

ARTICLE

Efektifitas Penggunaan Multimedia terhadap Kemampuan Menulis Siswa Kelas VIII Materi Teks Deskriptif di SMPN 1 Prambon Tahun Akademik 2015/2016

The Effectiveness of Using Multimedia to the Students' Writing Ability of Descriptive Text for the Eighth Grade Students at SMPN 1 Prambon in the Academic Year 2015/2016



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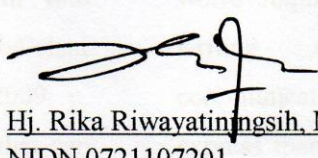
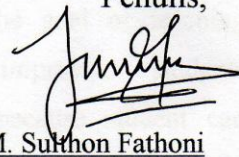
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THE EFFECTIVENESS OF USING MULTIMEDIA TO THE STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT FOR THE EIGHTH GRADE STUDENTS AT SMPN 1 PRAMBON IN THE ACADEMIC YEAR 2015/2016

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ABSTRACT

Writing is one of the productive skills which come into many types such as :descriptive, narrative, argumentative, etc.. The problems of research were to describe the effectiveness of multimedia to eighth grade students writing ability of descriptive text at SMPN 1 Prambon and to describe the student's response when the multimedia apply to the eighth grade students writing ability of descriptive text at SMPN 1 Prambon.

This research used experimental quantitative research. The sample of the research was the eighth grade students especially class 86 of SMPN 1 Prambon. To collect the data, it was carried out using pre-test, treatment, and post-test. The technique of analyzing data was used t-test formula and used reducing the data, displaying the data and make the conclusion to know students' response.

The research result is the mean score of post-test (70,31) is higher than mean score of pre-test (65,31). Then t-score was 4,85 at the degree of freedom of 31, t-table was 2.744 at the level of significance of 1% and 2.038 at the level of significance of 5%. T-score (4,85) \geq t-table and the level of significance is 1% (2.744). It means that it is very significant. T-score (4.85) \geq t-table and the level of significance is 5% (2.038). It means that it is significant. So H_0 is rejected and H_a is accepted. And the writer suggested, based on the result of the research, it can be concluded that multimedia effective to eighth grade students' writing ability of descriptive text at SMPN 1 Prambon. Because when the multimedia applied many of students increase to study and make the students attention of the material and also can make the students memorize vocabulary or the meaning of word.

Keywords: multimedia, writing ability.

I. BACKGROUND OF STUDY

Writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. According to Nation: (2009: p. 113) states " Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading".

Writing is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching writing should improve students communicative skill because student can express themselves and learn how to use a language in writing form.

Harmer (2003:257) states that in the teaching of writing we can focus on the

product of that writing or on the writing process itself.

Teaching writing is not easy because students are not able to write English well. Beside the limitation of vocabularies, they have become difficult factor in English writing, they should have many vocabularies and good grammar, so they won't find difficulties in producing sentence.

Based on statement above, the teacher has to choose a suitable method or a technique to increase the students writing ability.

Multimedia is the one of techniques that can be used to teach English. Multimedia is also to entertain or to make the students not be bored, to attract students attention and it is believed can improve their writing skill. Beside that, teaching English using multimedia is more interesting for the students because in modern era, multimedia is daily life for young learners.

II. METHOD

In this research the researcher used quantitative research and type of this research is quasi experimental research. Lodico (2010: 13) states that Quantitative research is characterized by a desire to answer research questions by producing numerical data that represent various constructs and variables. It means that Quantitative research is research that aims to

answer the problem formulation after making observations and obtain data.

Creswell (2012:13) states "Variables are an attribute or characteristic of individuals that researchers study". It means that variable is something important contained on individuals whose interest the researcher to be studied or learn why it could possibly occur. In this research there are two types of variable, they are independent variables and dependent variable. According to Cohen (2007: 504);

An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

It means that and Dependent variable, also known as the criterion, or outcome, variable, refers to the results or outcomes of the study.

