

**STORY FILM AS A MEDIA IN LEARNING NARRATIVE WRITING
AT THIRD SEMESTER STUDENTS IN ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION**

Andi Asri Jumiaty

English Department, Faculty of Teacher Training and Education

Muhammadiyah University of Makassar

Abstract

The objectives of this research is to find out whether or not the use of story films as the media can improve the students' narrative writing at third semester in English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. This research used class action research that consisted two cycles with four steps namely: planning, acting, observing and reflection. Cycle 1 observes the students competence in writing narrative using film as media. After finding the results of the cycle 1, the researcher continued cycle 2 to improve the result of the students' in narrative writing. Populations was the third semester English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar academic year 2015/2016, the sample of this research consisted of 30 students. The result shows that the students' writing achievement in term of content in descriptive text, pre-test was 55 and post-test was 76.68. The improvement of the students' writing achievement in term of content is 39.41%. The significant increase of the students' writing achievement in term of content is proved by t-test is higher than t-table, $8.468 > 2.331$. It means that the Null Hypothesis (HO) is rejected and the Alternative Hypothesis (HI) is accepted, where the t-test is greater than t-table. The students' writing achievement in term of organization in descriptive text, pre-test was (56.18), and post-test was (79). The improvement of the students' writing achievement in term of organization is 40.61%. The significant increase of the students' writing achievement in term of organization is proved by t-test is higher than t-table, $9.272 > 2.331$. It means that the Null Hypothesis (HO) is rejected and the Alternative Hypothesis (HI) is accepted, where the t-test is greater than t-table.

Key words: narrative writing, story film, media

Abstrak

The objectives of this research is to find out whether or not the use of story films as the media can improve the students' narrative writing at third semester in English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. This research used class action research that consisted two cycles with four steps namely: planning, acting, observing and reflection. Cycle 1 observes the students competence in writing narrative using film as media. After finding the results of the cycle 1, the researcher continued cycle 2 to improve the result of the students' in narrative writing. Populations was the third semester English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar academic year 2015/2016, the sample of this research consisted of 30 students. The result shows that the students' writing achievement in term of content in descriptive text, pre-test was 55 and post-test was 76.68. The improvement of the students' writing achievement in term of content is 39.41%. The significant increase of the students' writing achievement in term of content is proved by t-test is higher than t-table, $8.468 > 2.331$. It means that the Null Hypothesis (HO) is rejected and the Alternative Hypothesis (HI) is accepted, where the t-

test is greater than t -table. The students' writing achievement in term of organization in descriptive text, pre-test was (56.18), and post-test was (79). The improvement of the students' writing achievement in term of organization is 40.61%. The significant increase of the students' writing achievement in term of organization is proved by t -test is higher than t -table, $9.272 > 2.331$. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted, where the t -test is greater than t -table.

Key words: narrative writing, story film, media

INTRODUCTION

Indonesian government has put English as one of the subjects to teach from junior high school up to universities. It can be seen in curriculum where English is one part of general subjects. Teaching English consists of four skills, namely: listening, reading, speaking, and writing. These skills are divided into two parts, productive skills and receptive skills. Productive skills include speaking and writing while receptive skills include listening and reading. Writing is the representation of language in a textual medium through the use of set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. Writing includes many aspects of language that should be covered. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and a judgment element that's why teaching writing is different from other aspects of language skills and most difficult. Writing has an important role when learners want to deliver a message to a reader for a purpose. Through writing, the learner can explain things and as a result reader can get information by reading the written message. In writing class, the teacher should realize students' difficulties in writing in English as a foreign language. The difficulties are due to weaknesses in grammar and vocabulary. Another problem, the students have a lot of ideas in their minds but they worry to start and even they do not know how to develop the ideas. This problem is faced by not only the students as beginner writer, but also an advance writer. Besides that, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English. To breakthrough problems above, English teacher have to be more creative in choosing the material and techniques which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing appropriate material and technique that students like based on the students' level and background of knowledge.

Many teachers make efforts to make their class interesting with various methods, techniques, with materials and instruments in order to stimulate learning of language skills effectively. The teachers must be able to create situation that provides opportunities and stimulate the students' especially to be interested in writing. Materials are divided into two points they are visual and non visual material. Visual material offers an attractive and stimulating framework for writing practice. Kinds of writing activity that often use visual material are narrative and descriptive composition. It is clearly that visual material has great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities.

