

# CHAPTER I

## INTRODUCTION

### **1.1. The Background of the Study**

Language is a tool of communication for human being to express emotion, thought, and ideas. Language can not be separated from human life because language makes human understand what their purpose, feeling, and knowledge. Every human needs language to interact in daily social life. So, language is very important in human life.

English is one of languages which are known by most people. In Indonesia, English is as a foreign or a second language. English is very important to learn because English is an international language, which is used by most communities in the world. People can use English language to order their feeling, opinion, and knowledge. As a part of English skill, the learners should master English language. It is important for person especially learners in making communication to other person. There are four skills that must be mastered by students in learning English. They are speaking, listening, reading, and writing skill which are very important to learn because they become a key to master in learning English. From the skills that mentioned, writing is one important skill in English.

Writing as one of the important skills in English has always formed part of syllabus in the teaching of English. However writing can be used for variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand. Writing also encourage on accurate language use and language development as they resolve the problems which the writing puts into their mind. Students write to help them learn better (Harmer, 2004:31). Writing is not easily skill for students to be understood, writing invites the students to focus on accurate language use because they think a writer has a talent so that the students are not sure about their

writing. There are problems that the students face in writing namely the students do not think that writing is an important tool for communication with other people. Beside it the students sometimes confused when retelling previous experience, because of lack of grammar. That makes the students basically dislike studying English.

Based on the researcher's experience in Teacher Training Education and based on the observation in students of SMK Negeri 11 Medan, the writer found that the students still have difficulties when they are asked to comprehend all the English skill, especially writing. Even though descriptive text is the easiest types of writing, many students still face problem in writing descriptive text. In reality most of the students have difficulties when they asked to write in English and it seems the students cannot write even a simple writing. The students frequently confused of what to write and how to start. They also have difficulty in using the convention of English grammar.

As a result, they get bad scores in their writing. It was proven when the writer asked for the list of students' scores for writing test, many study could not pass KKM (Kriteria Ketuntasan Minimum) applied by the school in English Subject

**Table 1.1 Students' Observation Score**

NO	Students' Initial	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	RS	21	13	13	10	3	60
2	WSMP	21	17	13	10	4	65
3	EOS	26	13	13	17	3	72
4	WS	26	17	17	10	3	73
5	CAI	21	13	13	10	3	60

6	NCS	26	17	13	10	4	70
7	SB	16	13	17	17	4	67
8	SRH	26	13	13	10	4	66
9	RUB	21	13	13	10	4	61
10	MEH	26	17	13	10	3	69
11	EN	26	13	17	10	3	69
12	APM	26	13	13	17	4	73
13	APS	26	13	13	10	4	66
14	DKS	21	17	13	10	3	64
15	YTS	26	13	13	10	3	65
16	EUG	21	13	13	17	3	67
17	RJS	21	13	13	10	3	60
18	NS	21	13	13	17	4	68
TOTAL		418	254	246	215	62	1.195
MEAN							63,3

$$\text{Mean of the test} = \frac{\text{Total Score}}{\text{Total Number of the Student}}$$

$$M = \frac{\sum X}{N}$$

$$M = \frac{1.195}{18} = 66,3$$

From the previous data, it can be that the students' ability in writing in that class is still low. It can be seen from the mean of students' score. One way to help teachers in teaching writing descriptive text is by using teaching technique. Then, acrostic technique is one of teaching technique that hopefully can help teachers in teaching writing process. According to Jeffrey (2017) acrostic is a sentence that is developed to help the person retrieve letters. These letters

then represent something that the person needs to remember. Acrostic using word letters as a tool for gathering idea and details in order to arrange descriptive text. Acrostic is a series of lines or verses in which the first letters from a word, phrase or sentence.

This technique is really uncomplicated to understand and comprehend by the students, because it is fun and simple way to synthesize and organize idea. Most of students try to find a shortcut to do their assignment by searching descriptive text from internet and copy-paste, because they think that is an easiest way to do the assignment. So, that's why the researcher interested to do a research and tries to analyze this case in order to know whether acrostic technique is really effective in helping students to write a descriptive text.

## **1.2. The Problem of the Study**

Based on the background of the study that has discussed before, the problem is formulated as follow: "Does Acrostic Technique Affect on Students' Ability in Writing Descriptive Text at Tenth Grade of SMK Swasta Taman Pendidikan Perdagangan?"

## **1.3.The Objective of the Study**

In line with research problem formulated above, this study intends to find whether does a significant effect of acrostic technique on students' ability in writing descriptive text at tenth grade of SMK Swasta Taman Pendidikan Perdagangan or not.

