150	1	714.150	15.580	.000
Sentence Structure Mastery	2220.417	1	2220.417	48.440	.000
Teaching Media * Sentence	205.350	1	205.350	4.480	.039
Error	2566.933	56	45.838		
Total	338275.000	60			
Corrected Total	5706.850	59			

a. R Squared = .550 (Adjusted R Squared = .526)

Based on the test results in Table 1. Test of Between-Subject Effects table above which is the primary

(main effect), who presented the results of the proposed research hypotheses. From this table, it is known p-value for

the category learning approach (A) is 0.000 less than 0:05, then the conclusion there is a difference Student's Writing Skills in Descriptive Text given learning with the Picture Media and Student's Writing Skills in Descriptive Text given learning with Conventional Teaching. Therefore concluded there is a significant effect of Student's learning approaches towards Descriptive Writing Skill.

Based on the test results in Table Test of Between-Subject Effects category Sentence Structure Mastery known for high and low Sentence Structure Mastery (B) has a value of 0.000 the sig less than 0.05. Then the conclusion is there is a difference Student's Writing Skills in Descriptive Text at students who have a high Sentence Structure Mastery with Student's Writing Skills in Descriptive Text at students who have lower Sentence Structure Mastery. Therefore concluded that there is a significant

influence of Student's Sentence Structure Mastery towards Student's Writing Skills in Descriptive Text.

Based on the test results contained in Table Test of Between-Subject Effects obtained p-value for interaction and Sentence Structure Mastery Learning Approach (A \* B) is 0.039 less than 0.05, then the conclusion there is a significant effect of interaction between Teaching Media and Sentence Structure Mastery towards Student's Writing Skills in Descriptive Text Student's Writing Skills in Descriptive Text .

The findings of the research are concluded there is a significant effect of interaction between Teaching Media and Sentence Structure Mastery towards Student's Writing Skills in Descriptive Text Student's Writing Skills in Descriptive Text , so do further testing with Tukey test. The following test results.

**Table 2. Continue with Test tables Tukey**

(I) Kelompok	(J) Kelompok	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	8.46667*	2.47219	.006	1.9206	15.0128
	A2B1	3.20000	2.47219	.570	-3.3461	9.7461
	A2B2	19.06667*	2.47219	.000	12.5206	25.6128
A1B2	A1B1	-8.46667*	2.47219	.006	-15.0128	-1.9206
	A2B1	-5.26667	2.47219	.156	-11.8128	1.2794
	A2B2	10.60000*	2.47219	.000	4.0539	17.1461
A2B1	A1B1	-3.20000	2.47219	.570	-9.7461	3.3461
	A1B2	5.26667	2.47219	.156	-1.2794	11.8128
	A2B2	15.86667*	2.47219	.000	9.3206	22.4128
A2B2	A1B1	-19.06667*	2.47219	.000	-25.6128	-12.5206
	A1B2	-10.60000*	2.47219	.000	-17.1461	-4.0539
	A2B1	-15.86667*	2.47219	.000	-22.4128	-9.3206

\*. The mean difference is significant at the 0.05 level.

Based on the advanced test results can be summed up: The above calculation is known Mean Difference (IJ) with A1B2 A1B1 group is 8,467, and the test

results obtained sig = 0.006 (sig < 0.05), so it is concluded that there is significant differences between the groups A1B1with A1B2. The above

calculation is known Mean Difference (IJ) with A2B1 A1B1 group is 3.200, and the test results obtained sig = 0.570 (sig > 0.05), so that concluded there is no significant difference between groups A1B1 with A2B1. The above calculation is known Mean Difference (IJ) with A2B1 A1B1 group is 10.6, and the test results obtained sig = 0.000 (sig

< 0.05), so that concluded there is significant difference between groups A1B2 with A2B2. The above calculation is known Mean Difference (IJ) .A2B1 group with A2B2 were 15.87, and the test results obtained sig = 0.000 (sig < 0.05), that concluded there is significant differences between the groups A2B1 with A2B2.

## Discussion

The table of Between-Subject Factors describes the number of respondents per category and awarding Sentence Structure Mastery Teaching Media . From the table find the amount of each category were 30 respondents for The Picture Media, High and Low Sentence Structure Mastery.

Descriptive analysis of the results in Table Descriptive Statistics, describes the average value and standard deviation Student's Writing Skills in Descriptive Text in providing Teaching Media based approach The Picture Media and Conventional Teaching, and High-Low Sentence Structure Mastery. For The Picture Media on categories of students with High Sentence Structure Mastery has an average value of Student's Writing Skills in Descriptive Text is more high than giving category Conventional Teaching on students with Low Sentence Structure Mastery. Similarly, for the category of provision Conventional Teaching to students with High Sentence Structure Mastery has an average Student's Writing Skills in Descriptive Text is more high than that of Conventional Teaching on students with Low Sentence Structure Mastery.

From the table Levine's Test, p-value of 0.060 or > 0:05, then the conclusion that the assumption of homogeneity of variance assumptions in the analysis are fulfilled. This means that there is no significant difference

between the groups is significant variation data.