One of the visual materials is picture. Teaching using picture is very suitable to be applied to the students of junior high school as a technique in writing. It is very helpful for the students in generating and organizing their ideas in wiring through pictures. Every artifact, every picture, really every observed moment has trapped

within it a million possible storylines. Considering to description above, it is important to investigate narrative writing ability of students using film as media teaching. Therefore, the objectives of this research is to find out whether or not the use of story films as the media can improve the students' narrative writing at third semester in English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. The result of this research is expected to be useful, both theoretically and practically. (1) Theoretically, this research is expected to be a new technique in terms of language teaching development, especially in writing, (2) Practically, this research is expected to be: source of information on how the teacher handles the writing class, a good guidance for the students in improving writing ability using film and source of information for the next writers who want to do further study in writing.

Theoretical Background

Definition of Writing

Writing is brainstorming is someone on written text. In writing, someone can explore their idea, their expression; write some information, etc. writing is also a distinctly human activity. Such writing has been speculatively designed as coincidental. Basically, writing means producing or reproducing oral message into written language. It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message. Besides, writing skills requires an accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary (Bram in Imeldi, 2001).

Krona (1988) described that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay. Ghaith (2002) also described that writing is a complete process that allows writer to explore thoughts and ideas, and make them visible and concrete. According to Oshima and Hogue (1997: 2) states" writing developing of he activity. It means that when we want to write down for the first time, we should know about what will we want to write. Learning to write in English is a developmental process that involves being able to: a). communicate meaningfully through writing, b). write for range of purposes, c). use culturally appropriate terms, and d). use correct form and grammar (Haynes and Debbie Zacarian, 2010: 89-90).

Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax, writer must also has good knowledge of other writing mechanism such as the use punctuation, capitalization, question mark, and etc. these mechanic are used to reveal syntactic structure Fromkin and Rodman in Fatmawaty (2009: 25)

The Nature of writing

The major writing systems – methods of inscription – broadly fall into four categories: logographic, syllabic, alphabetic, and feature. Another category, ideographic (symbols for ideas), has never been developed sufficiently to represent language. A 6th, pictographic, is insufficient to represent language on its own, but often forms the core of logographers.

Withrow in Harwanto (2006) described that there are some reasons that the learners of writing may be ineffective or difficult to understand: (1) the ideas are not in an order that makes sense; the piece is not well-organized, (2) the ideas are not grouped together into paragraph. (3) the writer does not start the piece with a beginning that starts the reader in the right direction, - (4) the learner does not finish the piece with an ending that leaves the reader with a sense of completion, (5) the relation between the ideas is not clear because the writer has not used words like for

example, on the other hand, because, and so on, (6) the writer attitude is not clear. Is the writer, for example, describing, suggesting, or criticizing something, (7) the piece contains ideas that are not relevant to what the writer wants to express, (8) the sentences do not have clear punctuation. So facilitating the learner to write a good composition, the teacher should teach the learner about them.

Elements of writing

In writing something based on the pictures, we must focus on the sentence. (Jacobs et al., 1981). He concluded that there are five significant elements of writing, they are:

Content

In order to have a good content of writing, its content should be well unified and completed. The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers, so, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness, which become the characteristics of the good writing. The main idea has to be explained and develop fully. Completeness is the controlling ideas, which developed thoroughly by the use of particular information. Unity means that every parts of the sentence contribute to one principle, unifying thought. When we say that a sentence has a unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is necessary to that purpose.

Organization

Organization of the writing is the writer focus on how to arrange and organize the ideas chronologically. The writer should present their idea based on the order which flow the beginning to the end. There are many ways used to organize or arranging the writing. This organization is mainly recognized as order. The process of organization material in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern.

Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into paragraph until they can create a piece of writing. One of requirement of a good writing always depends on the effective use of words. In personal description, word play a dual role: to communicate and to evoke, to let the readers to perceive and feel. This two-fold purpose is evident even such a practical and common form of writing as an advertisement.

Effective use of words also deals with connotative or figurative language. They are all important nearly all forms of writing, but particularly in personal description, word rich in association are more effective than those mainly transmit information. In scientific and technical writing, language should be exact and precise, selected to convey specific meaning, design to communicate information, not the writer's feeling.