## **1.4.The Scope of the Study**

There are many kinds of method, technique, approach or model in teaching which are discovered by many experts to facilitate teaching and learning process. In this research, the writer chooses Acrostic Technique. Narrative, recount, report and descriptive are some genres of text. The writer chooses descriptive text. So, this study is focusing on identifying the effect of Acrostic Technique on students' ability on writing descriptive text in its generic structure.

## **1.5.The Significance of the Study**

Finding of the study are expected to be useful for:

1. Theoretically
  - a. The finding of this study is expected to be a basic knowledge for further research of acrostic technique in writing descriptive text.
  - b. The finding of this study is expected as a reference to the other researcher who wants to study more about descriptive writing text through acrostic technique.
2. Practically
  - a. For the teachers
    1. The findings of this study are expected to improve the English teachers and add this technique as an alternative technique for teaching writing descriptive text.
    2. The findings of this study are expected to help the teachers solve the problem in teaching especially writing skill.
  - b. For the students
    1. The findings of this study are expected the students can easily to know how to write descriptive text and motivated them to be better in writing in order to mastery all the English skill.
    2. The findings of this study are expected an guidance for English teachers in teaching English mainly to increase the students' achievement in writing descriptive text.

## **1.6 Hypothesis**

The hypothesis of this thesis is formulated as followed:

Ha: There is a significantly effect of applying acrostic technique on students' ability in writing descriptive text.

Ho: There is no effect of applying acrostic technique on students' ability in writing descriptive text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Framework**

In order to comprehend some term presenting in this study related to the subject matter of the discussion, the writer is describing as the following:

#### **2.2. Writing**

According to Harmer (2004:4) writing is a way to find thinking of idea, organizing and developing idea and polishing structures sentences into a paragraph. Writing is also a process to represent the words and grammar through orthography. Writing used for a wide variety purposes and produces in many different forms that useful for people activities in every social situation. Writing also a represent of people's feeling that disable produce through speaking but rather express into written.

Pardiyono (2007:56) describes that writing is powerful instrument to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. As the fact the students have developed in understanding the writing process in they will be able to write by expressing their skill more confidently and effectively.

Based on information above, the researcher concludes that writing is a process of produce idea and feeling through written and writing also measurement whether the students can measure all the English skill because when students are able to do writing it means that they are also able to do reading, speaking and listening because the all four skills in English can be separated because it is the Unity of English learning activity.

### **2.2.1. The Process of Writing**

According to Harmer (2004:4-6) there are four steps the process of writing that should we conduct before write something:

#### 1. Planning

The students plan what they are going to write. The students have to concern about three main issues, they are:

- a. Considering the purposes of their writing
- b. Thinking of the audience what they are writing for, it will influence not only the shape of writing but also the choice of language.
- c. Considering the content structure of piece.

#### 2. Drafting

As the writing process proceeds into editing, a number of draft may be produced on the way to final version.

#### 3. Editing

After producing a draft, the students need to check their work, possibly the order of the information is not clear, or the way of something is written ambiguous or confusing. Then, reflecting and revising are often helped by the other reader to make comment and suggestion.

#### 4. Final Draft

After editing the draft, making changes considered to be necessary, to produce the final version.

### **2.2.2. The Purpose of Writing**

Reinking and Hart (1986:4) state the purpose of writing, namely:

#### 1. To inform

Presenting information is one of the most common writing purpose and Investigate timely, topic, become short – term experts, and pass along their findings in an easily understood form.

#### 2. To persuade

Write the message to argue the reader to understand and interesting with attach to establish swaying the readers.

#### 3. To express yourself

Creative writing includes personal essay, fiction, plays, and poetry, as well as journal and diaries. But self-expression has a place in other kinds of writing and provides the opportunity to display the personality and mastery the words.

### **2.2.3. Teaching Writing**

Teaching writing is a big challenge for teachers. They must be creative in choosing approaches. Considering the writing process, it is some difficult to teach writing. Many traditional approaches failed to apply writing process in teaching writing. For many years the



teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the 'what' rather than 'how' of text construction (Harmer, 2004:11).

Moreover, as a teacher he should encourage and guide a student to explore and develop their creativity in writing. A teacher also gives freedom to the students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully. In addition, in giving material for teaching, teachers should recognize the instruction given. Writing instruction can and should include real-life, interactive tasks.

