CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important for human's life. It is used by people to communicateone another. By using language, people can communicate well. Language also can be used as a tool for transferring knowledge, minds, ideas, and opinion feelings to other people. So, without language all of people can't to express and tell their feeling to other. People need to communicate in doing daily activities and making an interaction to other people in their life. Using language, people are able to convey their ideas, views, and feelings. One of International language that have important role in this world is English. English is an internationals language that is used to communicate among people all over the world. English also uses in various fields, such as in communication, education, economy, technology, politic, and so on.

As an international language, English has been chosen by Indonesian government as the first foreign language. It could be seen that English learnt from all level of Indonesia. English also has significant role especially in education. It is taught at school and considered as a major subject. It becomes one of important subject material that at school even includes as one of material of national examination. Basically, there are four skills of English: listening, speaking, reading and writing. Students must master the four language skills in order the use of English effectively. But one of the most important of those four basic skills is writing because it is one of media of communication.

According to Pincars (1987: 4) "writing is one of the language skills that plays important role in human communication in which enable human being to communicate and express their feelings and opinions". In writing, if one wants to write, they would plan the topic to be

discussed and plan the sentences, which are aimed to develop and explains the topic. In choosing the topic, tap the curiosity and investigate the subject that interest. According to Prajayanti (2012:4) "as one learns about it, in writing the students will always deal with the process of expressing ideas into word, then into sentences, paragraph until they can create piece of writing".

As we know, writing is not easy. Among the skills writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Brown (2001: 335) stated that, writing is the product of thinking, drafting, and revising procedure that requires specialized skills. It is a process of putting ideas or thoughts into words which is combined into the form of paragraphs. Writing also requires background knowledge and competence of vocabulary, spelling, grammar, punctuation, coherence, etc. The importance of writing for students is to express their feeling and produces their language on the paper.

In the learning process, writing focuses on expressing ideas through text based on genre. Harmer (2004: 86) stated that "writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be presented in learning activities." Genre is a distinctive type of text. Texts are classified into genres on the basis of the communicator.Many kinds of genre in writing, namely: Narrative, Recount, Report, Discussion, Explanation, Exposition, Procedure, Review, Spoof, Anecdote, News Item, and Descriptive.

Based on pre-observation in SMP31 Medan,there were some problems found in writing. The problems are: 1) the students get difficulties in exploring idea for their writing; for examples when students want to describe some picture but they don't know how to start because they do not have an idea and feel English is so difficult, 2) they get difficulties on producing grammatically correct sentence and vocabulary varieties to express language function; for example when student start their paragraph and then they don't have many vocabularies to make

the other paragraph, 3) they do not have self-confidence and afraid of doing mistake in writing; 4) their participation in the class is low, they refuse to create their writing and show up in front of the class; 5) they complained that learning writing is very boring and monotonous thing.It can be proved in the researcher's experience in doing PPL (Teaching Training Practice) in SMP N 31 Medan, precisely when taught writing, the researcher found many students couldn't pass the Minimal Competence criteria (KKM).

Table 1.1
Students' Score on Observation on Seventh Grade of SMP N 31 Medan
By Answering 1 Questions Based on Text that Given

NO	NAME	SCORE IN WRITING TEST
1.	YN	50
2.	GD	40
3.	SV	60
4.	AN	50
5.	RD	50
6.	ID	30
7.	NM	60
8.	AG	70
9.	NB	100
10.	IM	90
11.	RT	80
12.	KW	70
13.	LL	100
14.	LA	60
15.	RD	40
Total	15	950

So, from the data above it can conclude that students' ability in writing still lack. The total students in here 15 with total score 950, from that we can know the mean score is 63. Meanwhile the minimum score that they have to reach is 75 (KKM in SMP N 31 Medan).These problems are often assumed come from the media and the method used by the teacher in the classroom teaching. Concerning to the problems above, the writer suggested to the teacher to choose the suitable media and method in their teaching. Using media and method were two

important factors in creating a good atmosphere in the classroom activities and to encourage the students' learning writing skills effectively. The teacher should know how to build the learners' interest during the class, know how to design materials which are easy to be understood by students. Various media of teaching writing in English have been applied by the teacher such as mind mapping, sequence picture, song, video, movie clip, e- learning etc. One of the media which can be applied in writing is Macromedia flash.

WaLisda (2014:46) conducted a similar research which entitled The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua.The research results indicated that Macromedia Flash Animation can enhance students' English writing skill at the seventh-grade students of SMP Yapis 1 Fakfak-West Papua in academic year 2014/2015. Although the mean score of the experimental group is higher than the mean score of the control group, it does not show a significant difference (73.93>70.33). Therefore, based on pair test, the result shows that the mean score of pre-test and post-test in the experimental group are significantly different (55.41-73.93). Moreover, based on the students' response on the questionnaire, it is found that the mean score is 80.15 which was categorized "interested"

Macromedia flash is learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled by computer. It is also providing a kind of quiz that will make the teaching-learning process more attractive than before. That is why Macromedia Flash Animation was chosen to be applied in this research. Many advantages of using Macromedia Flash in the learning process: teachers can inspire, intrigue and also motivate students. It is also supporting students to increase understanding, interpreting of

data easier, presenting data to be more interesting, and getting new information easier. The researcher believes that using Macromedia Flash Animation in teaching writing may be a suggested solution to develop the effectiveness of English learning. It will help the English teacher to presents interesting lesson material as a way to make students be more engaged, feel fun, interactive and encourage write in English.

Besides using an appropriate mediain teaching learning process, teachers can also apply certain strategies to facilitate students' needs. One of strategies can be used is Contextual Teaching and Learning.Contextual teaching and learning is defined as a conception of teaching and learning that helps the teachers relate subject matter content to real world situations and motivate students to make connection between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning require.

