

**TEACHING WRITING DESCRIPTIVE PARAGRAPHS THROUGH
OPINION FINDER'S TECHNIQUE TO THE EIGHTH GRADE STUDENTS
OF TRI DHARMA JUNIOR HIGH SCHOOL OF PALEMBANG**

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Abstract: The main problem of this study was “Is it effective to teach writing descriptive paragraph through opinion finder’s technique to the eighth grade students of Tri Dharma Junior High School of Palembang?” The objective of this study is to find out whether or not it is effective to Teach Writing Descriptive Paragraph through Opinion Finder’s Technique to the Eighth Grade Students of Tri Dharma Junior High School of Palembang. The population of this study was all of the Eighth Grade Students of Tri Dharma Junior High School of Palembang. The total number of the population was 166 students from five classes. The sample was 32 students taken from VIII.E class by using cluster random sampling. Pre- experimental method was used in this study. In collecting the data the writer used written test and then the data was analyzed by using Matched t-test. Based on the data analysis from the test, it was found that teaching writing writing descriptive paragraph through opinion finder’s technique to the eighth grade students of Tri Dharma Junior High School of Palembang was effective. The average score in the pre-test was 67 and the average score in the post-test was 73 the result of calculation of method t-test was 7.5. Therefore, teaching writing descriptive paragraphs through opinion finders technique to the eighth grade students of Tri Dharma Junior High School of Palembang was effective in increasing students ability especially in writing descriptive paragraph.

Keywords: *teaching writing, descriptive paragraphs and opinion finder’s technique*

I. INTRODUCTION

There are many ways to improve the students' ability to learn English to be better. Therefore, there are four language skills that consist of listening, speaking, reading, and writing. In this research, the writer only focused on writing skill. Writing is the most important aspect that should be owned by the students in order to write down what they want to express to others.

According to Oshima and Ann Hogue (1978:23), there are some components in writing. They are: It consists of structure, vocabulary, grammar, conjunction word. Those components make their difficult and not interest especially in writing subject. For example, they are often get confused in expressing the ideas, they cannot making sentences that they want to write, and they don't know how to begin to write down their ideas. Consequently, the teacher should to find out a way to make the students easy and interesting in learning process.

In addition, Heaton J.B (1988:135) state that "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and vocabulary but also conceptual and judge mental elements". It means that, the students must be able to understand and master the

elements to be considered in writing process. Based on the experience of the writer that was found in PPL 2 at Tri Dharma Junior High School of Palembang, the writer found a wide range of difficulties faced by the students, especially in the subjects of English. When the writer tries to explain the material related to writing, there are still many students confused where they want to begin to write.

Jaya et al (2016) One of the factors that cause is the lack of vocabulary, so they cannot write down the ideas. While, the objectives of teaching are to transferring of knowledge and skills by a teacher to students so that students can understand the material and get the main points of the material that has been taught by the teacher itself. However, as a candidate of English teacher, the writer attempted to find out an effective way for students so they can write down their ideas more easily.

Therefore, the writer interested to use Opinion Finder's as a technique to increase the students ability in writing and it can be made the students more active because in this process, the students were made a descriptive text based on their own word. They may provide comments to each

of their friends who had written the text based on their own ideas. This activity made students more interest and engaging in teaching and learning process in the classroom.

Based on the explanation above, the writer was chosen the title “Teaching Writing Descriptive paragraphs Through Opinion Finder’s Technique to the Eighth Grade Students of Tri Dharma Junior High School of Palembang”.

II. REVIEW OF LITERATURE

WRITING

Harmer (2007:112) state that “writing gives the students more ‘thinking time’ than they get when they attempt spontaneous conversation”. Harmer also point out that writing is used as an aid memory or practice tool to help students practice and work with language they have been studying. Furthermore, Cook .V and Benedetta Bassetti (2005:3) state that “writing is referring to the set of rules employed in a particular language for spelling, punctuation etc”.

Moreover, Harmer (2004:3) state that “writing is a vital skill for speakers of a foreign language as much as for everyone using their own first language”. Carol J.A and Edward E.Wilson (1993:12) also argue

that “ writing as a process means giving students time to pre write, write, post write, proofread, and edit their papers. It means teaching writing, not just assigning it. It means teaching the various forms of writing so students think through their meaning, their purpose, and the needs of their audience to determine the most appropriate genre.

Based on explanation above, it can be concluded that writing is a very powerful learning. Students benefit greatly from exploring their thinking through writing. They clarify their ideas, identify confusing points, integrate new information with their background knowledge, and depends of their understanding and memory of their reading. In writing paragraph, effectively the writer should know the writing process first. According to Harmer (2004: 4-6), there are four process of writing.

a. Planning

Planning is the first step of writing process. People plan what they are going to write. The topic they will be write in various manner. Such as: writing details idea in note, purpose of the writing, or saving idea in their mind. In this research, the writer encourage students through opinion finders by their own idea. They

write a word then express their idea about the topic.

b. Drafting

Drafting is the first version of a piece of writing. It is including of a paragraph. In this research, the students were write down a sentence by their own opinion based on the topic.

c. Editing

Editing is a process to correct the paragraph. Editing is one of the important part to see, making clear information, and correcting some ambiguous word. In this context, the students can make a good paragraph.

d. Final Version

In this process, it can be called as a final step. The writer is ready to explain how to make a good paragraph for the students. The writer gave more details including the topic that was studied.