#### **2.2.4. Writing Assessment**

In giving score to the students' writing test, it needs some indicators to give the score. According to Heaton (1988:135), there are five general components of analytic scale for evaluating writing, content, organization, vocabulary, language use, and mechanism. The specific criteria in following the stages are:

1. Contents the ability to think creatively and to develop thought including all of the relevant to assigned topics. The criteria of scoring the writing following

Score	Categories
30-27	Excellent to very good : knowledgeable – substantive – etc.
26-22	Good to average: some knowledge of subject – adequate range – etc.
21-17	Fair to poor: limited knowledge of subject- little substance – etc.
16-13	Very poor: does not show knowledge of subject – non substantive – etc.

2. Organization is the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

Score	Categories
20-18	Excellent to very good : fluent expression – ideas clearly stated – etc.
17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.
13-10	Fair to poor: non fluent – ideas confused or disconnected – etc.
9-7	Very poor: does not communicate – no organization – etc.

3. Vocabulary is the ability to write the word effectively and to appreciate register.

Score	Categories
20-18	Excellent to very good : sophisticated range – effective word/idiom choice and usage – etc.
17-14	Good to average: adequate range – occasional errors of word/idiom form, choice, but meaning not obscured..
13-10	Fair to poor: limited range – frequent errors of word/idiom form, choice, usage – etc.
9-7	Very poor: essentially translation – little knowledge of English vocabulary.

4. Language use is the ability to write correct and appropriate sentences and.

Score	Categories
25-22	Excellent to very good : effective complex constructions– etc.

21-19	Good to average: effective but simple construction – etc.
17-11	Fair to poor: major problem in simple/complex constructions – etc.
10-5	Very poor: virtually no mastery of sentence construction rules– etc.

5. Mechanical skill is the ability to use those conventions peculiar correctly to written language, e.g. punctuation, spelling.

Score	Categories
5	Excellent to very good : demonstrate mastery of conventions – etc.
4	Good to average: occasional errors of spelling, punctuation – etc.
3	Fair to poor: frequent errors of spelling punctuation, capitalization – etc.
2	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

### 2.3 Text

Pardiyono (2007:01) states that a text is a language use unit in a context of spoken and written. A language use unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Moreover Saragih (2008:01) elaborates that a discourse is defined as a meaning that is realized in text. As the sense or notion of discourse is closely related to that of the text in definition, the term of the text itself needs defining.

In conclusion the text is any unit of language or linguistic form that is functional in context. Thus, discourse finds its realization in text. In recent discussion of language structure beyond the level of sentence, some linguists have tended to use the term discourse and text without sharp distinction.

### **2.3.1 Text Based Genre**

Pardiyono (2007:162) explain that different genre deploys the resources for meaning making through the grammar in different ways. These genres arose in social interactions to fulfill human's social purpose. There are different genres of writing: Recount, Report, Exposition, News Item, Anecdote, Narrative, Procedure, Explanation, Discussion, Review, and Descriptive.

#### 1) Descriptive Text

Descriptive text is used to describe in details of particular person, places, thing, and object.

#### 2) Recount text is used to retell something that happened in the past and to tell a series of past event.

#### 3) Procedure Text

Procedure text is used to describe how something done or how something is accomplish through a sequence of actions or steps.

#### 4) Narrative Text

Narrative text is use to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which is turn finds a resolution.

#### 5) Exposition Text

Exposition text consists of two different kinds, namely:

- Analytical Exposition

This text is used to persuade the reader or listener that something the case.

- Hortatory Exposition

This text is used to persuade the readers or listener that something should or should not be the case.

#### 6) Explanation Text

Explanation text is used to explain the processes involved in the information or working of natural or socio-cultural phenomena.

#### 7) Discussion Text

Discussion text is used to present information and opinions about issues in more one side of an issue (For/Pros and Against/cons)

#### 8) Report Text

News item is used to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment.

#### 9) Advertisement is a form of text in which there is meaning of effort to seduce, attract attention, and attract readers.

#### 10) Anecdote

Anecdote is used to share with others an account of an unusual or amusing incident.

This study will focus on acrostic technique in students' writing descriptive text.

## **2.4 Descriptive Text**

Descriptive writing is one of the writing texts that should be measured by students.

Descriptive writing is taught by teacher in order to make students know how to describe

themselves and their surrounding although still in simply way. The students of junior high school have already been taught this text.

Zemach (2006:30) states that a descriptive paragraph explains how someone or something feels or looks like. A process paragraph explains how something is done. A descriptive paragraph paints the picture with words so the readers can imagine in their mind the object or places that are describing. To make this easy for the readers, describe your object as it appears in space when you are looking on it. In the other hand, describe it from top to bottom, left to right, right to left and back to front (Boardman:2008).

Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaborations of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

In writing descriptive paragraph, there are several things that should be understood. (Pardiyono 2007:167) explains some parts of descriptive paragraph. They are:

1. Generic structures
  - Identification which identifies phenomenon that will be described.
  - Description which describe about parts; qualities or characteristics of something or someone in detail.
2. Social function is to describe a particular person, place, thing.
3. Grammatical features

Knapp and Watkins (2005:98) elaborate several grammatical features of descriptive writing:

- In descriptive writing, the present tense is predominantly used.
- The use of action verbs are needed, especially for describing behaviors.

- When describing feeling, mental verbs are used. Adjective, adverbs and adverbial phrases are used often.

**Table 2.4**

**The Example of Descriptive Text**

Text elements	Example
Identification	Sewu Waterfall is one of the most interesting places of interest in Karanganyar.
Description	It is located not far from central city. It is about 30 kilometers east of Solo. It has cool weather most of the time, and fresh air. The water falls for more than 30 meters down to a small lake, and then the water flows to the small river. There are many funny and tame monkeys above the trees of the left and right side of the sidewalk down to the lake. The falling water looks fantastic, and with the hard blow of the wind around the lake, the beauty of the nature is enhanced.

**2.5 Technique**

Brown (2000:16), states that technique is wide variety of exercise, activities or task used in the language classroom for realizing lesson objective. An approach as the first level is followed by a method that in turn is followed by technique. The word ‘technique’ should not be confused with the word ‘approach’ or ‘method’. Technique is the way that adopted toward an objective by the teacher to direct the learners’ activities. In fact, technique is a kind of strategy to make a lesson more understandable to the students.

In the nature of language, teaching technique is the main point that should be owned and played by the teachers as long as they get motivated in developing students’ proficiency. Technique can help the improvement of students’ ability in mastering the language. In other words, a technique is very useful to be applied in the classroom, so that the teaching process is

facilitated. In writing there are many techniques, they are jigsaw, think-pair-share, mind mapping, matching technique, acrostic technique and etc. the writer focus on Acrostic Technique.

## **2.6 Acrostic Technique**

According to Oxford Advance Learner Dictionary (1995), Acrostic is a poem or other piece of writing in which certain letters in each line form a word or words. It is a poem where the first letters of each line when read downwards, form a word (Harmer 2004:69). An acrostic can describe the subject or even tell a brief story about it. It can be about any subjects. Each line can be a single word of adjective or other parts of speech, a phrase or partial thought, or complete sentence. Acrostic is such a fun and good way to synthesize and organize ideas.

Acrostic technique is a technique that uses acrostic to make writing descriptive paragraph text easier to. This technique is included in prewriting and done after the writer of descriptive text decides the topic of his text. Karen Markowitz (2002:87) Acrostic uses key letters to make abstract concepts more concrete so they are easier to remember. However, acrostic does not always use the first letter and also does not always produce abbreviations in the form of a single word or phrase, for example the rainbow "Mejikuhibiniu" stands for red, orange, yellow, green, blue, indigo, and purple.

Glandon (2000:145) states that acrostics is a distinctive, creative way of reporting research notes because it describes the topic and use the letters of the topic to begin each line. Acrostic is used in the pre-writing proses for gathering the details to create a descriptive text. The details are gained by writing down the characteristics of the title following the pattern of Acrostic. The details gained become the material of the paragraph. Then the students elaborate the details into a descriptive text.



In some cases, acrostic can be useful as a memory technique. This memory technique involves looking at a list of words or sentences that you are trying to remember, and taking the first letter of each word to form a new word or sentence. Acrostic function is using by taking the first letter of each word in sentence, or the first letter of each line in a poem, and using them to create a new word or sentence.

### 2.6.1. The Procedure of Applying Acrostic Technique

There are two main steps in the procedure of the acrostic technique. After the topic is decided, the first step is creating the acrostic, and the second step is elaborating the details in the acrostic into descriptive text. In creating acrostic, in order to make it easier for the students, the teacher should work together with the class to brainstorm the descriptive word or details that describe the topic about place. The students can also consult their dictionary for getting rich description. The description can be single word, phrase or even sentence. After that, brainstorm a list of ‘bridge word’ (preposition, conjunction, and other word) that can be used when students are writing their acrostic. The example of bridge word can be seen as follows:

**Table 2.6.1**

The Examples of bridge words (based on Glandon 2000, Table 8.3)

