

**THE INFLUENCE OF WHIP AROUND TECHNIQUE TOWARD  
WRITING DESCRIPTIVE PARAGRAPH OF THE TENTH GRADE  
STUDENTS OF STATE SENIORHIGH SCHOOL 4 OF PALEMBANG**

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**Abstract:** The objective of this study was to find out whether or not there is any significant influence on student's achievement in writing descriptive paragraph to the tenth grade students of State Senior High School 4 Palembang who are taught through Whip Around Technique and those who are not. This study applied quasi-experiment method with nonequivalent control group design. The population of this study was all of the tenth grade students of State Senior High School 4 of Palembang, in the Academic Year 2018/2019 with total number 320 students and 64 students were taken as sample in experimental and control group. In collecting the data, a written test of descriptive paragraph was used, and the data were analyzed by using SPSS 22. The result of this study showed that experimental group students' average score in pretest was 64.37 and in posttest it was 77.93 while in control group, students' average score in pretest was 64.53 and in posttest it was 66.78. The value  $t$ -obtained was (11.392) which was higher than the value of  $t$ -table (2.000) at the significant level 0.05 in two tailed test with 62 (df). It was assumed that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was significant influence on student's achievement in writing descriptive paragraph to the tenth grade students of State Senior High School 4 of Palembang who were taught through Whip Around Technique.

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Keywords: *Teaching, Writing, Descriptive Text, Whip Around*

## **INTRODUCTION**

### **Background**

Writing is one of four language skills in English which must be learnt by the students. The students

should learn writing because they are hoped not only able to communicate orally but also in written form. Writing is an activity where we can share and express ideas and feeling

through the language in written form. Brown (2001, p. 336) says that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Hyland (2003, p. 9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her view on a topic. It means that people can give information or their opinion about something through writing.

Moreover, Taylor (2009, p. xii) highlights that writing is not merely a skill we employ to record our knowledge, but the very moment at which we confront what learning and understanding are all about. Meaning that, writing is one of ways about how we can show our ability in mastering the language that we have learnt.

In writing itself, there are many kinds of text that can be used to practice students' writing ability. The writer focuses writing descriptive text. Descriptive is a kind of text which purposively made

to explain or describe person, animal, place, and/or thing. Shape, characteristics, character, parts and qualities are commonly described. According to Kane (2000, p. 352), descriptive is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind's perception.

Besides, another expert, Hyland(2013, p. 42), points out that the descriptive text is piece of text that gives us defines, classifies or generalizes about phenomenon more detail. The purpose of descriptive text type is to give an account of imagined of factual events. It means that in the descriptive text writer only needs to write what is seen, heard and felt. In addition, Oshima and Hogue (2007, p. 61) mentions that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in the writers' mind.

From the explanation above, it can be concluded that descriptive text tells about the detail of person, animal, place and/or thing, including the classification and generalization. To make a good passage, some steps can be followed. Furthermore, Oshima and Hogue (2007, p. 61) point out that the process of writing has roughly five steps. In the first step, you prewrite to get ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the fourth step, you polish your rough draft by editing it and making revisions. In the final step, you write a final copy.

Meaning that, teacher's role in teaching writing is focused on how to guide students in creating a good writing. Still, the teacher should help the students in transforming their ideas into paragraphs. The teacher not only guide the student to follow the steps of writing, but the teacher also should pay attention to the punctuation, tense, spelling, etc.

However, unfortunately, some students think that writing is difficult to be done. The use of English as a foreign language is not the only

problem. It is also supported by other difficulties such as how to choose the topic, develop the ideas, use the right punctuation, write the correct spelling, and build good grammar by using appropriate tense and vocabulary. Some difficulties above also happen to the writer when she was still a student at school. Because of those, some students think that writing is a difficult activity. Therefore, those also make some students do not like and be lazy to write, especially senior high school students.

The writer also finds the similar problem faced by the students. It is based on the writer's experience in Job Training (*KKL*), most students have problem in writing descriptive paragraph. They got confused how to choose the topic, develop the ideas, use the right punctuation, write the correct spelling, and build good grammar by using appropriate tense and vocabulary. Most of them claimed that they confused from where they should start describing something.

In order to guide the students to understand the text, the teacher has

the most important role in solving those problems. Teacher has to find out the way how to build the students' interest in writing. Moreover, the exact and interesting technique can be used to make the students feel interested and start to play their pens on the paper.

Technique is a way how a method is used. In addition, a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Method also includes various procedures and techniques as part of their standard fare. (Harmer, 2004, p. 78). One of the methods that can be objectively analyzed the quantity and quality of students' comprehension of the lesson by the teachers is whip around method. Whip around is fun and easy to use within the classroom (Paxton, para. 1-2).