Language use / Grammar

Language use writing involves correct usage endpoints of grammar. Brown (1989:34) state that is grammar is a system of rule governing the conventional and relationship of words in sentences. It concerns with form and structure of word and their relationships in sentences. This means that as the word order or form in a sentences change, the meaning of the sentences also changes. There are many points

of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since we have an opportunity to reread and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun.

Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

Capitalization

The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides, through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.

Punctuation

It can be used as a unit of meaning and suggest on how the units of it relate to each other.

Spelling

There are three important rules followed in using spelling appropriately. They are suffixes addition, plural formation, and handling error within the words.

Types of Writing

Narration

Oshima (1997: 27) explain that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. A narration tells a story series of conducted incident or an action. In other words, you use time order to organize your sentences. In the model essay, the writer uses time order to divide the essay into paragraphs. Types of narration include sort story, novels, and new stories, as well as a large part of our every day social interchange in the form of latter and conversation. An outline of the essay narration would like this: *Orientation, complication and resolution.*

Description

Oshima (1997: 50) explain that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. A good description is like "word pictures", the reader can imagine the object, place, or person on his or her mind. A writer of good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writer often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *Introduction, body, and conclusion.*

Explanatory

There are three kinds of explanatory composition, they are: a). *Explaining Process*, to write explanatory composition that explains a process, rely on the shame skills you have used in everyday situations. Explain steps in the process briefly and clearly. The composition that explains process is to follow this plain: introduction, steps in the process, and conclusion. b). *Stating Opinion*. An effective way to

organize an explanatory composition that stating an opinion is to follow this plan: Introduction (expressing your opinion as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can c). *Stating Definition*, to write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of the subject. An effective way to organize an explanatory composition that stating a definition is to follow this plan: Introduction (your definition as the topic sentences for the composition), body (the most informative way to develop a definition), and conclusion (the sum up the main idea of your definition).

Recount

Recount is the text which retail event or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-event-re-orientation. It has similarity with generic structure of narrative. The differentiated of the recount text with narrative text only is in events. There is no complication in recount.

Process of writing

The writing is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as the write. Furthermore, Temple, et. Al. (1982:9-24) state that writing activity generally requires several process namely prewriting, drafting, revising, editing, and publishing. To make it clearer, the explanation is as follows:

Prewriting

Prewriting is the getting-ready-to-write stage. Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stages, the activities are: (1) choosing a topic, (2) considering purpose, form, and audience, and (3) generating and organizing ideas for writing.

Drafting

In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are: (1) writing a rough draft, (2) writing leads, and (3) emphasizing content, not mechanics.

Revising

During the revising stages, writers correct their ideas in their compositions. Often students terminate the writing process as soon as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. Experienced writers, however, know they must turn to other for reactions and revise on the basic of these comments.

Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing. The activities in revising stage are: (1) rereading the a rough draft, (2) sharing the rough draft in writing group, and (3) revising on the basis of feedback received from the writing group.

Editing

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the

process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed. Learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on (Nation, 2010: 120)

Publishing

In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing with an appropriate audience. As they share their writing with real audiences of their classmates, other students, parents, and the community, students come to think of themselves as authors. The ways to share writing are students read their writing to classmates, or shares it with larger audiences through hardcover that are placed in the class or school library, class anthologies, letters, newspaper articles, plays, films strip and video tapes, or puppet shows.

The Purpose of Writing

Rains in Suabe (2011) classify the purpose why people need to write as follows:

Writing for enforcement. This is the aims for reinforcement the students to write in what they have just learned to understand or says in order to reinforce a grammatical.

Writing for training and the topic originate that night. This is similar for the reinforce and but writing for training the purpose of training, in initially present with pattern of linguistics and the original from that night be new to them and give them practice in using manipulating.

Writing for communication. The main of writing for communication is to make the students to write in the essential element of writing, communication of course, there is a feedback from the reader.

Writing for fluency. Writing assign the purpose the developing fluency rather than demonstrating accuracy does not necessary require this standard.