The table of Test of Between-Subject Effects is the main table which presented the results of the proposed research hypotheses. From this table, it is known p-value for the category of Teaching Media (hypothesis-1) is 0.000 (> 0.05), the conclusion to the first hypothesis is that there is a significant difference granting Teaching Media for Student's Writing Skills in Descriptive Text in giving The Picture Media and Conventional Teaching.

Furthermore, from table test of Between-Subject Effects are also known p-value for interaction and Sentence Structure Mastery Teaching Media (A \* B) is 0.039 (< 0.05), the conclusion to the third hypothesis is that there is a significant difference in the interaction factor category with the Teaching Media-Sentence Structure Mastery to Student's learning outcomes Student's Writing Skills in Descriptive Text .

From the results of descriptive analysis, obtained an average (mean) of learning outcomes Student's Writing Skills in Descriptive Text groups of students using The Picture Media and has high Sentence Structure Mastery (A1B1) of 82. 133 higher than the average (mean) learning outcomes Student's Writing Skills in Descriptive Text groups of students using The Picture Media and Low Sentence Structure Mastery on learning outcomes



Student's Writing Skills in Descriptive Text (A1B2) is 73.667. While in the group of students who use Conventional Teaching and has High Sentence Structure Mastery on learning outcomes Student's Writing Skills in Descriptive Text (A2B1) obtained an average (mean) = 78.933, higher than the group of students who use conventional teaching and have the Low Sentence Structure Mastery on learning outcomes Student's Writing Skills in Descriptive Text (A2B2) that is equal to 63.067. Average Student learning outcomes learning outcomes's Student's Writing Skills in Descriptive Text of the four groups showed an interaction effect of the use of models and Sentence Structure Mastery learning in the learning outcomes of Student's Writing Skills in Descriptive Text. It is strengthened by the acquisition value / mean score of the four groups of learning outcomes research data, namely:

In group A1B1 and A1B2: Seen that Differences Mean of (8.47), meaning the difference between the average group A1B1 and A1B2 at 8.47.

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### Conclusion

1. There is any significant effect of Teaching Media towards Students' Writing Skills in Descriptive Text at State Junior High Schools at Cibinong. That is proved by sig value =  $0.000 < 0.05$ . It means that there is significance different of Student's Writing Skills in Descriptive Text of the students who are taught by The Picture Media and Student's Writing Skills in Descriptive Text who are taught by Conventional Teaching.

This value is quite large and can be proven with a significance value  $0.006 > 0.05$ , or can be interpreted that the group A1B1 and A1B2 differ significantly. In group A1B1 and A2B1: It appears that the Mean Difference of (3.2), meaning that the average difference between groups of 3.2 A1B1 and A2B1. This value is small and can be evidenced by the significant value  $0.57 > 0.05$ , or can be interpreted that the A1B1 and A2B1 group did not differ significantly. In group A2B1 and A2B2: It appears that the Mean Difference of (15.87), meaning the difference between the group average of 15.87 A2B1 and A2B2. This value is quite large and can be proven with a significance value  $0.000 > 0.05$ , or can be interpreted that the group A2B1 and A2B2 significantly different.

Based on the quantitative and qualitative information above. It can be concluded that there is a significant interaction effect between Teaching Media and Sentence Structure Mastery towards the Student's Writing Skills in Descriptive Text.

2. There is any significant effect of Sentence Structure Mastery towards Students' Writing Skills in Descriptive Text at State Junior High Schools at Cibinong. That is proved by sig value =  $0.000 < 0.05$ . It means that there is significance difference of Student's Writing Skills in Descriptive Text of the students whose High Sentence Structure Mastery with Student's Writing Skills in Descriptive Text of the students whose Low Sentence Structure Mastery.

3. The following testing with Tukey results:
- a. The above calculation is known Mean Difference (IJ) with A1B2 A1B1 group is 8,467, and the test results obtained sig = 0.006 (sig < 0.05), so it is concluded that there is significant differences between the groups A1B1 with A1B2
  - b. The above calculation is known Mean Difference (IJ) with A2B1 A1B1 group is 3.200, and the test results obtained sig = 0.570 (sig > 0.05), so that concluded there is no significant difference between groups A1B1 with A2B1
  - c. The above calculation is known Mean Difference (IJ) with A2B1 A1B1 group is 10.6, and the test results obtained sig = 0.000 (sig < 0.05), so that concluded there is significant difference between groups A1B2 with A2B2
  - d. The above calculation is known Mean Difference (IJ) .A2B1 group with A2B2

were 15.87, and the test results obtained sig = 0.000 (sig < 0.05), that concluded there is significant differences between the groups A2B1 with A2B2.

### Suggestion

Based on the conclusion above. The suggestions from the researcher for increasing the students' s Student's Writing Skills in Descriptive Text at Junior High School as follow as: This research only revealed a small portion of problems related to learning outcomes Student's Writing Skills in Descriptive Text . The study findings suggest there are many factors that affect Student's Writing Skills in Descriptive Text is not revealed in this study. It is recommended to educational researchers who are interested in advanced study or research more in-depth and Comprehensive, in order to: (a) affective and psychomotor aspects as research results also need to be disclosed, and (c) The need for attention to other factors such as psychological and social also used as a variable in research.

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