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THE USE OF CHART ON STUDENTS' ABILITY TO WRITE EXPLANATION TEXT

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Abstract

It is not doubt that writing has important role in real life. People can communicate, give information, and share their ideas through written way. Writing is classified as difficult skill because there are some components that should be considered, some kinds of text that should be understood, some steps that should be done, etc. Many students face difficulty to write explanation text, especially for generating the ideas. For that reason, chart is chosen as the media. The aim of this research is to find out the use of chart on students' ability to write explanation text. It is conducted to the eleventh grade students of SMA Negeri 2 Jonggol. In this research, Pre Experimental method and Pre-test Post-test Group design are used. There are 36 students from class XI MIPA 1 taken as the sample by using random sampling. The data were taken from pre-test and post-test which were analyzed by using t-test formula after having the normal data. Based on the data calculation, the mean of gain is 20.04, and the total of deviation of gain is 9.46. Moreover, t-test value is 9.45. Meanwhile, t-table value is 2.03 at significant level 0.05 with the degree of freedom (df) is 35. In this case, the t-test value is higher than that of the t-table value (9.45>2.03). It means that null hypothesis (Ho) is rejected. Therefore, the use of chart affects students' ability to write explanation text.

Introduction

Writing takes big part in people's life because many people use writing in communication. However students consider writing as difficult skill because there are some aspects that should be considered, understood, done, and many more. Because of its difficulties, many students face difficulty to write text with the main reason is in generating the ideas. Richard and Renandya (2002:303) supported that writing is the most difficult skill; the difficulties include generating and organizing ideas using an appropriate choice of vocabulary, and putting such ideas into an understandable text. Moreover, it is not easy to construct what they write into some paragraphs. Wood and Stubbs (2000:76) define explanation text as a text that is explaining how and why something happens. They also believe if explanation text is important because explanation makes sense of the world and store the knowledge for future use. It means that people use explanation text that is needed in their lives.

Writing is not only activity to write something, but also to deliver the meaning of something that is being discussed. Writing represents language that people are able to communicate, give and get information, and share ideas to each other. As stated by Nunan (2003:88) writing is an activity of changing the ideas into statement and paragraph which a person reads and able to understand. It means that writing is an activity that is not only changing the ideas into statements and paragraphs, but also make the reader understand what it is written.

In facilitating students to write explanation text, teaching media or teaching aids are provided, and chart is one of them. Mohanty (2017:279) states that chart is a diagram containing facts or ideas, and visual symbols for summarizing, comparing, contrasting, and performing that explains the material easily and interestingly. There are some kinds of chart such as bar chart, pie chart, line chart, etc. In this case, bar chart is chosen because it is commonly used and easy to understand. Moreover, there are many information that can be taken from the chart. So, the aim of this research is to investigate whether chart affects students' ability to write explanation text.

Research Methodelogy

In conducting this research, pre-experimental method, one-group pre-test post-test design, and random sampling were applied. The following are the way how data were collected:

a. Population and Sample

The second grade students of Senior High School were taken as the population. There were 36 students from class MIPA 1 taken as sample. There was only one class in this research: the experimental group. The random sampling technique was used in this research.

b. Collecting the Data

The data were taken from 8th January until 24th January 2019. To collect the data, writing test was given to the students twice (pre-test and post-test). The data were analyzed to find out the result of pre-test and post-test. The normality test was calculated before analyzing t-test to find the data from the sample that had been normally distributed. After that, the result of pre-test and post-test were calculated by using t-test formula to find out the effect of using chart, especially bar chart, on students' ability to write explanation text.

c. Data Analysis

In analyzing the result of the effect of using bar chart as media, t-test formula was used. The formula of t-test was taken from Supardi (2013:325). The normality test was calculated before analyzing t-test. Kolmogorov-Smirnov test is used as normality test. The test was calculated using Statistical Product and Service Solution.

Research Finding and Discussion

a. Calculating Normality test

Calculating t-test can be done after having the normal data. It can be used normality test. The writer used Kolmogorov-Smirnov test in normality test. The test was calculated using Statistical Product and Service Solution. Here is the calculation of normality test:

Table 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	12.55329190
Most Extreme Differences	Absolute	.146
	Positive	.126
	Negative	-.146
Test Statistic		.146
Asymp. Sig. (2-tailed)		.050[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

If :

-Significant 2-tailed > 0.05 (normal)

-Significant 2-tailed < 0.05 (not normal)

Based on the table, it could be seen that the p-value or significant2-tailed was 0.50. So, it could be analyzed 0.50 > 0.05 which meant that the data were normal. After having the normal data, t-test could be calculated.

b. Calculating the Mean of Gain

To find out the mean of gain, the total scores of gain were divided by the total numbers of the students. The total scores of gain were presented by (∑d). Meanwhile, the total number of students was presented by (n). Here is the calculation:

$$M_d = \frac{\sum_d}{n}$$

$$= \frac{721.5}{36}$$

= 20.04

c. Calculating Deviation of Gain.