This research aims at: Identifying the Effectof Macromedia Flash in Contextual Teaching and Learning in Writing Skill of Descriptive Text in SMP N 31 Medan.

1.2   The Problem of the Study

Based on the background of the study above, the researcher formulated the problem as follow:

Does macromedia flash affect student's writing skills of descriptive text in contextual teaching and learning at eighth grade students in SMP N31 MEDAN?

1.3 The Objective of the Study

The objective of this study is to find out the effect ofmacromedia flash in students writing skills at descriptive text in contextual teaching and learning at eighth grade students in SMP N31 Medan.

1.4 The Scope of the Study

There are some media that affect students writing skills, one of them is macromedia flash. In this case the writer focuses to use the media of macromedia flash in teaching writing.In eighth grade student will study some genre of text such as recount, narrative and descriptive text, but the researcher only focuses on descriptive text. This study will be limited inSMP N 31 Medan at eighth grade in which the class consists of 60 students.

1.5 The Significances of Study

The results of this research are expected to be useful for:

1.5.1. Theoretically

    1).The result of this study is expected to know the effect of macromedia flash in student's writing skills.

    2).The result of this study is expected using macromedia flash in writing skills on descriptive text.

    3).Next researcher can make this research as references for further research.

1.5.2 Practically

    1).The teacher will be able to increase teaching writing better, and can be used as a reference for English teacher who wants to develop their students' writing skills.

    2).The students will be able to improve his ability in writing.

1.6 Research Hypothesis

The hypothesisof the research proposed in terms of null hypothesis (Ho) and alternative hypothesis (Ha).

Ha:The Application of Macromedia Flash significantly can affect the students' ability in writing descriptive text at eighth grade students in SMP N 31 MEDAN.

Ho: The Application of Macromedia Flash does not significantly affect the students' ability in writing descriptive text at eighth grade students in SMP N 31 MEDAN

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

In conducting a research, it is very important to clarify all the terms that are related to the research in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specially meant in a particular context. They are needed to be theoretically explained to avoid misunderstanding between the writer and the reader. In this case, the writer will elaborate the terms important for the purpose of this research.

The writer also presents the discussion in some theories related to this study in order to strengthen this study.It is presented in four subheadings. The first part discusses the writing. The second part discusses the contextual teaching and learning, the third part discusses about macromedia flash, and the last one is descriptive text.

2.2   Writing

Writing is an important skill that should be learned by students in language learning. Writing also one of the language skills, which inform us the writer's ideas in the written formed. Writing is a kind of process or activity that needs much time to make a good writing. It needs time to think, to write, to edit, and to rewrite in order to make a good composition and used to express and explain ideas. It also takes more study and practices.

2.2.1   Definition of Writing

There are some definitions of writing. Byrne (1979:1) explains that writing is the production of speaking that involves the forming the graphics symbols. The symbols have to be made according to certain conventions, to form words, and words have to be arranged to form sentences, although again the students can be said to writing if they are merely making list of word, as an inventories of items such as shopping list. As a rule, however, they don't write just

one sentence or some unrelated sentences, but we produce a sequence of sentences arranged in particular text. Writing must be coherence among other of sentences and encoding message.

According to Pulverness, Spratt, and Williams (2005: 26), writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involve communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose.

Harmer (2004: 4) also said that, "Writing is kind of expressing ideas, feelings that uses a conventional graphic system". Harmer (2004: 31) also added, "Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which puts in their minds".AccordingtoAxelord and Cooper (1985: 1), "Writing helps you think and learn, enhance your chances of success, contribute to your personal development, and your relationships with other people." The very act of writing encourages you to be creative as well as organized and logical in your thinking. All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

Based on the explanation above, the writer gives her opinion that writing is a unique skill because writing allows us to flow our ideas, knowledge, experience and emotion into words on the page considerately. It is also an important skill which is able to give message or information to the readers based on their understanding of written form. Besides it, the writer can communicates with the readers through writing.

2.2.2 The Purpose of Writing

According to Grenville (2001: 2), there are three common general writing purposes. The three common general writing purposes are:

a) To Inform

Presenting information is one of the most common writing purposes. The information you provide shows how well you have mastered the course material. Example of writing to inform are newspaper, articles, scientific or business report, instruction or procedures and essays for school and university.

b)   To Persuade

You probably have strong views on many issues and your feeling may sometimes impel you to try swaying the reader. This includes advertisements, some newspaper and some types of essay. This type might include opinion, but as part of logical case backed up with evidence, rather than just an expression of your feelings.

c)   To Entertain

Some writing is meant just to entertain; other writing couples entertainment with a more serious purpose. Writing to entertain generally and all writing require some imagination and creativity. Examples of imaginative writing are novels, stories, poems and song lyrics.

2.2.3   Writing Process

According to Harmer (2004: 12), "The writing process is a way of looking at what people do when they compose written text". The writing process teaches the students how to develop their ideas and record them in written form. Each stage of the writing process is important and needs to be explicitly taught. Harmer (2004: 4) also added, "There are four main elements in writing process, they are: planning, drafting, editing (reflecting and revising), and final version. All of them will be discussed in the following:

a.   Planning

When planning, students have to think about three main issues. In the first place they have to consider the purpose of their writing since it will influence (amongst other things) not only the type of the text they wish to produce but also the language they use. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of the language.

Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas or arguments which they have decided to include.

b.   Drafting

As the writing process proceeds into editing, a number of drafts maybe produced on the way to the final version. Drafting offers the students opportunity to get their ideas down. It may be in author's notebook, on separated sheets of paper, or on the computer. It offers writer a choice of ways to draft to motivate them to write and to draw on their different strengths as learners.

c.   Editing (Reflecting and Revising)

Reflecting and Revising are often helped by other readers (or editor) who comment and make suggestions. Other reader's reaction to a piece of writing will help the author to make appropriate revisions. Doing editing gets the writing ready to go out into the world. It explains to the author that the purpose of editing is to make writing easy for readers to understand.

d.   Final Version

After editing the draft, making the changes is necessary to produce the final version. It may look considerably different from both the original plan and the first draft, because things

have changed in the editing process. The author is now ready to share the written text to its intended audiences.

2.2.4 Genre of Writing

Writing is done for a number of various goals and for different addressees. These distinctive forms of writing are often known as text types or genre.Genre as a goal-oriented, staged social process. Genres are social processes because members of a culture interact to achieve them; they are goal-oriented because they have evolved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals.

2.3.1 Definition of Genre

The word genre comes from the French and originally Latin word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. Texts are classified into genres on the basis of the communicator. The meaning of genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students' will have to write.

In the learning process, writing focuses on expressing ideas through text based on genre. Knapp &Watkins (2005: 21) explained that first, "genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behaviour and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift".

2.3.2 Kinds of Genre Texts

According to Gerot and Wignel (1994: 152-174), there are thirteen genres of writing form. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote.

a.   Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

b.   Recount

Recount is a text which retells events or experiences in the past. Its purpose is to inform or to entertain the audience. The other definition is text which tells somebody about something especially that she/he has experience of a series of related events. Recount also is a kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative has a function to tell the activity or event in the past. The different is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will be ended by problem solving.

c.   Report

Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

d.   Discussion

Discussion is a written English text in which the writer presents some points of view about an issue that contains three components; the issue, argument, and conclusion or recommendation.

e.   Explanation

Explanation is a written English text in which tells process relating to form of natural, social, and cultural phenomena. Explanation is to say "why" and "how" about the forming of the phenomena. It is often found in science, geography, and history text books.

f.   Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should or should not be case. Its social function is to persuade the reader that the writer's idea is important to be discussed.

g.   Procedure

Procedure is a text which consists of elaboration of step in making something. The purpose of this text is to help readers how to do or make something. An example of this is cooking recipe.

h.   Review

Review is a text which consists of opinions to critique or to evaluate an art work or even for public audience. Review is used to summarize, analyze and respond the art work. Some examples of review are a summary of a movies, TV shows, concerts, books, etc.

i.   Spoof

Spoof is a kind of genre used to retell an event with humorous twist. In writing, a spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters. They can be human and non human realized by their communicative interaction in the events.

j.   Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

k.   News Item

News item is a factual text which informs the reader about events of the day which are considered newsworthy or important.

l.   Descriptive

Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, thing, or place detail.

m.   Analytical Exposition

Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

2.4   Contextual Teaching And Learning

One of the approaches that emphasizes the process and content of writing, which was discovered by Dewey (1916), is a contextual approach.The contextual approach is a learning philosophy that emphasizes students' interests and experiences.In Indonesia, the CTL approach is rarely used as an approach to improve students' writing ability.

2.4.1   Definition of Contextual Teaching and Learning

Contextual Teaching and Learning has differently defined by many experts. Meanwhile, several attempts are made to define the meaning of CTL technique. In the process of searching the meaning of CTL, the writer has found several definitions about it from different resources. Johnson (2002:25) defines that, CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

In addition, Berns and Errickson stated (2001:3) that, Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real

world situations; and motivates students to make connections between knowledge and its applications to students' lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content students are learning to the

Context life in which that content could be used. Students then find meaning in the learning process. As students strive to attain learning goals, students draw upon previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, students are able to use the acquired knowledge and skills in applicable contexts.

Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real-world problems.

Based on the previous definitions, can be concluded that CTL is the way or the concept of teaching that helps teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspect of learning into students' role in real life. When talking about context, most people said that context related to people's social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom. .

2.4.2   The Principles of Contextual Teaching and Learning.

Contextual teaching and learning consists of some principles that must be conducted as the part of its application. There are seven principles of contextual teaching and learning that are useful to gain success in applying it (Sears, J. S. 2002: 15).

2.4.2.1 Constructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the students construct their own knowledge.

It has five steps of learning. They are activating knowledge, acquiring knowledge, and applying knowledge, and reflecting knowledge.

2.4.2.2 Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

2.4.2.3 Questioning

Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They are curious to get the answer of their problem. That's why they ask to the teacher or others.

2.4.2.4 Learning Community

Contextual teaching and learning is conducted in group because its purpose is wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

2.4.2.5 Modeling

Modeling is derived from the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

2.4.2.6 Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

2.4.2.7 Authentic Materials

It is important to have assessment for the teacher in order to check whether students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends' work.

2.4.3 Characteristics of Contextual Teaching and Learning

Johnson (2002:24) said that characteristics of CTL into eight important components as follows:

1. Making Meaningful Connection The students can learn the materials that make sense to them because the materials itself are gained based on their real life context.

2. Doing Significant Work. The students could relate what the materials have gained in the school and also in the various contexts that still exist in real world.

3. Self-Regulated Learning. The purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

4. Collaborating collaboration is derived from the word "collaborate". It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends.

5. Critical and Creative Thinking It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

6. Nurturing the Individual It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

7. Reaching High Standard by relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

8. Using Authentic Assessment the using of authentic assessment is useful in order to get the meaningful purposes.

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL. CTL is also clearly seen that these eight characteristics ask the students for actively involvingin classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for student's self. Once these eight characteristics applied in classroom will help both students and teacher in creating a good atmosphere where the learners have a great responsibility in achieving success in learning.