Writing for learning. The purpose is comprehension enough to include the other purposes in writing when the writing for the purpose of learning the student provides the framework teaching

General concept of Narrative Text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the school where English is taught as a foreign language. To make the students fell enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. A narrative is a story. A narrative paragraph is paragraph-length story it may be the story about you or something that has happened to you or it may be story in which you are not directly involved. Narrative can be based on an actual experience. It can be total imaginary, or it can be mixture of both realty and imagination. In any case, a narrative is account of events told in such way that the reader shares the writer's experiences. A narrative paragraph begins with general statement like topic sentence that tells the reader what the story will be about. Narration is the form of writing used to relate the story of act or events. Narration places occurrence in times and tells what happened according to natural time sequences occurrences. Types of narration include short stories, novels, and new stories as well as large part of our everyday social interchange in the form of letter and conversation. Knowing the pattern upon which

creative narration is built will help the person to read stories with more enjoyment and to write and more talk more interestingly. Stories can usually be divided into these parts: motivation, complication, rising action climax and outcome. The motivation is the set off circumstances that star the action of the story. It often involves a strong wish or conflict that causes an action. The complication is the obstacle, within outside of the main character that comes between the character and what they want. The rising action is the struggle with the complication or the obstacle that interferes with the character's desire. The climax is the turning point the story, after which the final outcome becomes inevitable. Usually the action has reached its peak and suspense is its highest point. The outcome quickly follows the climax, teaching the reader to figure out ending.

A good narrative has tree important qualities. First, it tells a series of events or actions. Seconds, the events are organized chronologically or by time sequence. And the last, it shows the writer's point or purposes

Types of Narrative

Narrative writing can be divided into two type's namely fictive narration and non-fictive narration (Keraf, 1989: 141)

Fictive Narration

Fictive narration is a narration illustrates events or conditions that do not take place in real life. It is just based on the author's imagination and feeling. Nevertheless, it still has something to do with human life because it also reflects human's experience, feeling, idea, and etc. writing involved in fictive narration are novel, short story, drama, and myth.

Non-fictive Narration

Non-fictive Narration illustrated real events and concession. Something illustrated in non-fictive narration is based on reality. Writing involved in this narration are history, biography, autobiography, incidence and profile.

Generic Structure of Narrative Text

Neo (2005: 5) states that a narrative has structure, a shape or a pattern. It can be represented graphically in this way. Climax rising action Falling action exposition resolution that picture is known as the freitag triangle.

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

Orientation/exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and it is taking place.

Complication/rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

Sequence of event/climax

This is where the narrator tells how the character reacts to the complication. It includes their feelings and what they do. The event can be told in chronological order or with flashback. The audience is given the narrator's point of view.

Resolution/Falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘how did it end’)

Reorientation

It is an optional closure of event.

Method

This research use classroom action research (CAR). The design that would be done through two cycles with four steps namely: -planning, acting, observing and reflection Cycle 1 will observe the students’ competence in writing narrative using film as media. After finding the results of the cycle 1, the researcher will continue cycle 2 to improve the result of the students’ in narrative writing. In this research there are two variables, namely independent variable and dependent variable. The independent variable is the use of story films and the dependent variable is the narrative writing. The subjects of the study were the third semester students at English department of Universitas Muhammadiyah Makassar in 2015/2016 academic year which consists of 30-40 students. The instruments of the research were writing test to get data about their ability and attitude in the learning writing use story film.

Proccure of Data Collection

To collect the data, the researcher conducted the following procedure:

Data source. The researcher get data from the students’ achievement in writing before getting writing material using film as media.

Treatment. The researcher gave treatments. In this stage, the researcher act as the teacher focus of the study in the class, it used film as media in writing narrative or in the observation of classroom action research conduct in every cycle. There are three components that to be concerned of the researcher in this research to measure the writing proficiency and to measure the narrative writing.

Table. 1 Scoring rubric of Narrative text.

Aspect of writing	Range	Score	Criterion
Orientation	95-100	Excellent	Complete to identify and set the scene and introduce the participant (it answer the question: who, when, and where)
	80-94	Very Good	Identify and set the scene and introduce the participant (it answer the question: who, when, and where incomplete)
	70-79	Good	Cannot incomplete to identify and set the scene and introduce the participant
	60-69	Fairly Good	Not relevant to identify and set the scene and introduce the participant.
	50-59	Fair	No answer of concept.

