

**TEACHING WRITING DESCRIPTIVE TEXT USING FLASH MULTIMEDIA
AT THE TENTH GRADE STUDENTS OF
SMAN 1 CIANJUR**

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**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) SILIWANGI BANDUNG**

ABSTRACT

The objective of this paper entitled Teaching Writing Descriptive Text Using Flash Multimedia at the Tenth Grade Students of SMAN 1 Cianjur was to measure whether or not Using Flash Multimedia was effective in teaching the students' writing ability. The research method that the writer used was quantitative method. The writer used one group pretest-posttest design. The instruments of the research were pretest and posttest. The pretest was given to find out the ability of the students at the beginning before the treatment, and the posttest was given to find out the ability of the students after they were given treatment. Those pretest and posttest contained instruction for students to write descriptive text with the topic "Family". The research population was the students of the third grade of SMAN 1 CIANJUR – Cianjur which contain two classrooms, and the sample of the research was one of the classroom which contain 30 students. The data of this research were collected by giving the students pretest and posttest. And, the collected data were analyzed by using *t-test* formula. The results of data analysis showed that: the mean score of pretest was 42,33. the mean score of posttest was 6617. the *t*-observed was 5,369. the *t*-table with *df* 29 and significance level at 0,05 was 2,045. Based on the data analysis, the writer concluded that the alternative hypothesis was accepted because the t_{obs} was higher than the t_{table} ($5,369 > 2,045$). It also meant that the Using Flash Multimedia has significant effect in improving the students' writing ability, especially in writing descriptive text.

Key words: Teaching Writing, Descriptive Text, Using Flash Multimedia

A. BACKGROUND

In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Sperling & Freedman in Graham and Perin, 2001:9). The theory can be concluded that writing is certainly important to be learned by the students because it will become the skill where the students can write using English. The writing skill also become an alternative way for the students in extending and deepening their knowledge, it especially can be indicated through the process of writing where they will have to plan, evaluate, and revise the written text they are writing about.

. They are very useful for the teacher to achieves the instructional goals of teaching- learning process and they can also be interesting for the

students and make more interactive in the class without wasting time to write the material on the white board.

There are various kinds of texts that the students learn at school, including narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. For the students, most of the texts are difficult to learn, but in this research the writer tries to find out the students' writing ability in descriptive text which is actually not really hard if they learn it well. To help the writer teaches the students descriptive text, a teaching method is applied, and Using of Flash Multimedia as an source media. According to Freeman (2000:11):

This method was used for the purpose of helping students read and appreciate foreign language literature. ... through the study of the grammar of the target language, students would write their native language better.

Based on the theory above, Using Flash Multimedia helps the students learn writing through

sentence generic structure and grammar. They will first follow the instruction which prepared by Flash media such as Identifying the sentence, translate the words of each sentence from their native language into English, the words will be arranged based on the grammar rule, such as determine which is subject, verb, object, etc.

Through the Using Flash Multimedia, the students are expected to be able to increase their writing ability which becomes the students' problem.

B. LITERATUR REVIEW

Langford (1978:2) stated "To teach is to help (or, strictly, to try to help) someone to learn something." It means the job that a teacher does in the classroom is also an effort of helping the students so that they can learn something. Students learn something from the teacher because they need it, something that they need to learn such as skill and knowledge. Relating to the teaching, writing which becomes one of the skills (listening, speaking, reading, and writing) taught by the teacher to the students. In this paper, one of the skills, it is writing, will be a topic of discussion which is explained below.

Oshima and Hogue (1999:3) stated Writing is a process, not a product. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise". The definition above means that writing is like an activity which is being conducted, it is true that writing is a process. Therefore, it is important for teachers to understand deeply about writing, as Carrol (1990:1) stated: Without a doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distant past to speak to us.