Bridge Word	
A	And, an, after, around, as, always,
B	Because, before, between, by, but, both,
C	Could, can,
D	Down, during,
E	Each, every, even, except, either,
F	For, from, frequently,
G	Go, going, get,

H	He, his, her,
I	In, into, instead of, if, in addition to,
J	Just,
K	Key, keep,
L	Like,
M	Most, more, my,
N	None, near, not, neither, nor, never, next, now,
O	Or, over, on,
P	Please, put,
R	Rarely,
S	So, some, since,
T	To, through,
U	Under, upon, unless, until,
V	Very,
W	With, wow, without, where, while,
Y	Yes, yet

The bridges words help when students are stumped and can't think of a word that begins with a certain letters. They can browse dictionaries, encyclopedia or other books to help add words to the list. After having enough details, the students can create their acrostic by writing down the title of their acrostic vertically down the page. The title should consist of only one or two words to make it easier to be elaborated. So, if the topic is too long to be used as the title of the acrostic, then shorten it into one or two words only. And then, horizontally write the details they wish to use from the words that they have brainstormed. They can refer the 'bridge words' list to make the details that begin with the letters they need. The example of how to make describe about place can be seen below.

Topic: My Favorite City

Title: "SEOUL"

**S: Seoul is a capital city of South Korea.**

**E: Entertainment Industry**

**O: Only in Seoul**

**U: Unique**

**L: Love**

SEOUL

**Seoul is a capital city of South Korea**, Seoul is one of my favorite cities that I wanted to go visit someday. Seoul is one of modern city in world so that every day is a busy day. South Korea is famous of the music and the Drama Industry and the production of the **entertainment industry** takes place in Seoul.

The view of Seoul City is very beautiful because in Seoul you can find park in the center of the capital city. People in Seoul prefer to walking than ride transportation that's why the air still fresh because it less pollution.

**Only in Seoul** you can find a tower that use for couple to make a promise about **love** using padlock or famously called by padlock love in Namsan Tower. The Tower is about 236,7m and sits at top of Namsan Mountain 234m. the tower offers the panoramic views of SEOUL. That's why Seoul is a **unique** city.I really wanted to go there and meet with my favorite star and go to Namsan Tower.

The details in Acrostic functions are used a draft for composing a descriptive text. Students can elaborate each detail in the acrostic into several sentences that describe the title. Those sentences then will construct a descriptive text.

### **2.6.2. The Advantages and Disadvantages of Acrostic Technique**

Acrostic technique gives many advantages such as acrostic technique is very helpful for gathering details and organizing ideas to compose a descriptive text. This technique creates enjoyable and fun ways in describing an object or place. Creating a descriptive text using this technique is highly hopes to be effective technique to engage learners in the learning process. This technique is hopefully is great way for students to express themselves in English without any pressure of sentence and paragraph construction that is often eludes lower and intermediate level students. This rarely technique also can be used to teach certain element of linguistic structure. Teacher can focus students' attention on an aspect of linguistic structure and invite students to make acrostic using that structure. Thus, students can practice certain linguistic elements while practicing making descriptive text.

This technique also has a higher potential in maintaining students' vocabulary mastering. In the process of the acrostic composing, the students are required to consult their dictionary for getting the words that suitable to the each letter in the acrostic. While the disadvantages of acrostic technique are because it needs a lot of time to find an effective key word to each capital letter in acrostic and also difficult to allocate the time.

### **2.7 Previous Research**

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Thesis Nafa Disa Mahartani (2019) "Pengaruh Penggunaan Metode Akrostik Terhadap Kemampuan Menulis Puisi Siswa Kelas IV Negeri 2 Batang Tahun Ajaran 2018/2019". From this research can be taken a conclusion that using Acrostic can improve students' ability in writing poetry. It can be seen from the results of the students' posttest score with the result of students' pretest score.

The last one is taken from Thesis Tristono Saragih (2011) “The Effect of Using acrostic Technique on Students’ Achievement In Writing Descriptive Text Of Eleventh Grade At SMA Negeri 1 Dolok Pardamean”. From this research can be taken a conclusion that use acrostic can affect the eleventh grade students’ writing achievement at SMA Negeri 1 Dolok Pardamean. In this research, the results showed that the experimental group got better results in writing achievement, due to using acrostic in the learning process and different from those who did not use acrostic in the learning process. That happens because the use of acrostic can attract students’ attention. This attraction influences students’ motivation in learning to write English well.