Contextual teaching and learning is an approach of learning that can't be separated with behaviorism and constructivism theories. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and engage in the hard work that learning requires (Hadley, 2007:1). Overall, contextual teaching and learning is an approach that focuses on the students' center. The

purpose of the approach is to motivate the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

2.4.4 Strategy of Contextual Teaching and Learning

Related to the application of contextual teaching and learning is the strategy itself. There are five strategies that proposed by Crawford. They are relating, experiencing, applying, cooperating, and transferring. Relating means that the strategy was intend the students to have the ability to relate the prior and new knowledge to get new understanding. Experiencing means the previous strategy involves the role of students to relate the prior and new knowledge. While the position of teacher is to help them to find the solution from the problem by constructing new knowledge with hand on experience.

Applying means that the strategy intends the students to use the approach they are engaged in hands on problem solving activities. Cooperating means work together. The students discuss or share with other friends in group. The task which is done in group has significant progress than individually. When the students work individually, they can become frustrated. But, when students cooperate in small group, they can often handle complex problems with little help (Crawford, 2002:2). Transferring is derived from constructivism that intends the students to construct the meaning of something by their own understanding. Related to the word "understanding", the students who learn with understanding can also learn to transfer knowledge.

2.4.5 Approaches For Implementing Contextual Teaching And Learning There aresome approaches that give contribution when implementing contextual teaching and learning. All of the approaches are the part of the application of CTL to help to achieve the goal of it. According to Berns&Erickson (2001:3) there are five approaches for implementing CTL. The first is problem based learning. It means that the approach wants the students can solve the problem

when they are learning that integrate skills and concepts from many contents areas. The second is cooperative learning. It is done in the form of group discussion where the students can work together with the other friends. It provides opportunity for students to interact with each other and also enables them to gain valuable social skill. The third is project based learning. It stresses on the principle of discipline in conducting the investigation to get the solution from the problem, and gives opportunity to students to work autonomously. The fourth is service learning. It provides the real practice to develop knowledge through projects and activities. The fifth is work based learning that the activity occurs in the work place to get the be nefit for the student.

2.5   Descriptive Text

Description is a text containing two components identification and description by which a writer describe a person or an animal, three or house, or camping as his topic. Description is a text containing two components identification and description by which a writer describe a person or an animal, three or house, or camping as his topic.

2.5.1   Definition of Descriptive Text

Descriptive text helps the teacher to create context in which the language is useful and meaningful. The learners who to take part and in order to do so must understand what the topic meaning and they must write in order to describe students' point of view or give information about the topic based on given instruction is descriptive text. 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 kids of perception. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.

2.5.2 Social Function of Descriptive Text

The word "descriptive" comes from the word "describe". Description paragraph was a paragraph that describes a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. Descriptive is type of written, which has the specific function to give description about an object (human or non-human). It means that it has a purpose to describe an object. The object can be concrete or abstract object. It can be person, animal, personality, etc. Kane (2000: 351) stated, "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."

The function of descriptive text is to entertain, express feelings, related experience, inform, and persuade the reader. It means that descriptive text has some function to make the reader interest to read the text, because it can be entertain, and the writer can relate his experience to all of the reader.

2.5.3 The Generic Structure of Descriptive Text

Generic structures are the special characteristics of language in the text. The generic structures of descriptive text are as follow:

1. Identification : it is part of paragraph which introduces or identifies the character to be described. It can be called general description of the object.

2. Description : it is part of paragraph which described parts, qualities, and characteristics of the person or something that will be deserted. In detail, so the readers can get clear description of the object.

2.5.4 The Lexical Grammatical Features

Focus on a specific participant: has a specific object, is not general and unique (only one); for example: Bandengan beach, my house, Borobudur temple, uncleJim.Use of simple present tense: if things/persons descried are still alive the sentence pattern used is simple present because it tells the fact of the description object.Use of relational process: used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example: Cat is a mammal, my mum is really cool it has very thick fur.Use of adjectives: the use of adjective to clarify noun (noun); for example: a beautiful beach, a handsome man, the famous place in Jeparaet.Use of action verb: there is a verb that shows an activity (its activity can be seen); for example: run, sleep, walk, cut etc.

2.5.5 The Example of Descriptive Text

My Teddy Bear

I have a favorite doll. It is an original Teddy Bear from America. Aunt Lily gave it to me last year when she returned from her business trip in New York. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

My Teddy Bear is very big, and the color is brown. It is about 150 centimeters tall and the width is about 50 centimeters. When I put it on my bed it will occupy half of it. It is almost as big as my body. It is made of typical kind of fabric called rasfur. The head is round with the size of 25 centimeters. It has two ears which located on top of its head. The shape of the ear is half circle and the size is half of my palm. The color of its eye is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

The Lexical Grammatical Features of "My Teddy Bear"

a. Focus on a specific participant : Teddy Bear

b. Use of simple present tense : is, have, has

c. Use of relational process : I have a favorite doll, My Teddy Bear is very big. It has two ears.

d. Use of adjectives : happy, big, brown

e. Use of action verb : put, see, made

2.5.6 Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

2.5.6.1 Description of people

In describing a people, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

2.5.6.2 Description of places

For describing place; how the places look, smell and sound is important. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

2.5.6.3 Description of Things

To describe a thing the writer must have a good imagination about that thing that will be describes. Besides, to make our subjects as interesting and as vivid to our readers as they are to

us: using proper nouns and effective verbs. We might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example: Arizona, University of Tennesse. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb chiseled also gives the reader a more accurate picture of the wind's action than made does.