(Pardiyono, 2007:34) stated "Description is a type of written text, which has the specific function to give description about an object (human or non human). Another definition was stated by Wardiman, *et al* (2008:16), "A descriptive text is a text that describes the features of someone, something, or a certain place." Both of the definitions have the same meaning that descriptive text is to a text which can help a writer in describing something, such as: human, place, or things. This kind of text is actually

easy to be learned by the students. The easiness can be seen from the kind of tense which uses Present Simple Tense. As long as the students know grammatically the pattern of the sentence, then it will be easy for them to do it. Wardiman, *et al* (2008:16) also stated that in descriptive text, there are two important parts or generic structures which should be noticed, those are: Introduction and Description. Introduction is the part of the paragraph that introduces the character. Description is the part of the paragraph that describes the character

Multimedia learning projects are "those that integrate media objects such as text, graphics, video, animation, and sound to represent and convey information [which have] the potential to connect key learning objectives in a prescribed curriculum to real world contexts, integrate diverse curriculum areas, support student decision-making, and foster authentic collaboration" (Crichton & Kopp, 2006, Para. 4).



Picture .1 Flash Multimedia Learning

Among the articles that reference multimedia production, Clark and Mayer's (2003) have significantly contributed to the understanding of how the cognitive processes of interpreting visual and auditory information can affect learning. Their guidelines (see Table 2) are integral to the development of multimedia learning objects with regard to how to incorporate images, audio, video, written and spoken narration. With this background knowledge, practitioners can critically analyze the components of multimedia in order to prevent an overload of cognitive stimulation which can impede learning (Clark & Mayer, 2003).

C. RESEARCH METHODOLOGY

The writer chose One-Group Pretest-Posttest Design to be applied in his research, the design was applied because the writer conducted the research in one group which became a subject of the research, the group was given test twice in different time which aimed to find out whether or not there was a change or a difference, as McBurney and White (2010:289) assumed that the design "... is used to take a measure of behavior before the treatment that can be compared with behavior after the treatment".

Table 3.1.

One-Group Pretest-Posttest Design			
	Pretest	Treatment	Posttest
Single group	Yes	Yes	Yes

There are number of methods, which are commonly used in educational research, in this research the writer uses quantitative method. The research instruments used for gathering data were pretest and posttest: Pre test was given in order to find out the students achievement before giving treatments. Post test, Post test was given in order to find out the result of the treatments. The procedure was similar to the pretest.

According to Shanghnessy (2003:128) "a population is the set of all cases of interest". In addition, Indersen in Arikunto (1983:102) said that "a population is set or collection of all elements processing one or more attributes of interest." The research takes place at SMAN 1 CIANJUR Cianjur. The population is the tenth grade students. There are two classroom of eight grade, one of them (X-A) is taken as the sample of the research, this class contains twenty students.

Firstly in this research the writer made a pretest, the test consist of modeling of the text, the theme was "Family". The written test was used to measure students' achievement before giving the treatments. It was conducted on February, 2016 in tenth grade (X-A). Secondly, the writer made a post test. The procedure was similar to the pre test. This test was used to measure students' achievement after giving the treatments. It was conducted on 1 february, 2016 in tenth grade (X-A). The writer arranged raw score from the students' pre test and post test, after that the writer analyzed both of the tests results.

In analyzing the data, the writer took some steps including: taking a pre test measures, manipulating the independent variable (treatment), Making an observation on dependent variable (posttest), Comparing or analyzing score of pretest

and posttest to find out if there was a significant difference between pretest and posttest by using t-test, the following is the formula:

$$\frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Remarks:

- $\bar{D}$ = The Mean difference between the two sets of scores.
 $\sum$ = Summation (sum up)
 D = The difference between the scores of one person (or matched pair)
 D^2 = The squared difference between the scores of one person (or matched pair)
 $\sum D^2$ = Square each difference and sum the squares
 $(\sum D)^2$ = Sum the difference and square the sum.
 N = the number of differences

D. FINDINGS AND DISCUSSIONS

Findings were obtained during the process of the research. Those findings were the result of pretest and posttest. To find out the score of those tests, the writer made the criteria for scoring the students' tests. Those criteria are: organization of the text, contents, structure, and spelling.