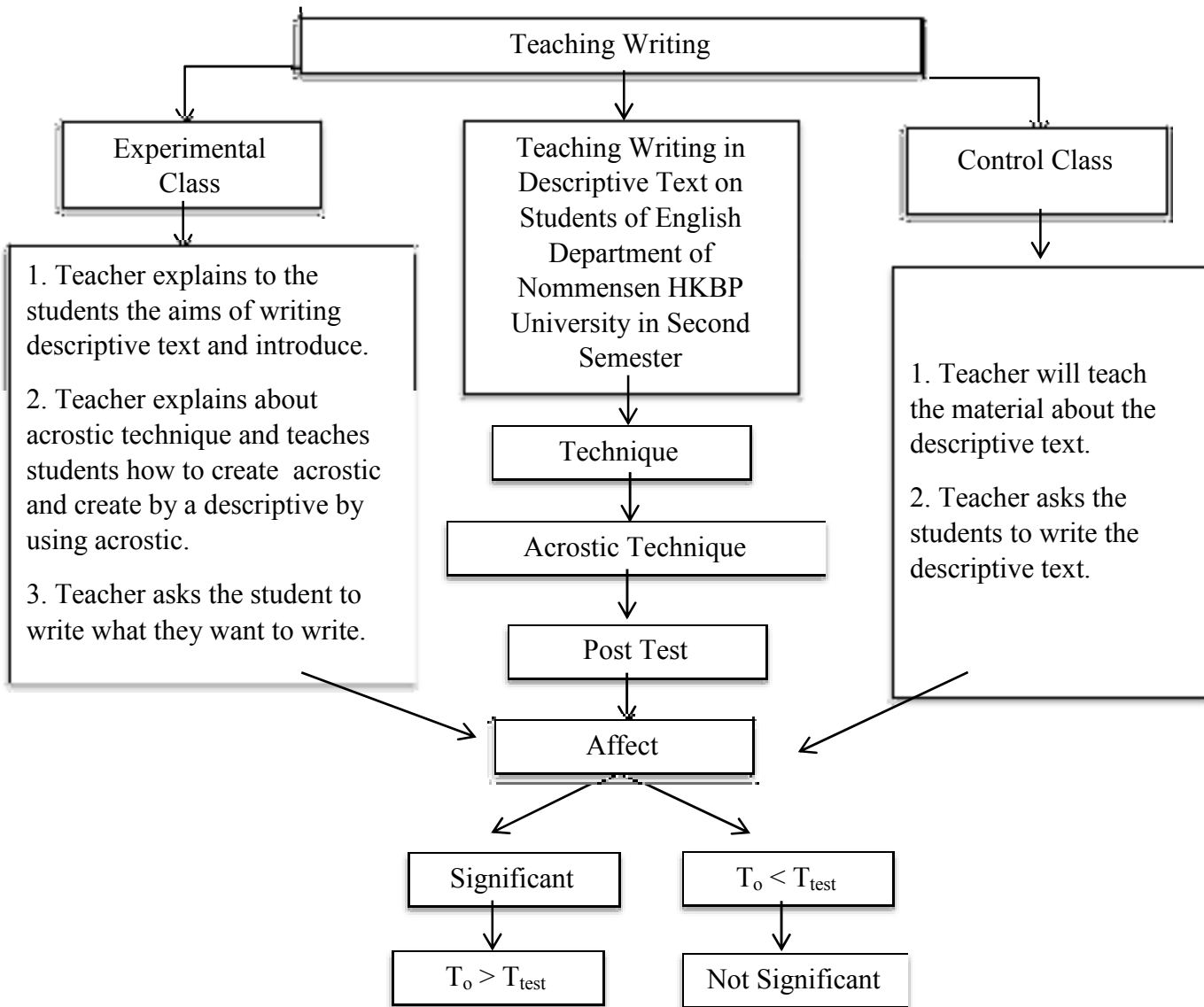
From the two previous studies above discussed about using Acrostic in Improve Students ability in writing text. The result of those previous studies will be used as reference to improve students’ ability in writing descriptive text.

## **2.8 Conceptual Framework**

Writing is a process transferring ideas into symbols such as letters, words, phrases, sentences and paragraph involving certain rules of grammar, spelling, punctuation and other elements in the language. Writing is very important to human’s life. Descriptive writing is a kind of writing describe certain object or place using detail. A writer should be able to gather enough details in order to make the readers able to picture the object of place from description given in writing.

Acrostic technique is a technique that uses acrostic to help writing descriptive paragraph. This technique helps the student who wants to write can have descriptive details through the acrostic. Acrostic is a series of lines or verses in which the first letter from a word, phrase or sentences. Acrostic has certain pattern of composing that can be used as a format for gathering descriptive text.