$X_d = d - M_d$

= 29.5 – 20.04

= 9.46

The value of gain (d) was 29.5. The value came from the first student who his score of post-test was subtracted with score of pre-test. Meanwhile, the score of mean of gain (Md) was 20.04. So, the result of deviation of gain was 9.46.

d. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$= \frac{20.04}{\sqrt{\frac{5656.19}{36.(35)}}}$$

$$= \frac{20.04}{\sqrt{4.49}}$$

$$= \frac{20.04}{2.12}$$

= 9.45

The value for each formula had been calculated, so in calculating the t-test, the values were distributed into the formula of t-test. The result showed that t-test value was 9.45. The t-test value was compared with the degree of freedom (df). It determined the significance and found out whether the hypothesis was rejected or accepted.

e. Testing the Hypothesis

df = n – 1
= 36 – 1
= 35

The result showed that the degree of freedom was 35. Based on t-table, the degree of freedom 35 at significant level 0.05 was 2.03. Then, the t-test value was 9.45. It meant that the t-test value was higher than the value t-table (9.45>2.03). So, it could be assumed that the null hypothesis (Ho) was rejected.

In conducting this research, some tests and treatments were conducted. The students were given writing test twice (pre-test and post-test) and treatment four times. During the treatments, the students were focused on one kind of chart that was bar chart. The students learnt about explanation text and bar chart then wrote explanation text using it. In some treatments, the students were asked to write explanation text using bar chart that was given by teacher. They also could find their own bar chart to develop it into a text. The treatments were conducted in groups, pairs, and individual.

In calculating the data, pre-test and post-test scores were calculated first. After that, the mean and deviation of gain were counted. Next, she found out t-test value using t-test formula. Then, degree of freedom was calculated to find out t-table value. Last was testing the hypothesis.

Based on the calculation of the data, the mean of gain is 20.04. Then, the total of quadrate deviation of gain is 5656.19. Moreover, t-test value is 9.45. Meanwhile, t-table value is 2.03 at significant level 0.05 with the degree of freedom (df) is 35. In this case, the t-test value is higher than the t-table value (9.45>2.03). It can be concluded that null hypothesis (Ho) is rejected because t-table is lower than t-calculated. Therefore, the result shows that the use of chart affects students' ability to write explanation text.

The result of this study is in line with Kalra and Gupta (2012:47). Kalra and Gupta state that charts are media that are cheap, handy, and easy to be used. Charts also facilitate the teacher in order to explain the material to be understood more. Moreover, interesting chart can build students' interest in learning. Thus, the experts' statements

have proven by the research result. Since the finding shows that the value of t-calculated is higher than that of t-table, therefore, chart can be used as an appropriate media in teaching and learning process of writing explanation text.

Conclusion

The research entitled "The Use of Chart on Students' Ability to Write Explanation Text" has been implemented to the second grade students of SMA Negeri 2 Jonggol with the total sample 36 students. The students face difficulty in generating ideas to write explanation text. So, the research is conducted to find out the effect of using chart to write explanation text. Based on the result, the t-test value is 9.45 with the degree of freedom (df) is 35 and the t-table level significant 0.05 is 2.03. The value of t-test is higher than the value of t-table (9.45>2.03). Thus, the null hypothesis (Ho) is rejected.

Based on the research finding, it is concluded that chart is appropriate as an alternative media to help students construct the text. It also makes the teaching learning more interactive which means that using chart as an interesting media make students pay attention more to the lesson. In addition, the students learn to read chart because chart surrounds them. Therefore, chart is good to be used in developing an explanation text.

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Biography

Ade Suhartini was born in Bogor, April 23rd 1996. She lives in Kp. Panangga RT 002/005 Desa Gandoang Kecamatan Cileungsi Kabupaten Bogor. She is the third daughter from Abo Suroyo and Yati Tjian. She started her study SDN Tunggilis (2002-2008). After that, she continued her study in SMPN 2 Jonggol (2008-2011). Then, she continued to study in SMAN 1 Jonggol (2011-2014). She then continued her first degree (S1) in Pakuan University and took English Education Study Program, Faculty of Teachers Training and Educational Sciences. She graduated in 2019 as a Bachelor of Education.