Table 4.2
The Students' Pretest Scores

No.	Name	Criteria				Total
		Text	Cont.	Sturc.	Spell.	
1	Abdul Fatah Muharam	5	10	5	15	35
2	Abdul Jalal	10	15	15	20	60
3	Ajie Maulana	10	10	5	15	40
4	Anandhiya Rizky	15	15	10	20	60
5	Andrian baharudin	5	10	5	15	35
6	Cedita Aulia	10	15	10	15	50
7	Edward Valery Parhusip	10	10	5	15	40
8	Erika Tri Nurdianti	5	10	5	15	35
9	Eryna Syahadatina	10	10	5	15	40
10	Fanny Aulia Salsabila	15	20	15	15	65
11	Farid Abdul Gani	10	10	5	10	35

12	Gracia Benedict Chika	5	10	5	15	35
13	Gracie Beatrice Chika	15	15	10	15	55
14	Hari Agung Gumelar	5	10	5	10	30
15	Kartika Pasaribu	10	10	5	10	35
16	Magkma	5	10	5	10	30
17	Mohamad Daffa Ramadhan	10	10	5	15	40
18	Muhammad Fathan Laksana	15	15	15	15	60
19	Ninda Gina Pratiwi	5	10	5	10	30
20	Putri Utami	10	10	5	10	35
21	Renaldi Herdiyanto	10	10	10	10	40
22	Rifki Al Riandi	5	10	10	10	35
23	Romi Ramadhan	10	15	15	15	55
24	Salma Nurrul Arifin	10	10	5	10	35
25	Sandi Kurniawan	5	5	5	10	25
26	Shafira Inayah	10	10	10	15	45
27	Shinta Amelia	15	15	15	15	60
28	Shofa Hasya Sabila	10	10	10	15	45
29	Sri Rahayu	10	15	15	15	55
30	Syfa Azmiatu syarifah	5	10	5	10	30
Total		275	345	245	405	1270
M1		9,166	11,5	8,166	13,5	42,33

Table 4.3
The Students' Posttest Scores

No.	Name	Criteria				Total
		Text	Cont.	Sturc.	Spell.	
1	Abdul Fatah Muharam	15	20	20	20	75
2	Abdul Jalal	15	20	20	20	75
3	Ajie Maulana	15	15	15	20	65
4	Anandhiya Rizky	10	15	15	20	60
5	Andrian baharudin	10	15	15	15	55
6	Cedita Aulia	20	20	20	20	80
7	Edward Valery Parhusip	15	10	10	15	50
8	Erika Tri Nurdianti	15	15	15	20	65
9	Eryna Syahadatina	15	15	10	20	60
10	Fanny Aulia Salsabila	20	20	20	20	80
11	Farid Abdul Gani	15	15	10	20	60
12	Gracia Benedict Chika	20	15	10	20	65
13	Gracie Beatrice Chika	20	20	20	20	80
14	Hari Agung Gumelar	10	10	10	15	45
15	Kartika Pasaribu	15	15	10	20	60
16	Magkma	10	10	10	15	45
17	Mohamad Daffa Ramadhan	15	20	20	20	75
18	Muhammad Fathan Laksana	15	20	20	20	75
19	Ninda Gina Pratiwi	10	15	20	15	60
20	Putri Utami	15	20	20	20	75
21	Renaldi Herdiyanto	20	15	15	20	70
22	Rifki Al Riandi	10	15	15	20	60
23	Romi Ramadhan	15	20	20	20	75
24	Salma Nurrul Arifin	20	15	15	10	60
25	Sandi Kurniawan	10	15	15	20	60
26	Shafira Inayah	20	20	15	20	75
27	Shinta Amelia	15	15	15	20	65
28	Shofa Hasya Sabila	15	15	15	15	60
29	Sri Rahayu	20	20	20	20	80
30	Syfa Azmiatu syarifah	20	20	15	20	75
Total		460	495	470	560	1985
M1		15,33	16,5	15,66	18,667	66,17

