

TEACHING WRITING DESCRIPTIVE PARAGRAPHS THROUGH
CAREER EXPLORATION TECHNIQUE TO THE TENTH GRADE
STUDENTS OF STATE SENIOR HIGH SCHOOL 5 OF PALEMBANG

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Abstract: Career exploration technique is a technique by guiding the students to expend their idea, make decision, and explore the information about something that will be developed into written. Therefore, the main objectives of this study was to investigate the significant difference between students' writing achievement of the tenth grade students taught through career exploration technique and those taught through conventional teaching method of State Senior High School 5 of Palembang. This study applied a quasi-experimental design. The population in this study was all the tenth grade students of State Senior High School 5 of Palembang in academic year of 2019/2020 with 357 students. The sample was 70 students. They were 36 students as experimental group from Class X.IPA.1 and 34 students as control group from Class X.IPA.2 taken by using purposive sampling. The data were collected by using a written test, pre-test, post-test and analyzed by using paired sample t-test and independent sample t-test to compare the improvement between both groups. The result of the study showed that the students' pretest average score in the experimental group was 78.25 and in post-test it was 84.16. While, the students' pre-test in the control group was 78.88 and in the post-test was 78.88. The value of t- obtained (4.385) was higher than the value t-table (1.671), at the significant level 0.05 in one tailed with $df=68$. Since the value of t-obtained was higher than the value of t-table ($4.85 > 1.684$), consequently the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant difference on teaching writing descriptive paragraphs through Career Exploration Technique to the tenth grade students of State Senior High School 5 of Palembang and those who are not.

Keywords: Teaching Writing, Descriptive Paragraphs, and Career Exploration Technique.

INTRODUCTION

One of the activities that are categorized as a productive skill is writing. It is a process of producing ideas into a written form. Writing is the complex skill because there are some elements that should be focused on writing, such as grammar, vocabulary, form, content, and mechanic. According to Javed et. al, 2013:138 "Writing skill plays a pivotal role to improve students' exposure and competency for the purpose of communication and interaction." Meanwhile, the

readers learnt about how to get the information and understand the message or a new idea, as Robert (2009) states that "Writing is an effective learning process and is used to communicate information, clarify thought, and learn a new concept and information."

In writing, there are many kinds of paragraphs that can be used to practice students' writing ability. One of the kinds of paragraphs is descriptive paragraph. Descriptive paragraph is a group of sentences that describe about a

thing, place, person, etc. According to Kane (2000:352)

In this study, the writer deals with writing as the topic because there are some problems in teaching writing. Based on the investigation, the writer got the problems in teaching writing to the tenth grade students of State Senior High School 5 of Palembang. One of the problems is that students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Other problems are there are many errors in the vocabulary, grammar, and spelling and the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Considering the facts above, there is an urgent need to use a technique in teaching learning process that can help them to solve their problems.

From the explanation above, it means that teachers have to use a strategy that is suitable for teaching writing in order to make the learning process effective. The strategy itself will be adjusted with the ability of the students and the condition of the class. Because every class has its condition, it will also determine the suitable strategy.

One of the strategies that can build students' interest and imagination is by applying career exploration technique. Career exploration technique is a good technique to help the students to develop their idea in writing text, especially for descriptive paragraph. Career exploration technique offers a way to help student in generating their inspiration and insight. It means that career exploration technique will guide students to write easier and interested in writing activity. According to (Angela, et. al. 2007:104) "Career planning generally becomes important during adolescence, when individuals typically begin to explore their abilities, values, interests, and opportunities in preparation for career exploration."

Based on this background the writer focused on the study in teaching writing of descriptive paragraphs. So, the writer was interested in conducting a study on **"Teaching Writing Descriptive Paragraphs through Career Exploration Technique to the Tenth Grade Students of State Senior High School 5 of Palembang"**.

Literature Review

According to Brown (2007:7), "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand." According to Chambers, et al (2006:40) "Teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners." According to Sequeira (2012:3), "Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external."

Based on some definitions above, the writer can take the point that Teaching is the process to set out the moral, values, abilities, skills from the experienced of person to an inexperienced person in order to make them always have positive thinking, and can change their life and the society be a better.