DESCRIPTIVE PARAGRAPHS

According to Pardiyo (2007:34), descriptive is a type of written text which has the specific function to give description about an object (human or non human). In addition, Oshima and Hogue (2007:60) state that “descriptive writing appeals to the sense, so it tells how something look, feels, smells, tastes, and orsounds”.

Furthermore, Oshima and Ann Hogue (2007:60), emphasize that,

A description is a word picture. It tells the reader how something can looks, smelt and others. It means that if we want to make a good description, we have to describe the object more details so that the reader will be able to imagine our descriptions.

OPINION FINDER’S

According to CCEA Curriculum (2007:54), opinion finder’ is an information gathering activity in which pupils seek and give opinions on a number of statements relevant to a particular topic. Pupils must then in small groups tally their results and look for connections between opinions. Otherwise, according to Wilson (2005:1),Opinion finder is a system that performs subjectivity analysis, automatically identifying when opinions, sentiments, speculation and other private states are present in the text. Opinion finder aims to identify subjective sentences and to mark various aspects of the subjectivity in the sentence.

Based on the explanation above, it can be concluded that opinion finder is one of technique that can be used by the teacher to increase the students’ ability in writing

process. The students could make their writing ability by using an object, piece of text, and etc. By this technique, hopefully the students were develop their ability and easy to understand in writing paragraph because they were write down on piece of paper about topics, object, and sentence based ontheir ideas by observing the rules of writing.

III. RESEARCH PROCEDURE

METHOD OF THE RESEARCH

In this research, pre- experimental design was used as a method of the research. The pre-test and post-test were used in one group. A single group is measured or observed not only being exposed to a treatment but also before some sorts of the treatment too. The Pre-experimental was used because the writer try to investigate the score achievement in writing through opinion finder's by comparing the students score before the treatment and after the treatment. The formula (Fraenkel and Wallen 2012:269) is as follows:

SAMPLE

According to Fraenkel, et al., (2012:106), a sample is any part of a population of individuals on whom

information is obtained. It may, for a variety of reasons, be different from the sample originally selected. It is selected in such a way that it represents, the large group (population) from which it is obtained. In other words, sample is part to be extracted from the entire object under study and considered to represent the entire population.

According to Fraenkel and Wallen (2012: 96), cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected (that is, the sampling unit is a group rather than an individual). In this research, the writer was used cluster random sampling, because the writer was choose randomly. For choosing the class, the writer wrote the name of four classes in four pieces of paper, rolled them, put them in the glass, and took one of them randomly to be taken as sample of this research.

According to Hatch and Lazaraton (1991:51), a variable can be defined as an attribute of a person, a piece of text, or an object. In this research, to find out how the variables relate to one another, we need to be able to identify their functions. In other words, there are two kinds of variable of

this research. There are independent variable and dependent variable. Hatch and Lazaraton (1991:63- 64) state that “the dependent variable is the major variable that will be measured in the research while an independent variable is a variable that the researcher suspects may related or influence the dependent variable. It means that dependent variable depends on the independent variable. The independent variable of this research is the use of opinion finder’s technique to the eighth grade students of Tri Dharma Junior High School of Palembang and the dependent variable is the students’ achievement in writing descriptive paragraph that is measured by written test essay.

TECHNIQUES FOR COLLECTING THE DATA

In collecting the data, the writer was used a written test. According to Brown (2000:3), test is a method of measuring a person’s ability, knowledge, or performance in a given domain. By doing of the test, the writer would know that opinion finder’s technique whether it is effective or not in teaching writing descriptive paragraph. In the process of the test, the writer used two tests that was consist of pre-test and post-

test. The pre-test was given before the writer doing in teaching writing descriptive test through opinion finders. While, the post-test was used after doing the treatment.

FINDINGS

Based on the research that has been done, it was found that teaching writing descriptive paragraph through opinion finder’s technique was effective. From the results of research conducted, it was found that after the treatment given. It was found that the students’ average score in the pre-test was 67 and the students average score in post-test was 73. Next, the result of matched t-test was 0.79 So, the value of t-obtained was 7.5 and the value of t-table was 1.697 in one tailed test at the significance level 0.05 with degree of freedom (df) is 32(32- 1). Consequently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because t-obtained was higher than t-table. Next, more information about those findings was explain.

INTERPRETATION

Based on the finding above, the writer interprets that teaching writing

ESTEEM: JOURNAL OF ENGLISH STUDY PROGRAMME

P-ISSN 2622-9323

E-ISSN 2622-2213

descriptive paragraph through opinion finder's technique to the eighth grade students of Tri Dharma Junior High School of Palembang was significantly effective. It can be seen from the differences of the students score in the pre-test and post-test. The students got low score in the pre-test, then after the treatment was given of teaching writing descriptive paragraph through opinion finder technique, the students' score in the post-test were increase. It means that, teaching writing descriptive paragraphs through opinion finders' technique is one of effective way to increase the students ability especially in writing skills. writing descriptive

paragraphs was in the moderate range.

Then, the students' average scores in the post-test was 73. It means that the student scores ability was in good range. The student scores in the post-test was higher than in pre-test. The alternative hypothesis (Ha) was accepted and consequently the null hypothesis (Ho) was rejected. Therefore, teaching writing descriptive paragraphs through opinion finders' technique to the eighth grade students of Tri Dharma Junior High School of Palembang was effective in increasing students ability especially in writing descriptive paragraph.

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