Table 4.3
The Comparison of the Test Result

No.	Name	Score		D	D ²
		Pretest	Posttest		
1	Abdul Fatah Muharam	35	75	40	1600
2	Abdul Jalal	60	75	15	225
3	Ajie Maulana	40	65	25	625
4	Anandhiya Rizdy	60	60	0	0
5	Andrian baharudin	35	55	20	400
6	Cedita Aulia	50	80	30	900
7	Edward Valery Parhusip	40	50	10	100
8	Erika Tri Nurdianti	35	65	30	900
9	Eryna Syahadatina	40	60	20	400
10	Fanny Aulia Salsabila	65	80	15	225
11	Farid Abdul Gani	35	60	25	625
12	Gracia Benedict Chika	35	65	30	900
13	Gracie Beatrice Chika	55	80	25	625
14	Hari Agung Gumelar	30	45	15	225
15	Kartika Pasaribu	35	60	25	625
16	Maglana	30	45	15	225
17	Mohamad Daffa Ramadhan	40	75	35	1225
18	Muhammad Fathan Laksana	60	75	15	225
19	Ninda Gina Pratiwi	30	60	30	900
20	Putri Utami	35	75	40	1600
21	Renaldi Herdiyanto	40	70	30	900
22	Rifdi Al Riandi	35	60	25	625
23	Romi Ramadhan	55	75	20	400
24	Salma Nurul Arifin	35	60	25	625
25	Sandi Kurniawan	25	60	35	1225
26	Shafira Inayah	45	75	30	900
27	Shinta Amelia	60	65	5	25
28	Shofa Hasya Sabila	45	60	15	225
29	Sri Rahayu	55	80	25	625
30	Syfa Azmiatu syarifah	30	75	45	2025
Total		1270	1985	715	20125
Total		42,33	66,17	23,83	670,83

Based on the data in the table, the writer calculated the result $\sum D = 715$ and $\sum D^2 = 18,725$. To calculate the standard deviation of the result of average score, the writer used the formula as follows (Crowl, 1996:140):

Mean

$$\bar{x} = \frac{\sum \bar{x}}{n}$$

$$x = \frac{715}{30}$$

$$x = 24$$

Standard Deviation

$$S = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{n}\right)^2}{n-1}}$$

$$S = \sqrt{\frac{18.725 - \left(\frac{715}{30}\right)^2}{30-1}}$$

$$S = \sqrt{\frac{18.725 - 576}{29}}$$

$$S = \sqrt{\frac{18.149}{29}}$$

$$S = \sqrt{626}$$

$$S = 25$$

T-test

$$\frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{n}\right)}{n(n-1)}}}$$

$$t = \frac{24}{\sqrt{\frac{18.725 - \left(\frac{715}{30}\right)^2}{30(30-1)}}}$$

$$t = \frac{24}{\sqrt{\frac{18.725 - 576}{870}}}$$

$$t = \frac{24}{\sqrt{\frac{18.149}{870}}}$$

$$t = \frac{24}{\sqrt{21}}$$

$$t = \frac{24}{4,47}$$

$$t = 5,369$$

So, the result is 5,369 indicated that there was a difference of degree. Then, to complete the result of the research, the writer found out the degree of freedom (df) with the formula:

$$df = N - 1$$

$$df = 30 - 1$$

$$df = 29$$

$df = 29$ (see table of 't' value at the degree of significance of 0,05).

At the degree of significance $0,05 = 2,045$

The result is $5,369 > 2,045$

The result of analyzing the data by using the above formula shows that the coefficient is 5,369. It means that there is a significance increase after using the Flash Multimedia way in teaching writing descriptive text.

The data analysis showed that:

$$M_1 = 42,33$$

$$M_2 = 66,17$$

$$t_{obs} = 5,369$$

The critical value

$$df = 30 - 1 = 29$$

The level of significance at

$$0,05 = 2,045$$

Based on the data analysis above, the writer concluded that the alternative hypothesis was accepted because the t_{obs} was higher than the t-table ($5,369 > 2,045$). It also meant that the Flash Multimedia way has significance effect to increase the students' writing ability especially on writing descriptive text.

E. CONCLUSION AND SUGGESTION

Based on the data analysis, the writer concluded that the alternative hypothesis was accepted because the t_{obs} was higher than the t-table ($5,369 > 2,045$). It also meant that the Flash Multimedia way has significance effect to increase the students' writing ability especially on writing descriptive text.

The students who got improvements were indicated on especially structure and spelling. They could write sentences based on the well-structure. They also write each word on each sentence with good spelling. No wonder, the score they had after they got treatment was higher than the test before the treatment.

There are some suggestions that the writer would like to share. The first suggestion is for the English teacher, he/she should be more creative in creating teaching method or technique. Flash Multimedia way would be applicable to be applied

in teaching writing, especially in teaching writing descriptive text.

The second suggestion is for the students, they should have more facilities to support their English learning. They should have dictionaries online, English books, English CD's, etc.

The last suggestion is for the researcher. The writer realizes that this paper is still far from being perfect, therefore the writer hopes there would be another research that can develop more about the result. The next researcher may become this paper as their reference.

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