The problem of this study was the students' difficulties in learning writing, such as having less

vocabulary, confusing how to choose the topic, developing the ideas, using the right punctuation, writing the correct spelling, and building good grammar by using appropriate tense and vocabulary.

The objective of this study was to find out whether or not there is any significant influence on student's achievement in writing descriptive paragraph to the tenth grade students of State Senior High School 4 Palembang who are taught through Whip Around Technique and those who are not.

Based on the explanation above, the writer was interested in conducting a study on **“THE INFLUENCE OF WHIP AROUND TECHNIQUE TOWARD WRITING DESCRIPTIVE PARAGRAPH OF THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 4 OF PALEMBANG”**.

## **LITERATURE REVIEW**

### **Concept of Teaching**

Teaching and learning are causally tightly bound activities.

Teaching cannot be defined apart from learning. Dewey (in Utami, 2014) compares teaching to selling commodities; no one can sell unless someone buys. There is the same exact equation between teaching and learning as there is between selling and buying.

According to Gage (2009, p. 3), teaching is the term used more in formal educational settings, namely, in elementary schools, secondary schools, colleges, and graduate schools. In addition, Brown (2007, p. 8) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Hyland (2003, p. 100) claims that teaching is largely a process of transforming content knowledge into pedagogically effective forms, and this is most in evidence when the teachers are considering both their learners and their profession in modifying and creating materials. In addition, Saleh (1997, p. 16) states that teaching is a profession conducted by using a combination of art, science and skill.

Based on the explanation above, the writer concludes that teaching is a profession where the teacher guides and facilitates the students in the process of transforming the knowledge in the term of formal education.

### **Concept of Writing**

There are four basic skills of the English language learning, i.e. listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write. Hyland (2003, p. 9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the

individual to construct his or her views on a topic.

Urquhart and Mciver (2005, p. 6) point out that writing is a complex process, and most of the research literature recognizes the difficulty it poses for students. Taylor (2009, p. xii) highlights that writing is not merely a skill we employ to record our knowledge, but the very moment at which we confront what learning and understanding are all about.

Rochaeni (2015, p. 1) defines writing as an active and productive activity and requires a regular way of thinking expressed in written language. Oshima and Hogue (2007, p. 61) point out that the process of writing has roughly five steps. In the first step, you prewrite to get ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the fourth step, you polish your rough draft by editing it and making revisions. In the final step, you write a final copy.

Based on those statements, the writer concludes that writing is an active and productive activity where people can share personal experience or opinion about something in the

form of written language to evaluate how far our knowledge about the language we have learnt.

### **Concept of Descriptive Paragraph**

Oshima and Hogue (1997, p. 50) states that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. Regarding explanation above, in order to achieve its purpose, Descriptive paragraph has its own schematic structure and linguistic features, which will be discussed below. Every genre has a certain structure or stages in order to get something done through language (Emilia, 2014, p. 86).

According to Widyati, *et al* (2014, p. 45), there are two parts as requirement for a text to be identified as descriptive text; identification or general statement part and description part. The elaboration of schematic structure of descriptive text is discussed below (Course, para. 3):

- Identification: Identifies phenomenon (person, place, or thing) that will be described.
- Description: Describes parts, qualities, characteristics, etc.

Shafira Khairina Anggun An Analysis of Descriptive Text in English Textbook Using Transitivity System (Anggun, 2016, p. 150), state that a descriptive text employs the following linguistic features:

- a. Focus on specific participants as the main character;
- b. Use present tense as dominant tenses;
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);
- d. Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text;
- e. Use mental verb or mental process when describing feelings;

- f. Use nominal group frequently to describe;
- g. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;
- h. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

Based on those statements, the writer concludes that descriptive Paragraph is a kind of paragraph with a purpose to give information. The context of this kind of paragraph is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

### **Concept of Whip Around Technique**

Marshak (2001, p. 210) states that whip around is applied to increase the number of students who share their thoughts and to promote responsible self-management. It is especially useful when different

people are likely to have different views on the issue being addressed. The whip around not only gives all students a change to voice their ideas; it also tends to raise the energy and interest level of a class.

Whip around is a simple closure activity by which teachers can objectively analyse the quantity and quality of the students' comprehension of the lesson. It is also fun and easy to use within the classroom. There is no right or wrong answer here and students are instructed to write down their thoughts on the same. (Paxton, para. 1-2).

Based on those explanations, can be concluded that whip around can stimulate the students. They will feel appreciated by the teacher because there is no right or wrong answer. Sometimes, the students are doubt in sharing their ideas because they are afraid that the teacher will not accept their answer.