Based on the explanation above, dependent variable is writing ability and independent variable is multimedia.

III. RESULT AND CONCLUSION

A. Result

This sub-chapter discusses the procedure of data analysis, result of the data and interpretation of result the data.

1. Procedure of Data Analysis

This part is intended to answer the research questions of this research. There

are two research questions which must be answered. First research question is using multimedia effective to the students writing ability of descriptive text for the eighth grade students' at SMPN 1 Prambon in academic year 2015/2016. And the second research question is how is the students' response when multimedia applied in teaching writing ability of descriptive text for the eighth grade students at SMPN 1 Prambon in academic year 2015/2016.

To answer the research question is using multimedia effective to the students writing ability of descriptive text for the eighth grade students' at SMPN 1 Prambon in academic year 2015/2016, First, the researcher correction the student's result of pre-test and post-test. After that, the researcher analysis the result of pre test and post test. Then, the researcher input and calculated pre-test and post-test score using t-table form.

And also to find out the students' response when multimedia applied in teaching writing ability of descriptive text for the eighth grade students' at SMPN 1 Prambon in academic year 2015/2016, the researcher reducing the data. In this step, the researcher selecting the data from the questionnaire. After that, the researcher displayed the data from questionnaire to described into sentences sistematically and logically. And the last, the researcher make conclusion to verify the result of research.

2. The Result of Data Analysis

In this section the researcher showed the quantitative data and qualitative data.

a. Quantitative Data

Base on the data, the researcher found that there was significant changed of the students' score. It statement provided that there were some students got bad score in pre-test. Here, the researcher took some examples before and after getting treatment. The examples are

Pre-test which followed by 32 students. The maximum score is 100 and the minimum score is 50. The standard score of eighth grade students of SMPN 1 Prambon is 75. So, the scores of eighth grade students SMPN 1 Prambon should more than 75. If the students scoreless then 75, they do not past the test. But if their score more than 75, they will past the test.

From the data pre test score, they are 9 students who past the test, and there are 23 students who filed the test. It can be concluded that students who filed the test are higher that the students who passed the test. The total score of pre-test was 2090 the total students were 32.

The total score post-test which followed by 32 students is 2250. So, it can be concluded from the total score of pre-test (2090) and post-test (2250), the score of post-test is higher than pre-test. It means that score of students is increasing.

To analyze the quantitative data, the researcher counts it with the following the steps below:

- 1) Calculating the mean different of pre-test and post-test

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{160}{32} \\ &= 5 \end{aligned}$$

- 2) Calculating the number of quadrate deviation

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 1850 - \frac{(160)^2}{32} \\ &= 1850 - \frac{25600}{32} \\ &= 1850 - 800 \\ &= 1050 \end{aligned}$$

- 3) Calculating the value of pre-test and degree of freedom (db)

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{5}{\sqrt{\frac{1050}{32(31)}}} \\ &= \frac{5}{\sqrt{\frac{1050}{992}}} \\ &= \frac{5}{\sqrt{1,05846774}} \end{aligned}$$

$$= \frac{5}{1,02881861}$$

$$= 4.85$$

3. Interpretation of the Data Analysis Result

Before discussing about hypothesis testing, the degree of significance formula had determined to count the comparison of significance level to the t-score result.

The computation is as follow:

Df = Degree of freedom

N = number of student

Df = N-1

$$= 32 - 1$$

$$= 31 \rightarrow 1\% = 2,744$$

$$5\% = 2,038$$

From the data analysis above, it can be seen that t-score was 4.85 at the degree of freedom 31, t-table was 2,038 at the level of significance 5% and 2,744 at the level of significance 1%. It means that t-score (4.85) > t-table at the degree of significance 5% and 1%.