2.6   Interactive Learning Multimedia

Definition of media based on Gerlach and Elly (1980:241) are any person, material, or event that establishes condition which enable the learner to acquire knowledge, skills and attitudes. Media will help to establish the conditions for the learners to identify or describe someone or something. Media are the tools or the physical things to facilitate the instruction.

According to Kimtafsirah (1998: 4), media for teaching language can be classified into:

a) Games and simulation.

b) Visual media are the aids which can be seen. Some of the examples are an

OHP (Overhead Projector), a blackboard and picture.

c) Audio media, what is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being played.

d) Audio-visual media, which are useful because their sound and picture. The example is TV which is being turned on then producing sound and pictures as well.

In this study, the writer chooses audio-visual media because the writer will use the macromedia flash animation on the computer as the medium in teaching and learning process.

2.6.1   Macro Media Flash

MacromediaFlash is a deprecated multimedia software platform used for production of animations, rich   Internet   applications, desktop   applications, mobile   applications, mobile games and embedded web browser video players. Flash displays text, vector graphics andraster graphics to provide animations, video games and applications. It allows streaming of audio and video, and can capture mouse, keyboard, microphone and camera input. Related development platform Adobe AIR continues to be supported.

Flash technology has become a popular method for adding animation and interactivity to web pages. Flash in commonly used to create animations, advertisements, various components, to integrate video into web pages, and more recently, to develop the internet applications. Flash is a set of multimedia technology developed and distributed by Adobe System since April 2005, when Adobe System acquired Macromedia that was firstly introduced by Ren&Stimpy on October 15, 1997. According to Zeembry(2006: 3) flash is a program which is used to create animation, games, interface web and interactive animation. In addition, flash is a popular authoring software developed by Macromedia, used to create vector graphic-based animation programs with full-screen navigation interfaces, graphic illustrations and simple interactivity in an anti-aliased resizable file format that is small enough to stream across a normal modem connection.

Commonly teachers use pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate their teaching and learning process. Nowadays, flash animation becomes an alternative medium that can be used in teaching-learning

process. Flash animation provides not only for children and young learners, but also teens and adults.

Moreover, based on Zeembry statement (2006: 1) animation is appropriate to become a communication medium and an effective learning medium to anyone. According to the Chambers Dictionary of Science and Technology, animation is the apparent movement produced by recording step-by-step a series of still drawings, three dimensional objects or computer-generated images. Another definition is that animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in many ways. The most common method of presenting animation is as a motion picture or video program, although several other forms of presenting animation also exist.

From the statements above, the writer draw a conclusion that flash animation is a set of multimedia technologies to create the interactive animation object by recording step-by-step series of still drawings, three dimensional objects, or computer-generated images. As a teaching medium, especially in teaching vocabulary, flash animation provides many inspirations to be explored by the students. It is argued that by using this medium, the learning and teaching process becomes interesting and fun. The students are interested and motivated to study more and more because they enjoy flash animation in learning and teaching process. Thus, it makes the students understand deeply because they do not only hear and write the teachers explanation but also watch the flash animation related to the teachers explanation.

2.6.2 The Advantages and Disadvantages of using Macromedia Flash

The use of interactive multimedia in the teaching and learning process gives the teachers and students a number of advantages and disadvantages. There five advantages of using interactive learning multimedia. The first is the teacher will always be required to be more creative and innovative in seeking learning breakthrough. Second, it able to combine text, graphic, sound, animation and video elements in a single unit in order to achieve the learning aims. Third, it increases the student's motivation during teaching learning process to reach the learning aims.Next, it able to visualize the material which is difficult to be taught by giving explanation or conventional learning aids. Interactive learning multimedia also trains the students to be more independent in acquiring the knowledge. Whereas the disadvantage of multimedia is it can alienate the students from their environment

2.6.3 Elements of Macromedia Flash

Elements of interactive learning multimedia have combines five basic elements of multimedia into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education.

1) Text

Text has the most impact on the quality of the multimedia interaction. It provides important information. Text can be presented in a graphic multimedia system and can have a powerful effect. Text in multimedia can be combined together with other elements such as pictures, animations and sounds to present certain information in interactive way. The texts used in multimedia should use the appropriate typeface and font,consistent the choice of font and concept, and clear font style and color.

2)   Video

Video (motion or sequences of still graphics) can be used to show action and processes and to illustrate events that users cannot see directly or clearly in real time.19 Motion video is the element of multimedia that can draw gasps from a crowd at a trade show or firmly hold a student's interest in a computer-based learning project. By using video elements, it can effectively present the messages and reinforce of story, and viewers tend to retain more of what they see.20

3) Sound

Sound is the most sensuous elements of multimedia. It can provide the listening pleasure ofmusic, the startling accent of special effects, or the ambience of a mood-setting background.

4) Graphic

Graphic are any images or information in the computer that are presented via pictures. They are the most commonly used elements in multimedia. Graphic elements can usually be scaled to different sizes, colorized or patterned or made transparent, placed in front of or behind other objects, or be made visible or invisible on command.

5) Animation

Animation makes static presentations come alive. It is visual change over time and can add great power to the multimedia projects and web pages. Animation is more than wipes, fades, and zooms. Animation is an object actually moving across or into or out of the screen.

2.7 Previous Research

There were some previous researchers on the benefit or impact of Macromedia Flash in education field especially in learning language which gave the researcher motivation and contribution to do the research or write her publication especially in the field of The Effect of Macromedia Flash in Contextual Teaching and Learning in writing Descriptive Text such as the

first previous study is entitled "The Effect of using Clustering Technique on The Students' Ability in Writing Descriptive Text at Grade VIII of SMP Negeri 4 Pematangsiantar"was conducted by Ira EzrawatySiahaan(2015).It has the similarities between previous study and writer's study. Firstly, the previous study and the writer study are about Descriptive Text. Secondly, the research design of previous study and writer study is Experimental Quantitative. Thirdly, the previous study and the writer are aimed to the eighth grade.