The Teacher Toolkit Website (2019) explains that this technique actively engages students and encourages participation by all. Students write down responses to a

question or prompt given to them by the teacher and quickly share their responses with the class. Students have to pay attention and listen closely to their classmates' responses to compare them to their own. Use whip around to encourage responses from all students in the class:

- During Guided Practice to get students talking about the material just covered
- As a warm up activity to discuss highlights from yesterday's lesson
- As a closing activity to summarize information covered in the lesson
- To have students provide evidence from a text
- As a brainstorming activity
- To help students uncover common themes
- As an icebreaker to help establish a positive classroom environment

Whip around can be varied by using other technique:

- Whip Around, Sit Down  
Have all students stand up. Start the Whip Around process and if a student hears a response



that he has on his sheet, he crosses it off. Once all of his responses have been said by classmates and they are checked off his list, he sits down. The Whip Around continues with those students who remain standing.

- One Word Whip Around

Using the same Whip Around process, students are only allowed to respond with one word and they don't write a list ahead of time. For example, you could give the prompt "plants and animals in the desert" and students respond quickly with the first answer that comes to their mind. You do not have to stop and correct students if they are wrong, simply go over those answers when the process is completed.

- Whip Around Poll

The teacher randomly calls on 3-5 students and quickly writes their answers on the board. The teacher then reads out the first answer listed and asks students with the same answer to raise their hands. The

number of students is counted and written next to the answer. Students with ideas not in the list are then instructed to raise their hands and the same procedure is followed. Information is gathered to rank answers from most to least common. Writing down the thoughts facilitates retention and recall of information.

- Answer or Pass

As the teacher "whips around" the classroom, students are encouraged to answer or say "pass" if they do not have an answer. Students with the same answer are allowed to repeat the same answer and are encouraged to add something extra to the discussion. For students who previously said "pass", a few minutes is given to come up with something new to present to the class.

- Select-a-Sentence Whip Around

After reading a story or passage from a piece of literature, the teacher instructs students to select one sentence

that is meaningful to them or seems to be an important idea from the reading. Students are asked to read that sentence aloud. Students are instructed to listen for common themes. This technique can be used at the beginning of a class using the previous night's reading assignment to help everyone have some idea about the text even if they have not completed the reading.

- **Whip Around Ice Breaker**

Use the Whip Around strategy as a way to build classroom environment or to help students get to know each other at the beginning of the year. Choose questions that require students to share a non-threatening bit of personal information. Example: "If you could travel anywhere in the world, where would it be?"

However, Fisher and Frey (2007, p. 35) have different idea, they explain that the whip around is a useful instructional tool teachers can use to check for understanding in a group setting. While the whip

around may not provide individual, student-level information about understanding, it is useful in helping teachers determine if they need to reteach content group.

It is concluded that some experts have different idea about the usage of whip around technique. Some experts say that it can be used for individual and others say that it can be used only for students in group.

### **Procedure of Teaching Writing Descriptive Paragraph through Whip Around Technique**

The procedure of teaching writing descriptive text through whip around technique according to Fisher and Frey (2007, p. 34) is mentioned below:

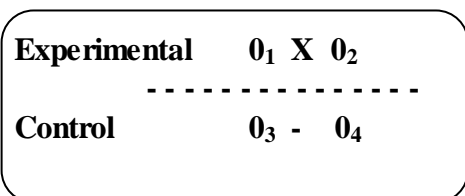
1. The teacher poses a question or a task; typically, students are asked to make list of at least three items.
2. Students then individually respond on a scrap of paper.
3. Students then stand up when they have done.
4. The teacher then randomly calls on a student to share on of his or her ideas from the paper.

5. Students check off any items that are said by another student and sit down when their ideas have been shared.
6. The teacher continuous to call on students until they are all seated.
7. As the teacher reads the ideas shared by students, then determine if there is a general level of understanding of students' thinking.

**Method of the Study**

In this research, the writer used quasi - experimental design with two group pre-test and post-test. Fraenkelet *al*(2012, p. 265) state that experimental research is unique in two very important respect: it is the only type of research that directly attempts to influence a particular variable, and when properly is applied it is the best type for testing hypotheses about cause and effect relationship.

According to Cohen, *et al*, (2007, p. 283), the formula is represented as:



In this formula:

- = The experimental and control groups have not been equated by randomization
- X = Giving treatment whip around technique
- $0_1$  = Pre-test of experimental group
- $0_2$  = Post-test of experimental group
- $0_3$  = Pre-test of control group
- $0_4$  = Post-test of control group

**Technique for Collecting the Data**

In collecting the data, the writer appliedwhip around technique by written test. According to Richard (2010, p. 591), test is a procedure for measuring ability, knowledge, or performance. This test was used because it was considered as the most reliable way to get some information. There were two kinds of test that the writer gave to the students in order to measure their achievement in writing. First, it was given before the teaching and learning activities (pre-test). Second, it was given after teaching and learning activities (post-test).