Based on the calculation above, if the t-score \geq t-table and the level of significant is 1%, it means that it is very significant, so H_0 is rejected. If the t-score \geq t-table and the level of significant is 5%, it means that it is significant, so H_0 is rejected. It can be seen that t-score 4,85 and the degree of freedom (d.b.) is $(N-1) = 32 - 1 = 31$. Finally, the t-table is 2,744 at the level of significance is

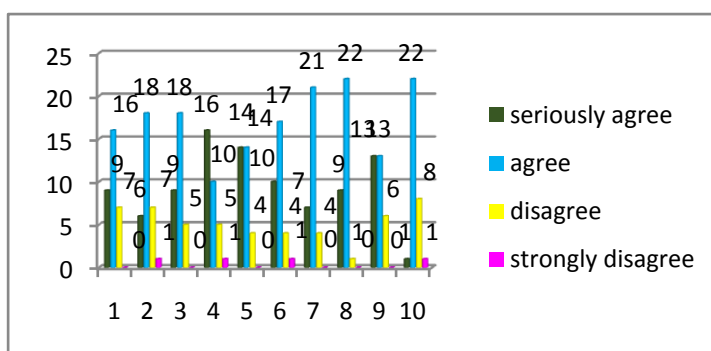
1% and 2,038 at the level of significance is 5%. It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very effective of multimedia to eight grade students writing ability of SMPN 1 Prambon.

b. The Result of Questionnaire

In this part, the writer describes the result from students' response when multimedia applied in teaching writing. The subject of the research is students of eight grade students especially class 86 of SMPN 1 Prambon. It consists of 32 students. They are 16 boys and 16 girls.

The writer took the students' response which consists of 10 statements with four alternatives chosen it is very agree, agree, agree enough and disagree. It contains about the effectiveness of multimedia applied in writing ability. Graphic below shows the frequency of questionnaire.

Frequency of Questionnaire



Based on the result of diagram and list of questionnaire, a half of 16 students agrees when the study English using multimedia more easily, a half of 18 students agrees when study English using multimedia help the students vocabulary, a half of 18 students that agrees when multimedia applied the students can more understand about grammar, a half of 16 students seriously agree when study English using multimedia very interest, a half of 14 and 14 students seriously agrees when multimedia applied the students more easily to understanding, a half of 17 students agrees when multimedia applied can help students in study about writing, some of 21 students agrees when the teacher using multimedia make students interest in learning process, a half of 22 students agrees when the teacher give the lesson using multimedia the students more easy to understanding in writing, a half of 13 and 13 students agrees when multimedia applied can make very interest to study English, and a half of 22 students agrees when multimedia applied make the students writing easily.

C. Conclusion

Based on the description of above the writer makes conclusion that :

1. The purpose of this study was to improve the students' ability in writing descriptive text through multimedia technique. In writing descriptive text, multimedia was a good technique to be used because the students did not only learning, but also got entertainment. The multimedia also helped them in writing descriptive text easier because they could see the real object.
2. The used of multimedia can motivate the students to learn and fun in teaching learning procces and also can make the students memorize vocabulary or the meaning of word.
3. Strategies are needed to teaching writing using multimedia, to eight grade students especially 86 lesson in junior high school and it is also considered as an interesting technique for using multimedia.

D. Suggestion

Some suggestions that are given by the researcher to the teachers, the students, the readers, the institution, and other researchers are as follows:

1. For the English teachers

The Teacher should make lesson plan for each material teaching student because it is very helpful in teaching learning process and the teacher should learn and be creative to find the way of how to teach writing using vidio, because it can make an exciting teaching learning process. It also helps the students to write descriptive txt easier because they can see the object directly and gives entertainment to them.

2. The students

The students must pay attention when the teacher play the vidio the students should be active in teaching learning proses don't noisy, the students should be trained or practiced to write descriptive text individually or in groups..

3. For other researchers,

This paper can be used as a reference if they conduct similar research. It is not only used in writing descriptive text, but also in writing other texts such as narrative, procedure, recount, etc.

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