Concept of Writing

Some experts have given many definitions about writing. Writing is also one of the ways to communicate to the others. Nguyen (2015:54) states that "Writing is a complex metacognitive activity that draws on individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes." According to McKay (2006:245), writing is both a process and a product. Writing as a process involves the pre-writing, writing, revising and editing processes that writers go through to produce

a piece of writing. Jaya et al (2016) The “products” of writing are numerous, and in many forms, determined by different purposes and audiences and contexts for writing, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere. Meanwhile, Rochaeni (2015:1) defines writing as an active and productive activity and requires a regular way of thinking expressed in written language. 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 is the language we have learnt.

Concept of Descriptive Paragraphs

According to Kane (2000:352), “Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.” Pardiyo (2007:34) claim that descriptive is a type of written text which has the specific function to give description about an object (human or non human). Furthermore, Oshima and Ann Hogue (2007:60), emphasize that “A description is a word picture. It tells how something can look, smell, and others. It means that if we want to describe about something very well, we should make description about it clearly. So, the reader will be able to imagine the meaning of our descriptions.” According to Pardiyo (2007:36), the generic structures of descriptive paragraphs consist of:

Identification: “Consist of the statement that describe about an object that will be describing, the statement should be interesting, capable of provoking readers to become interested to read the full description, use of adjectives (adjective) or degree of comparison is helpful, for example : “Yogyakarta, well known as Kota Pelajar, is one of most interesting cities in Indonesia”.

Description: “Given picture about condition of an object that can be viewed from several aspects location, means of transport, people, weather, size, etc. Grammatical Patterns:

simple present tense, present perfect tense, verb; be (am, is, are), describing or illustrating condition an object

Concept of Career Exploration

According to Rowan (2013, para. 3), “Career exploration is an activity, guide, and counseling to assist students make decisions about choosing their future professions, and how to get jobs in their chosen fields.” Besides, Kerka (2001:3) states that career exploration is a process of acquiring self-knowledge (awareness of one's skills, abilities, interests, values, goals, and dreams), and career knowledge (information about the world of work and the skill and education requirements, conditions, and outlook of specific jobs). This knowledge is used to formulate plans and prepare for a career. Dolan (2016:1) claims that an effective career exploration strategy involves a three-step process.

- a) *Self-assessment.* Who am I, what are my skills, interest, traits, values and what work environment is right for me? Using assessment instruments such as the myIDP <http://myidp.sciencecareers.org/> and the MBTI can also help you better understand yourself.
- b) *Career research.* What positions fit my skills, what industries/institutions can use my skills and what options do I have within my current profession?
- c) *Creating and executing your action plan.* Building relationships/ networking, creating an effective communications plan and branding myself as a professional.

Staley (2007:2) explains some process of decision making as follows:

- 1) Decide what the goal or decision is about.
- 2) Knowing ourselves. Examine our likes and dislikes, talents and abilities, and values. This is information about ourselves which helps us make decisions from the inside view, before moving out.
- 3) Once we have gained some information about our interests, abilities, and values, we can begin to generate ideas and alternatives about possible majors which might “fit” with our interests, values and abilities.
- 4) Gather further information about possible alternative majors or careers. This information will help us evaluate the fit

between them and what we know about ourselves.

- 5) Evaluate the costs and benefits of one alternative (career or major) in comparison with another in terms of fit with our interests, abilities and values.
- 6) Implement or put into action, the alternative which best satisfies our interests, values and abilities.

From the explanation above, it can be concluded that career exploration is a technique of teaching writing by guiding the students to expend their idea based on their career exploration. Careers need process of decision – making. Someone needs to explore the information about career or something that they want. With the information that has been collected, the students will have a new idea to develop.

The Procedure for Applying Career Exploration Technique

One of the best techniques for stimulating ideas and findings a direction for a piece of writing is “career exploration”. Career exploration is the ways to guide someone to expend the idea, make decision, and explore the information about something that will be developed. According to Mutmainnah et. al. (2018:12), “Applying career exploration technique was the way that the researchers choose to improve students’ writing ability. The students expanded their idea in writing activity based on their career exploration meanwhile the genre of the text was descriptive text. It certainly carries out students’ creativity and imagination and also improves students’ writing ability at all once. The students asked to write text especially in descriptive text.”

In teaching descriptive text, teachers could apply three major components in teaching. According to Saleh (1997:58), “Teaching and learning activities always processed through a format which consists of three major components (three-stage technique): (1) pre-activity stage,

- 4(2) whilst-activity stage, and (3) post-activity stage. In connection to the above theories, the writer will do the following procedures in teaching writing through career exploration technique.