### **Technique for Analyzing the Data**

In analyzing the data, the writer used independent test using statistic calculation of t-test formula. The calculation is used IBM SPSS Statistics 22. The independent-sample t-test is used when there are two experimental conditions and different participants were assigned to each condition (this is sometimes called the independentmeasures or independent-means t-test) (Field, 2013, p. 449). Here, the writer compared the students pre-test both of experimental and control class and also compare post-test both of experimental and control class. Independent test was used to find out whether or not there are any significant different scores obtained by the students who are taught by using whip around technique and those who are not for students of

### **The Result of the Study**

#### **The Result of Pretest in Experimental Group**

The computation of pretest score in experimental group used

State Senior High School 4of Palembang.

## **FINDINGS AND INTERPRETATION**

### **Findings**

#### **Data Description**

This study was done at State Senior High School 4 of Palembang from May 15<sup>th</sup> to June 30<sup>th</sup>, 2019. Two classes were chosen and used during the study, they were X MIPA 1 (as experimental group) and X MIPA 2 (as control group). The data in this study were taken from pretest and posttest. In assessing the students' writing, two raters were needed in this study. It was aimed to avoid the subjectively in giving the score. The teacher of English at State Senior High School 4 of Palembang, Mrs. Sri Erni Wijaya, S.Pd.,M.Pd. was the first rater and the writer herself was the second rater.

SPSS 22 computer program. The detail information about the students' scores in pretest.

### **The Result of Posttest in Control**

#### **Group**

The posttest in control group was exactly the same as the pretest. The treatment of Whip Around Technique was not used in this group to improve the students' writing skill

#### **Interpretation**

The result of the test shows that the use of Whip Around Technique could help the students in making their writing descriptive paragraph better. Based on the result of the test, the students who were taught through Whip Around Technique got higher scores than those who were not. In experimental group, the highest posttest score was 84, the lowest posttest score was 67, and the average was 77.93. While 79 was the highest posttest score in control group, the lowest posttest score was 60, and the average was 66.78. On the other hand, the result of  $t$  obtained was 11.392. Meanwhile its critical value at 0.05 significance level for two tailed test with 62 (df) was 2.000. Since the  $t$  obtained was higher than  $t$  table,  $H_0$  was rejected and  $H_a$  was accepted.

but using conventional teaching by the teacher. The computation of posttest score in control group used SPSS 22 computer program. The detail information about the students' scores in posttest.

Based on the treatment process, the students in experimental group could improve their writing through the strategy. They could get stimuli from their friends while generating the ideas. Therefore, they could know what to write in their writing. It can be seen in the scores distribution before that the students could make improvement in the content, organization, vocabularies, language use, and mechanics of writing. Overall, the experimental group had improved their ability in writing descriptive paragraph as well as decreased their difficulties.

On the other hand, the test result in control group was not better than the experimental group. The improvement was really low because the students were loss of focus in their writing. They didn't write the descriptive paragraph based on its

elements that already taught by their teacher.

In conclusion, there is significant influence on student's achievement in writing descriptive paragraph to the tenth grade students of State Senior High School 4 of Palembang who were taught through Whip Around Technique and those who are not.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the findings and interpretation in the previous chapter, the following conclusion are drawn. The result of pretest and posttest in both experimental and control group show that there was significant influence on pretest and posttest scores between those two groups. The students who were taught through Whip Around Technique got better scores than those who were not. It can be seen from the fact that the posttest mean score in the experimental group was higher than the posttest mean score in the control group. This indicates that teaching

writing descriptive paragraph through Whip Around Technique improved the students' writing.

Lastly, based on the students' perception toward the use of Whip Around Technique, they never learnt using this technique but they now agree that this strategy could help them write descriptive paragraph easier than before. In summary, there was significant influence on student's achievement in writing descriptive paragraph to the tenth grade students of State Senior High School 4 of Palembang who were taught through Whip Around Technique.

### **Suggestions**

From this study, there are some suggestions offered to the teachers of English, students, and other researchers.

#### 1. For teachers of English

Since writing in English as foreign language is one of the most difficult things the students can and want to do, it is needed to be taught creatively to the students. It is important to select the suitable technique in teaching writing. By applying good technique in teaching,

the students can boost their willingness to study and get some motivations because they are interested. In this case, the teacher can take Whip Around Technique on the list of creative teaching technique.

2. For students

Practicing may be the best way the students can do to make their writing better and trying not to think that writing is difficult and boring may be the ways that can make them

enjoy the writing process. Studying passively, only pay attention the lessons from teachers cannot improve the students' writing. Trying to find interesting way to study writing can help a lot.

3. For other researchers

Doing a research with two samples can make the result more accurate than only one sample, because there is a control sample that can be compared to the experimental sample.

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