As the imagery above the researcher believes that acrostic technique will be suitable and enjoyable way to describe something in writing text. It will be a good way to motivate students in learning foreign language especially in writing a text. It will make clearly instruction and interesting. So the students can be easy to write something by using acrostic technique.



**Figure 2.8.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The research design used in this study was experimental quantitative research. According to Ary (2010:301). An experimental design was the general plan for carried out a study with an active independent variable. The design was important because it determines the study's internal validity, which was the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.

The writer attempted to find out the effect of Acrostic Technique on students achievement in writing descriptive text. This research connected to the variable that is intentionally changed to observe its effect on the dependent variable. So, there is an Independent variable namely Acrostic Technique which is measure how it's affects the dependent variable that is students' achievement in writing descriptive text. To collect the data, two groups are used. They were experimental and control groups. The experimental group was the group that received the treatment using acrostic technique and control group is the group that used the group discussion method.

**Table 3.1**  
**Research Design**

Class	Pre-Test	Treatment	Post-Test
Experimental	T1	Using acrostic technique	T2
Control	T1	Group discussion method	T2

### **3.2. Population and Sample**

The population of this study was the tenth grade students of SMK Swasta Taman Pendidikan. The reason for choosing SMK Swasta Taman Pendidikan because the students were interested in English and they have motivation but they still have problems such as lack of vocabulary, poor grammar, and inability to deliver and share their idea. The selected population then narrowed into sample.

In selecting the sample, the writer used only two classes as a sample, they were students in SMK Swasta Taman Pendidikan in class X-RPL and X-TKR. The control class was X-TKR consist of 15 students and experimental class is X-RPL consist of 15 students.

### **3.3. Instrument for Collecting Data**

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



### 3.4. The Technique of Collecting Data

This research conducted in writing test. The students divided into two groups namely Control Group and Experimental Group. To obtain the data of this study, three procedures will be taken by the teacher namely: Pre-test, treatment, and post-test.

#### 1. Pre-test

Before the treatment, a pre-test is administrated to the experimental group and control group. The pre-test is used to know the students' ability before the writer gives the material for the students.

#### 2. Treatment

The treatment conducted after the administration of pre-test. The experimental group was taught by using the acrostic technique while control group taught by using group discussion method. The activities during the treatment by using acrostic technique in teaching writing ability for experimental group in general was described as follows:

**Table 3.4.1**

**Teaching Procedure of experimental group**

Activities Teacher and Student		
Pre-Teaching	Greeting	Greeting Answer
Main Activity	<ul style="list-style-type: none"> <li>- The teacher explains to the students the aims of writing descriptive text and introduce. Explain about social function</li> <li>- Generic structure and language feature in writing descriptive text.</li> <li>- The teacher explains about acrostic technique and teaches students how</li> </ul>	<ul style="list-style-type: none"> <li>-The students pay attention and give the responses and they make a note.</li> <li>-The students listen to teacher's explanation.</li> <li>- Students create their own</li> </ul>

	<p>to create acrostic and create by a descriptive by using acrostic.</p> <ul style="list-style-type: none"> <li>- The teacher asks the student about their favorite place and choose one of the place that they really wanted to go or place that they are really like.</li> <li>- Teacher guides the student to find the idea with some question related to the topic consist of 'what', 'why', 'how', etc.</li> <li>- Teacher asks students to make connection to each letter and development the sentence, from each word in the each letter.</li> <li>- The teacher asks the students to discuss together about the result of the text, and give their opinion writing using the new technique for them.</li> <li>- Teacher asks students do the reflection by using their own work, making conclusion.</li> </ul>	<p>word letter from acrostic.</p> <ul style="list-style-type: none"> <li>-Students choose their own favorite place.</li> <li>- Students find the word from bridge word and dictionary.</li> <li>- Students answer the questions and share their idea.</li> <li>- The students built the word into sentences and revise the writing and collect to the teacher.</li> <li>- Students recall new information from the technique</li> </ul>
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Closing		
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**Table 3.4.2**

**Teaching Procedure of Control Group Table**

Activities Teacher Student		
Pre-teaching		
Main Activity	<ul style="list-style-type: none"> <li>- The teacher divides the students into some group.</li> <li>- The teacher explains to the students the aims of writing descriptive text and introduce or explain about social function. Generic structure and language feature in writing descriptive text.</li> <li>- The teacher asks the students to discuss about the place that they wanted to write freely and there will be noises in the teaching and learning process.</li> <li>- The teacher asks the students to exchange ideas, opinion and arguments about the case.</li> <li>- Teacher asks students to collect their paper.</li> <li>- The teacher asks the students to revise their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- The students are ready and sit in their group.</li> <li>- The students pay attention and give the responses and they make a note.</li> <li>- The students about the topic given, opinion, and ideas about facing the case freely and then they will sharing and make a list and they will make some noises while expressing their opinion.</li> <li>- The students exchange ideas, opinion and arguments to re-conceptualized opinions.</li> <li>- The students collect their paper.</li> </ul> <p>The students revise writing and collect to the teacher.</p>