RESEARCH METHODOLOGY

This study used quasi- experimental method which the writer used control and experimental groups but did not randomly assign participants to groups. The population was all of the tenth grade students of State Senior High School 5 of Palembang, in the academic year of 2019/2020. It consists of 357 students. The writer used purposive sampling, which the total number of sample were 70 students divided into 36 students were in experimental group from X IPA 1 class and 34 students were in control group from X IPA 2 class. The writer applied Career Exploration Technique by written test which used composition as the type of test. There were two kinds of test that the writer given 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).

FINDINGS AND INTERPRETATION

Findings

This study was done at State Senior High School 5 of Palembang. Three classes were chosen and used during the study, they are X IPA 4 (as the try out group), X IPA 1 (as the experimental group), and X IPA 2 (as the control group). The data in this study was taken from pre-test and post-test. The students have been given an essay test and the lowest score was 65 and the highest score was 87. Then, the mean score was 78.25 in pre-test of experimental group. While the lowest score was 75 and the highest score was 93 and the mean score were 84.16 in post-test of experimental group. Then, the scores in pre-test and post-test of control group were the same as experimental group with the 36 students in experimental and 34 students in control group. So, there are 70 students. In assessing the students’ writing, two raters/judges 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 5 of Palembang, Rummanah Zakiya, S.Pd., M.M. was the first judge, and the writer herself was as the second judge.

Interpretation

The result of the test shows that the use of career exploration technique could help the students in making their writing descriptive paragraphs better. Based on the result of the test, the students who were taught by using career exploration technique got higher scores than those who were not. In experimental group, the highest post-test score was 93, the lowest post-test score was 75, and the average was 84.16. While 86 was the highest scores in control group, the lowest post-test score was 63, and the average was 64.80. Meanwhile its critical value at 0.05 significance level for one tailed test with 68 (df) was 1.671. Since the t obtained 4.385 was higher than t table ($4.385 > 1.671$), H_0 was rejected and H_a was accepted. Based on the treatment process, the students in experimental group could improve their writing through the strategy. They could develop their ideas. Therefore, they not confused to though how to start it. 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 paragraphs as well as decreased their difficulties. On the other hand, the test result in the control group was not better than the experimental group. The improvement was really low because the students lost of focus in their writing. They didn't write the descriptive paragraphs based on its element that already taught by their teacher. It could be said that career exploration technique gave contribution to teach writing descriptive paragraphs in State Senior High School 5 of Palembang.

According to Rowan (2013, para. 3), "Career exploration is an activity, guide, and counseling to assist students make decisions about choosing their future professions, and how

to get jobs in their chosen fields." It meant that career exploration can be used to stimulate ideas and findings a direction for a piece of writing. Career exploration is the ways to guide someone to expend the

idea, make decision, and explore the information about something that will be developed. Career exploration technique gave teacher new references in teaching writing, especially in writing descriptive paragraphs.

Additionally, the writer also applied google form to teach writing and the writer provided the assignments on google form that could be done by the students without they needed to open their book. The reason was because internet would make students convenience during the learning process. Career exploration technique made significant difference on the tenth grade students' writing achievement between those who are taught by using career exploration technique and those who are not of State Senior High School 5 Palembang. One of the methods that can be used to improve writing descriptive paragraphs is career exploration technique. Furthermore, the result of thesis by Mutmainnah and Khairunnisa Hatta entitled "Improving the writing ability through Career Exploration Technique" in 2018 stated that using career exploration technique was effective to increase students' writing skill.

CONCLUSION

Based on the results of pre-test and post-test of both experimental group and control group, there was significant difference between pre-test and post-test score between those groups. The students who were taught by career exploration technique got better scores than those who were not. It could be seen from the mean score of the post-test in experimental group which was greater than mean score in the post-test of the control group. However, it was effective to teach writing descriptive paragraphs through career exploration technique to the tenth grade students of State Senior High School 5 of Palembang. The result of paired sample showed that the result of t -obtained was -4.385 (left-side test), whereby the value of t -table was 1.671 at significance level 0.05 and with one tailed testing. Since the value of t -obtained was lower than the value of t -table ($-4.385 < 1.671$), automatically the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Furthermore, the result of independent sample t-test showed that the result of t-obtained was 4.385 at significance level of 0.05 and with one tailed testing. Since the value of t-obtained was higher than the value of t -table ($4.385 > 1.671$), consequently the null hypothesis (H_0) was

rejected and the alternative hypothesis (H_a) was accepted. It means that it was effective to teach writing descriptive paragraphs through career exploration technique to tenth grade students of State Senior High School 5 of Palembang.

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