But there are some differences between previous study and writer's study. Firstly, the previous study is focusin Clustering technique while the writer will focus in Macromedia Flash. Secondly, the sample location is different. In previous study is focus in SMP 4 PematangSiantar while the writer's will be focus in SMP N 31 Medan. From the previous research the writer gets more knowledge about Clustering and also about Descriptive text to make the theoretical framework in this research.

The second previous study is WaLisda (2014) "The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua.It has the similarities between previous study and writer's study. Firstly, the previous study and the writer study are about Macromedia Flash. Secondly, the previous study and the writer also focus on writing skill.

But there are some differences between previous study and writer's study. Firstly, the sample location is different. In previous study is focusinSMP Yapis 1 Fakfak-West Papuawhile the writer's study will be focus in SMP N 31 Medan. Secondly, the previous study aimed to the seventh grade while the writer aimed to eighth grade. Thirdly, the previous used CAR while the writer using experimental quantitative in the research design.

The third previous study is "The Effectiveness Of English Interactive MediaIn Teaching Writing"was conducted by Hermayawati,AtayewaMerjenGurbangeldiyewna(2017). It has the similarities between previous study and writer's study. Firstly, the previous study and the writer study are about Macromedia Flash. Secondly, the previous study and the writer also focus on writing skill in descriptive text. Secondly, the previous study and the writer used experimental quantitative in the research design.

But there are some differences between previous study and writer's study. Firstly, the sample location is different. In previous study is focusin SMA 1 SedayuAgromulyo at eleventh grade while the writer focused in SMP N 31 Medan at eighth grade.

2.8 Conceptual Framework

Writing is an important skill that should be learned by students in language learning. Writing also one of the language skills, which inform us the writer's ideas in the written formed. According to Pulverness, Spratt, and Williams (2005: 26), writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involve communicating a   message in the form of letters and symbols.

As has been stated in Chapter I, the eighth grade students at SMA N 31 Medan have main problems which are related to writing skills. They still have a lot of trouble to make a paragraph. Some problem are they do not have many vocabularies and get difficulties on producing the grammatically, and complained that learning writing is very boring and monotonous thing.

Based on that fact teachers have to choose the best way, approach or technique, or media which is going to be used when teaching writing. Macromedia flash is learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation. It is also providing a kind of quiz that will make the

teaching-learning process more attractive than before. That is why Macromedia Flash Animation was chosen to be applied in this research.

Based on the theories and all about Macromedia Flash and writing, the researcher believes that by using Macromedia Flash in learning process the students' motivation, attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will better. Then finally, macromedia flash can affect student writing skills in contextual teaching and learning. The conceptual framework could be described as follows.