Complication	95-100	Excellent	Complete to identify the crisis' problem arises. When the problem develop
	80-94	Very Good	Identify the crisis' problem arises. When the problem develops is enough.
	70-79	Good	Cannot incomplete to identify the crisis' problem arises. When the problem develop.
	60-69	Fairly Good	Not relevant to identify the crisis' problem arises. When the problem develop.
	50-59	Fair	No answer of problem.
Resolution	95-100	Excellent	Complete to find out a way or solution to solve the problem
	80-94	Very Good	To find out a way or solution to solve the problem
	70-79	Good	Cannot incomplete to find out a way or solution to solve the problem.
	60-69	Fairly Good	Not relevant to find out a way or solution t solve the problem
	50-59	Fair	No answer to solve the problem

(Harmer, in Aini Rahman, 2006: 32)

Technique of Data Analysis

After collecting the data by using instrument, the researcher will analyze it. The process of the data analysis will conduct on the pretest and posttest score. To find out the students' improvement in writing Narrative text after treatment, the data from final test scores will use. The result will show on the students' writing skill in experimental group after give treatment.

Calculating the mean score of the students' writing test by using formula

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

Where :

\bar{X} : Mean score

$\sum X$: The sum of all the score

n : The total number of subject

To know development of the students' writing skill, the researcher will use percentage technique

$$P = \frac{X_2 - X_1}{X_2} \times 100$$

Where : P = percentage

X_1 = the first mean score

X_2 = the second mean score

To analyze the percentage technique by using this formula

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

Where: \bar{X} = mean score

$\sum X$ = the student's score answe

n = the sum of all score

FINDINGS

The findings of this research dealing with the answer of the problem statement which aims to improve students' writing achievement in descriptive text through the use of visual media. The findings consist of students' achievement in writing result. To measure the students' achievement of their writing result there are two components of writing that is concerned by the researcher, namely: content and organization.

The Improvement of the Students' writing achievement in term of Content

The Mean Score of the Students' Writing in Term of Content

Table 1. The Students' Mean Score in Content

Variable	Pre-test	Post-test	Improvement
Content	55	76.68	39.41%

The data in the table above shows the students' writing achievement in term of content as the result of calculating of the students' score in pre-test and post-test, where the students' score in pre-test is different from the students' score in post-test. The mean score in pre-test was (55) and the mean score in post-test was (76.68). It means that the mean score of the students in pre-test was lower than the mean score in post-test. By this achievement, the improvement from pre-test to the post-test then can be identified in term of content is 39.41%. The following diagram will show the increasing of the students' writing achievement in term of content.

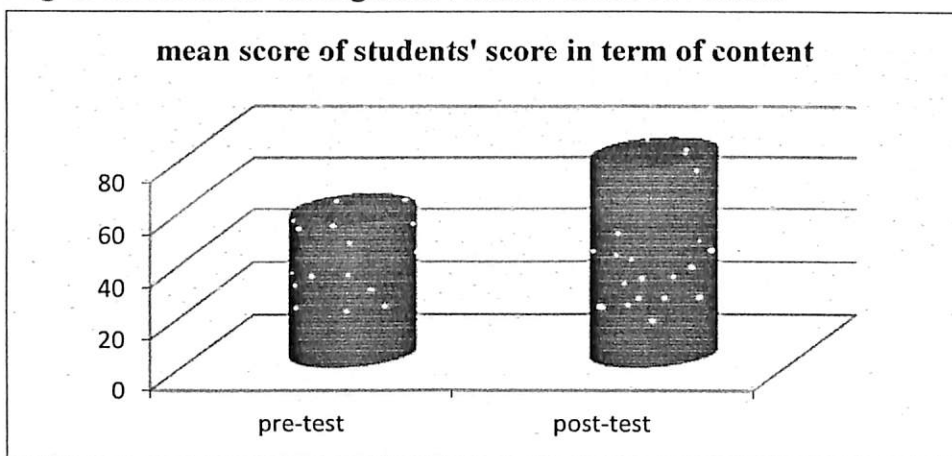


Figure.1

The diagram above shows that mean score of the students increase. The improvement of the students' achievement in term of content is indicated from the mean score of pretest (55) raise up until (76.68) in post-test. The 39.41% improvement ensures the significance of the students' writing achievement in term of content through the use of Visual Media (pictures and personal photograph).