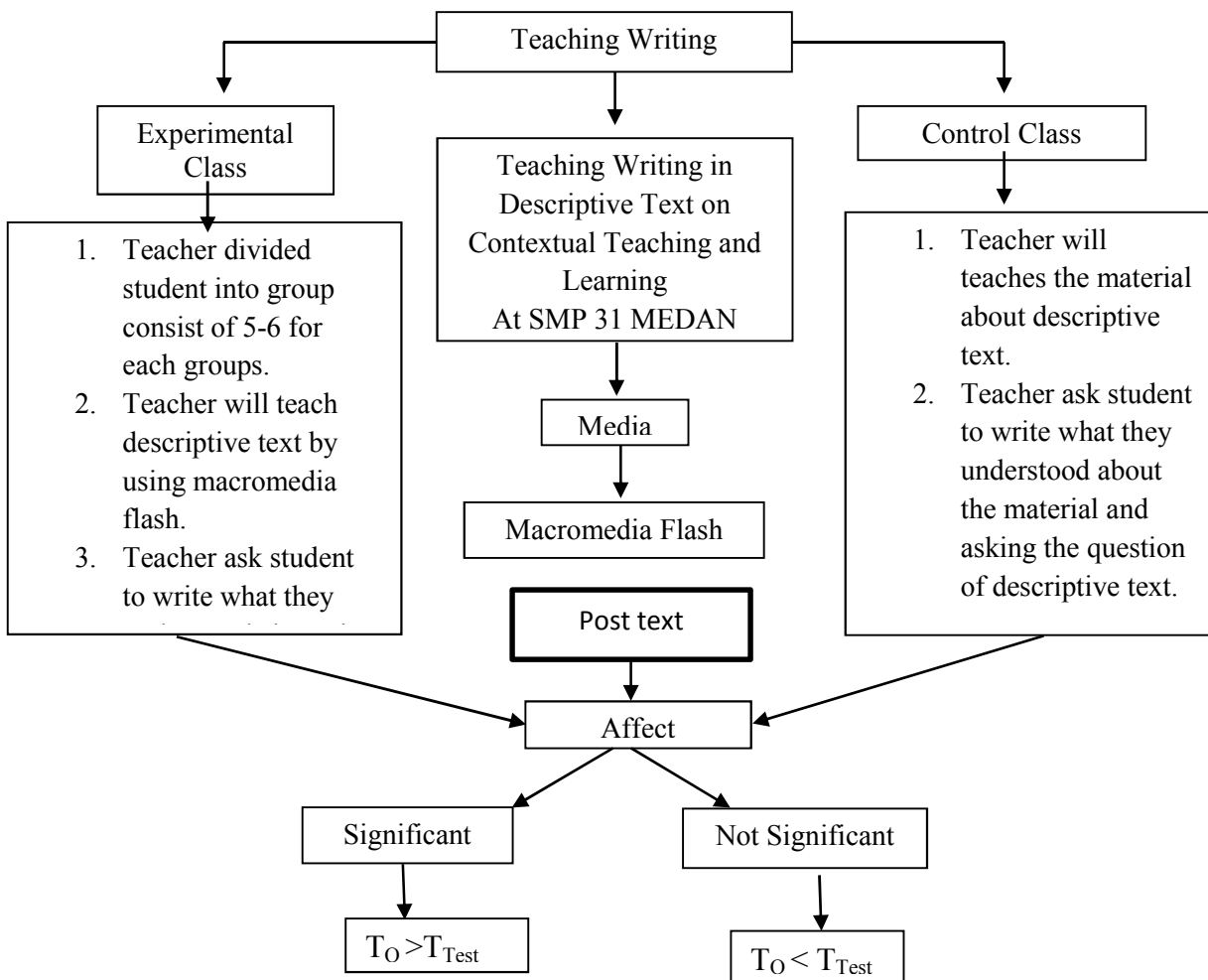The conceptual framework can be shown in this following:

```
                        ┌─────────────────────┐
                        │  Teaching Writing   │
                        └─────────────────────┘
        ┌───────────────────────┼───────────────────────┐
        ▼                       ▼                       ▼
┌───────────────┐   ┌───────────────────────┐   ┌───────────────┐
│ Experimental  │   │ Teaching Writing in   │   │ Control Class │
│    Class      │   │ Descriptive Text on   │   └───────────────┘
└───────────────┘   │ Contextual Teaching   │           │
                    │ and Learning          │           ▼
1. Teacher divided  │   At SMP 31 MEDAN     │   1. Teacher will
   student into     └───────────────────────┘      teaches the material
   group consist of            │                    about descriptive
   5-6 for each                ▼                     text.
   groups.            ┌──────────────┐          2. Teacher ask student
2. Teacher will teach │    Media     │             to write what they
   descriptive text   └──────────────┘             understood about
   by using                   │                     the material and
   macromedia flash.          ▼                      asking the question
3. Teacher ask        ┌──────────────────┐          of descriptive text.
   student to write   │ Macromedia Flash │
   what they          └──────────────────┘
                      ┌──────────────────┐
                      │    Post text     │
                      └──────────────────┘
                              │
                              ▼
                      ┌──────────────┐
                      │    Affect    │
                      └──────────────┘
               ┌──────────────┴──────────────┐
               ▼                             ▼
       ┌───────────────┐            ┌─────────────────┐
       │  Significant  │            │ Not Significant │
       └───────────────┘            └─────────────────┘
               │                             │
               ▼                             ▼
       ┌───────────────┐            ┌─────────────────┐
       │ $T_O > T_{Test}$ │         │ $T_O < T_{Test}$ │
       └───────────────┘            └─────────────────┘
```

Figure 1.1 Conceptual Frame work

CHAPTER III

RESEARCH METHODOLOGY

Methodology is the way that used of the research to collect the data of researching. In this case, methodology of research discusses about method and procedure that will answer the problem of this research, technique of collecting data, scoring of the test, and technique of analyzing data.

3.1 Research Design

The research design used in this study is quantitative research design by applying Quasi-Experimental design to know the effect of applying macromedia flash in writing descriptive text. In conducting this design, the subjects of the writer were divided into two groups; experimental group and control group. According to Creswell (2009: 4) "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in

turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures."

The treatment will introduce in only to the experimental subject after measuring the two groups. The experimental group was treated by using macromedia flash while the control group was treated without macromedia flash. The test was given for each group and the average differences score were compared in order to certain whether the experimental treatment produce the greater change than the control group.

Table 3.1 Research Design

Group of Class	Pre-Test	Treatment	Post-Test
Experiment	X1	✓	Y2
Control	X1	-	Y2

Note:

   ✓ : Treatment using macromedia flash

   - : Treatment withoutmacromedia flash

3.2   Population and Sample

According to Gay (1987: 67),"Population is a group or individual that concerns the researcher, who will be subject to generalized research. The Population of this research is the X grade students of SMP N 31 Medan which consist of eleven classes. The total numbers of students are 276 students. That will be consist of VIII-1 30 students, VIII-2 32 students, VIII-3 30 students, VIII-4 32 students, VIII-5 31 students, VIII-6 30 students, VIII-7 31 students, VIII-8 30 students and VIII-9 30 students.

3.2.1   Sample

According to Gay (1987: 110), "Sampling is the process of selecting a group of subjects for a study in such a waythat the individuals represent the larger group from which they were selected." In selecting the sample, simple random is used. The writer divided them into two groups; the first class is VIII-6 consist of 30 students called as the control group and the second class is VIII-8 consist of 30 students called as the experimental group and both of the sample is 60 students.

3.3 Research Instrument

The instrument that the writer uses in this research is essay test. The test given to the students are focused on writing descriptive paragraph. The aim of this test is to measure the students' ability in writing descriptive paragraph. The test is used in this study is pre-test and post-test. The writer uses writing test in the post-test to both groups with the same item but the experimental group use macromedia flash strategy whereas the control group without macromedia flash teaching strategy.

Example of instrument in control group

Name :
Class :

Instructions:

     Find your brilliant ideas based on the topic and write down into 2 paragraph!

1. Idol
2. English Teacher.
3. Your Bestfriend

_____

_____

_____

_____

_____

SCORING :

C   =   RESEARCHER

O   =

G   =

V   =

Example of instrument in experimental group

Name :
Class :

Instructions:
    Choose one and find your brilliant ideas based on the topic and write down into 2 paragraphs!

1. Idol
2. English Teacher.
3. Your Bestfriend

_____

_____

_____

_____

_____

_____

SCORING   :
C   =   RESEARCHER
O   =
G   =
V   =
M   =   NOVA RIANTI BR KARO

3.3.1 Scoring Rubric in Assessing Writing

To measure this writing, the writer adopts the theory of Brown (2007) to get score of descriptive text:

Table 3.3.2.1 Test Specification

Aspect	Score	Performance Description	Weighting
Content(C) 30% - Topic - Details	4	The topic is complete and clear also the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization(O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse proper connectives.	
	1	Identification is not complete and descriptions are not arranged with proper connectives.	
Grammar (G) 20% - Use Present Tense - Agreement	4	Very few grammatical or agreement in accuracies.	2x
	3	Few grammatical or agreement in accuracies but not affected on meaning.	
	2	Numerous grammatical or agreement in accuracies.	
	1	Frequent grammatical or agreement in	

			accuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5 x
	3	Few misuses of vocabularies, word forms but not change the meanings.	
	2	Limited range confusing words, word forms and not understandable.	
	1	Very poor knowledge of word, word forms and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuations, and capitalization.	1.5 x
	3	It has occasional errors spelling, punctuations, and capitalization.	
	2	It has frequent errors spelling, punctuations, and capitalization.	
	1	It is dominated by errors spelling, punctuations, and capitalization.	

$$\text{Score} = \frac{3C + 2O + 2G + 1{,}5\,V + 1{,}5\,M}{4}\ x10$$

3.4 The Technique of Collecting Data

3.4.1 Pre-test

Pre-test is given to the population of the students to be sample out. The ability of the experimental and the control group are similar. The function of the pre-test is to know the mean scores of the control group and the experimental group before getting treatment. In this test, the teacher ask the students to write a descriptive text used on the topic.

3.4.2 Treatment

The experimental and the control group are taught by using the same topic with different treatment. The experimental group is treated by using Macromedia Flash and the control group is treated with conventional teaching.

Table 3.4.2.1 Activity of Teacher and Students in Experimental Group

No	Teacher	Students
1	The teacher greatthe student and ask a student to lead pray.	The students greet the teacher and a student lead a prayer

No	Teacher	Students
2	The teacher teaches about descriptive text with the treatment: Macromedia Flash	The students pay attention to teacher explanation about descriptive text.
3	The teacher gives one topic about descriptive writing with mediaMacromedia Flash and let the students' make a group and asking anything about it.	The students' pay full attention and responding what the teacher explain about the topic. The students also make their groups.
4	Teacher asks the students to ask some question and write an understanding about the descriptive text by using Macromedia Flash.	The students get the topic, write it a short composition of text based on Macromedia Flash.
5	The Teacher gives post-test to make a descriptive text based on given topic.	The students do the post test by making a descriptive based on given topic.
6	Teacher asks the students to collect their writing.	Students deliver their works.

Table 3.4.2.2 Activity of Teacher and Students in Control Group

No	Teacher	Students
1	The teacher greats the students and asks a student to lead pray.	The students greet the teacher and a student lead a prayer
2	The teacher teaches the material and explains about the descriptive text.	The students are listened and pay attention to the teacher explanation.
3	The teacher give one example about descriptive text and ask the students for the realize paragraph.	The students listened to the teacher explanation and giving response.
4	The teacher asks the students to analyze the descriptive text from the examples in handout after the explanation.	The students analyze the descriptive text from the examples in handout after teacher's explanation
5	Teacher gives post-test to make a descriptive text based on given topic.	Students do the post-test by making a descriptive based on given topic.
6	Teacher asks the students to collect their writing.	Students deliver their works.

3.4.3 Post-Test

After the treatment has been conducted, the two groups are given the test. The function of the test is to know the different mean scores of the control group and experimental group after

getting treatment; the control group is treated without Macromedia Flash and the experimental group is treated by using Macromedia Flash. The result of both groups is analyzed to find out if the effect of using Macromedia Flash in writing descriptive text is significant or not.

3.5   Technique of Data Analysis

In the learning activities in teaching writing descriptive text data being analyzed is used to find out the result of the research. The research wants to give interpretation of the data and take the conclusion. The procedure to analyze the data is arranging the data and then classifying them into some case. The study is an experimental research by comparing the achievement in learning writing descriptive text with Macromedia Flash and the achievement of learning writing descriptive text without Macromedia Flash.

To know the effect or result of the research, t-test formula is used to calculate. To analyze the data, the independent sample t-test is applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test.Theprocedure of analyzing data using IBM SPSS 20.0. Open the IBM SPSS 20.0 application.

a) Input the data.

b) Click Analyze→ Compare Means →Independent Sample T-Test.

c) Input value variable to Test Variable(s) and group variable to Grouping Variable. Then click Define Groups.

d) Type *Experimental* in Group1 column and *Control* in Group 2 column. Then, click Continue→OK.

e) The output will appear in two tables: Group Statistics and Independent Sample Test.

f) Group Statistics table shows data description which we analyze. The column which can be compared between two samples is Standard Deviation (Std. Deviation) column. It shows the difference of standard deviation of students' mark from two different groups.

g) Independent Sample T-Test table is divided into two parts, such as Levene's Test for Equality of Variances (to test the homogeneity of variances) and T-Test for Equality of Means (to test mean difference)

h) In T-Test for Equality of Means column, if the result of $t_0 > t_t$, it means that the students' average mark in experimental group is higher than in control group. It also shows that there is a significant effect of using Macromedia Flash in writing descriptive text.