T-test and T-table Value of the students' score in term of content

After calculating through the t-test and comparing with t-table. Obviously, there is a significant increase of the students' score in writing content through visual media. The table will present the data:

Table. 2
t-test and t-table Value of the students' score in term of content

Variable	t-test	t-table	Comparison	Classification
Content	8.468	2.331	t-test > t table	Significant

The table above presents that there is a significant increase of the students' score in writing content after being treated by Visual Media. This conclusion is taken after calculating t-test and comparing with t-table to determine whether it is significant or not. T-table value can be determined by finding the degree of freedom (d.f) and significant level (p). Degree of freedom (d.f) is found through the formula $(N-1) = (16-1) = 15$. So that, the d.f = 15 and significant level (p) = 0.05. Therefore, we can determine the value of t-table used is 2.331 and the result is the value of t-test (8.468) is greater than value of t-table (2.331). So the researcher concludes that there is a significant different of the students' writing content score in descriptive text through the use of Visual Media. The diagram below shows clearly the comparison between t-test and t-table value.

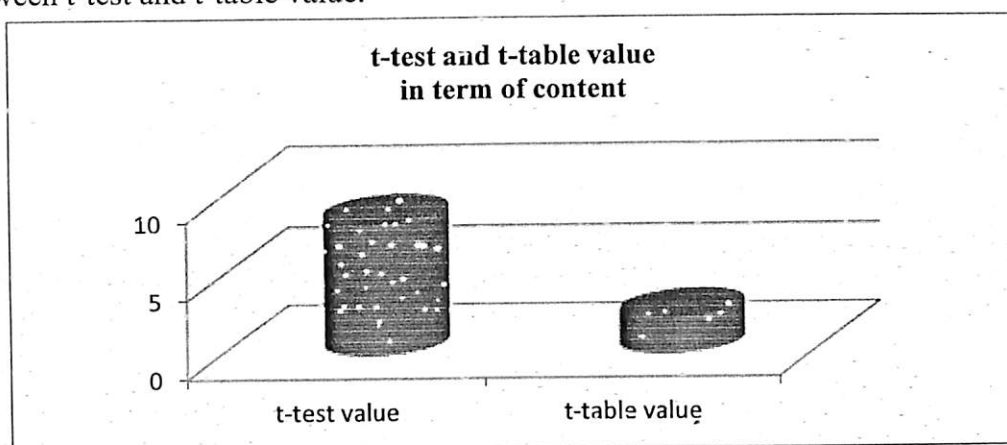


Figure. 2

The diagram shows that t-test value is higher more than two levels than t-table value. It is very significant different. By this data the significant increase of the students' writing achievement in term of content through the use of Visual Media (pictures and personal photograph) has been procured.

The Improvement of the Students' writing achievement in term of Organization

The Mean Score of the Students' Writing in Term of Organization

Table 4. The Students' Mean Score in Organization

Variable	Pre-test	Post-test	Improvement
Organization	56.18	79	40.61%

The data in the table above shows the students' writing achievement in term of organization as the result of calculating of the students' score in pre-test and post-test, where the students' score in pre-test is different from the students' score in post-test. The mean score in pre-test was (56.18) and the mean score in post-test was (79). It means that the mean score of the students in pre-test was lower than the mean score in post-test. By this achievement, the improvement from pre-test to the post-test then can be identified in term of organization is 40.61%.

The following diagram will show the increasing of the students' writing achievement in term of organization:

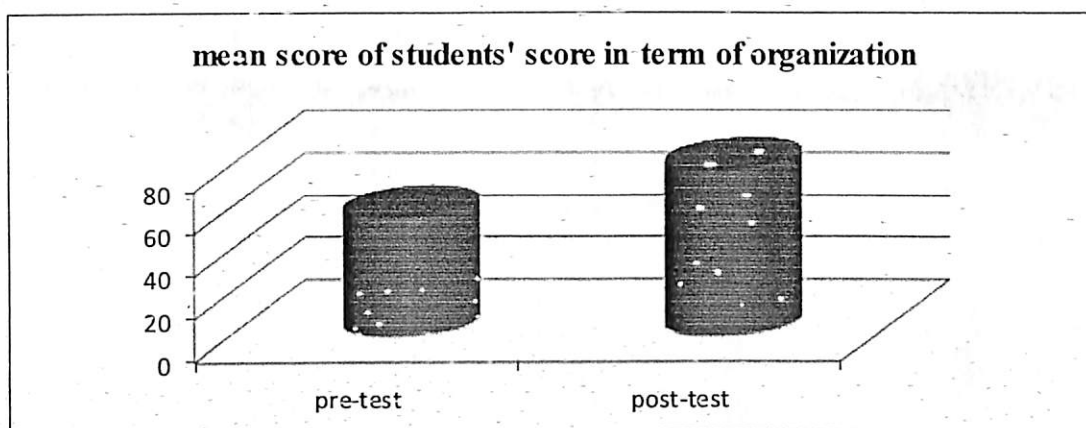


Figure. 3

The diagram above shows that mean score of the students increase. The improvement of the students' achievement in term of organization is indicated from the mean score of pretest (56.18) raise up until (79) in post-test. The 40.61% improvement ensures the significance of the students' writing achievement in term of organization through the use of Visual Media (pictures and personal photograph).

T-test and T-table Value of the students' score in term of organization

After calculating through the t-test and comparing with t-table. Obviously, there is a significant increase of the students' writing organization score through visual media. The table will present the data:

Table. 6

t-test and t-table Value of the students' score in term of organization

Variable	t-test	t-table	Comparison	Classification
Organization	9.272	2.331	t-test > t table	Significant

The table above presents that there is a significant increase of the students' score writing organization after being treated by Visual Media. This conclusion is taken after calculating t-test and comparing with t-table to determine whether it is significant or not. T-table value can be determined by finding the degree of freedom (d.f) and significant level (p). Degree of freedom (d.f) is found through the formula $(N-1) = (16-1) = 15$. So that, the d.f = 15 and significant level (p) = 0.05. Therefore, we can determine the value of t-table used is 2.331 and the result is the value of t-test (9.272) is greater than value of t-table (2.331). So the researcher concludes that there is a significant different of the students' writing organization score in descriptive text through the use of Visual Media. The diagram below shows clearly the comparison between t-test and t-table value.

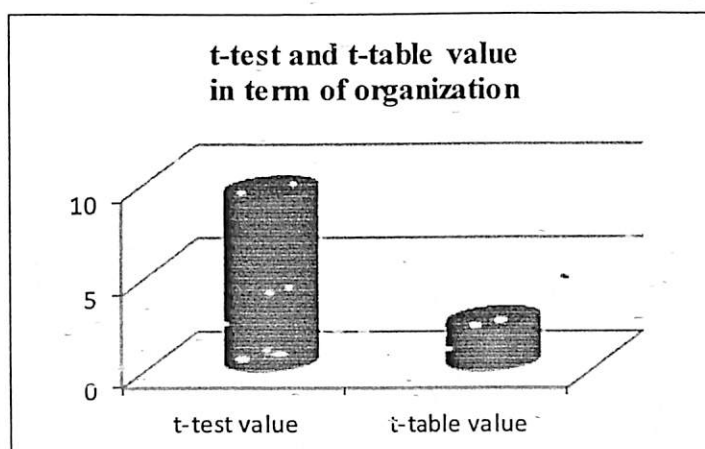


Figure. 4

The diagram shows that t-test value is higher more than two levels than t-table value. It is very significant different. By this data the significant increase of the students' writing achievement in term of organization through the use of Visual Media (pictures and personal photograph) has been procured.

Hypothesis Testing

Because the main objective is to find out the significance, so that t-test value is used to test the hypothesis. Calculating the t-test and determining the t-table by finding the degree of freedom through the formula $(N-1) = (16-1) = 15$ at level significant 0.05, the t-table value is 2.331. Furthermore, the result of significance test in students' writing score in term of content is $8.468 > 2.331$ and the students' writing score in term of organization is $9.272 > 2.331$.

Those are used to determine the hypothesis that occurs in this research. The Null Hypothesis (H_0) which expresses there is no significant is rejected and alternative hypothesis (H_1) is accepted, because the result of t-test value both in students' writing score in term of content (8.468) and students' writing score in term of organization (9.272) are greater than the t-table value (2.331). Therefore, by the presented data, it can be concluded that there is a significant increase both of the students' writing achievement in term of content and organization in descriptive text through the use of Visual Media.

DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the result of the students' improvement in writing component of content and organization would explain as follows:

The Improvement of the Students' writing achievement in term of Content

The students' writing score in term of content had been presented in findings. Percentage improvement of the students' score in writing content is (39.41%). It is indicated from the increasing of mean score in pre-test from (55) to (76.68) in post-test. This improvement is also followed by its significance. The t-test value (8.468) is greater than t-table value (2.331). Based on the data analysis the students' score in writing content are got from the result of pre-test and post-test in the following table is presented:

Table 5. The Frequency and Rate Percentage in Content

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Excellent	90-100	0	0	0%	0%
Very Good	80-89	0	9	0%	56.25%
Good	70-79	0	0	0%	0%
Fair	60-69	5	7	31.25%	43.75%
Poor	0-59	11	0	68.75%	0%
Total		16	16	100%	100%

Table 5 above shows the frequency and the rate percentage of the students' writing content score in pre-test from 16 students, none of the student got excellent, very good, and good score. There were 11 (68.75%) students got poor score and 5 (31.25%) students got fair score. While, the frequency and the rate percentage of the students' writing content score in post-test from 16 students as table 5 above also shows that none of student got excellent, good, and poor score. There were 7 (43.75%) students got fair score, and 9 (56.25%) students got very good score. Based on the result above, it can be conclude that the tabulation of frequency of the students' writing content score in post-test was greater than the tabulation of frequency of the students' writing content score in pre-test.

This data describe that most of them success to improve their score in writing content through Visual Media. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Based on the data that are shown above, it can be concluded that the students' writing score in term of content in descriptive text of the second year students of SMK Handayani Sungguminasa has been improved through the use of Visual Media. The improvement is also followed by its significance.

The Improvement of the Students' writing achievement in term of Organization

The students' writing score in term of organization had been presented in findings. Percentage improvement of the students' score in writing content is (40.61%). It is indicated from the increasing of mean score in pre-test from (56.18) to (79) in post-test. This improvement is also followed by its significance. The t-test value (9.272) is greater than t-table value (2.331). Based on the data analysis the students' score in writing organization are got from the result of pre-test and post-test in the following table is presented:

Table 6. The Frequency and Rate Percentage in Organization

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Excellent	90-100	0	1	0%	6.25%
Very Good	80-89	1	10	6.25%	62.5%
Good	70-79	0	0	0%	0%
Fair	60-69	4	4	25%	25%
Poor	0-59	11	1	68.75%	6.25%
Total		16	16	100%	100%

Table 6 above shows the frequency and the rate percentage of the students' writing organization score in pre-test from 16 students, none of the student got excellent and good score. There were 11 (68.75%) students got poor score, 4 (25%) students got fair score, and 1 (6.25%) students got good score.

While, the frequency and the rate percentage of the students' writing organization score in post-test from 16 students as table 6 above also shows that none of student got good score. There were 1 (6.25%) students got poor score, 4 (25%) students got fair score, 10 (62.5%) students got very good score and only 1 (6.25%) student got excellent score. Based on the result above, it can be conclude that the tabulation of frequency of the students' writing organization score in post-test was greater than the frequency and rate percentage of the students' writing organization score in pre-test.

This data describe that most of them success to improve their score in writing organization through Visual Media. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Based on the data that are shown above, it can be concluded that the students' writing organization score in descriptive text of the second year students of SMK Handayani Sungguminasa has been improved through the use of Visual Media. The improvement is also followed by its significance.

CONCLUSIONS

After doing the research, the researcher can conclude some points as follows:

The students' writing achievement in term of content in descriptive text, pre-test was (55), and post-test was (76.68). The improvement of the students' writing achievement in term of content is 39.41%. The significant increase of the students' writing achievement in term of content is proved by t-test is higher than t-table, $8.468 > 2.331$. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted, where the t-test is greater than t-table.

The students' writing achievement in term of organization in descriptive text, pre-test was (56.18), and post-test was (79). The improvement of the students' writing achievement in term of organization is 40.61%. The significant increase of the students' writing achievement in term of organization is proved by t-test is higher

than t-table, $9.272 > 2.331$. It means that the Null Hypothesis (HO) is rejected and the Alternative Hypothesis (HI) is accepted, where the t-test is greater than t-table.

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