Closing	- The teacher makes summary about the text.	The students pay attention.
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### 3. Post-test

After the treatment, post-test was given to each group. This post-test was exactly the same as the pre-test.

#### 3.5. Scoring System

To evaluate the students' ability in writing descriptive text was needed the scoring of writing. According to Heaton (1988:135), there are 5 components that will be used in scoring of writing. They are:

1. Content: Scoring the content was based on the students' ability to write their ideas and information in the form of logical sentences.
2. Vocabulary: vocabulary refers to the students' ability in using word effectively and appropriate register.
3. Language used: language use refers to the students' ability in writing the sentence correctly and logically.
4. Mechanical skill: mechanical skill refers to the students' ability to use correctly these convention peculiar to written language e.g. punctuation, spelling.

5. Organization is the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

Below this is the analytic scale for rating writing assessment by Brown and Balley as stated in Brown (2004:244-245):

**Table 3.1 Analytic Scale for Rating Writing Assessment**

Categories	Score and Explanation
<p>1. <b>Organization:</b> Introduction, Body, and Conclusion</p>	<p>20-18: Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete</p> <p>17-15: Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.</p> <p>14-12: Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.</p> <p>11-6: Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.</p> <p>5-1: Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).</p>
<p>2. <b>Logical development of ideas:</b> Content</p>	<p>20-18: Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.</p> <p>17-15: Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.</p> <p>14-12: Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.</p> <p>11-6: Ideas incomplete; essay does not reflect careful thinking or was</p>

	<p>hurriedly written; inadequate effort in area of content.</p> <p>5-1: Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</p>
<b>3. Grammar</b>	<p>20-18: Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</p> <p>17-15: Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.</p> <p>14-12: Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.</p> <p>11-6: Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.</p> <p>5-1: Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.</p>
<b>4. Punctuation, spelling, and mechanics</b>	<p>20-18: Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation and spelling; very neat.</p> <p>17-15: Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.</p> <p>14-12: Uses general writing conventions but has errors spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>11-6: Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.</p> <p>5-1: Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins, severe spelling problems.</p>
<b>5. Style and equality of expression</b>	<p>20-18: Precise vocabulary usage; use of parallel structures, concise, register good.</p> <p>17-15: Attempts to variety; good vocabulary; not wordy; register</p>

	<p>OK; style fairly concise.</p> <p>14-12: some vocabulary misused; lacks awareness of register; may be too wordy.</p> <p>11-6: poor expression of ideas; problems in vocabulary; lacks variety of structure</p> <p>5-1: inappropriate use of vocabulary; no concept of register or sentence variety.</p>
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Explanation:

Rating Scale:

20-18: Excellent to good

17-15: Good to Adequate

14-12: Adequate to fair

11-6: unacceptable to not college

5-1: level work.

Furthermore, the calculation of the total score:  $20+20+20+20+20= 100$

### **3.6 Validity and Reliability**

A test is important measuring for educational research. A test can be a set of stimuli presented to a personality in order to get responses on the basis of which a numerical score can be assigned. Validity is concerned with the extent to which an instrument measures what it is supposed to measure (Ary 1979:196). The question of an instrument's validity is always specific to the particular situation and to the particular purpose for which is being used. A test that has validity in one situation may not be valid in a different situation. The content validity is about classroom tests are generally used for the purpose of assessing students' knowledge and skill in a defined content area. The ideal way to accomplish this would be to use an examination that would include all the questions that could be possibly to be asked about that content.

Reliability of a measuring instrument is the degree of consistency with which measures whatever it is measuring. This quality is essential in any kind of measurement. Reliability is a necessary characteristic of any good test, for it to be valid at all. A test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions and procedures differing results, it might be unreliable.

### 3.7 Technique of Data Analysis

In order to find out the differences in mean of the two groups, the writer will use the formula. The result of data was used to compare which is higher between the result of the test to find out if the acrostic technique gives a positive or negative effect on students' writing. The T-test formula is as follows:

1. Tabulating the data for the control group and the experimental group.
2. Comparing the score by using t-test.

The formula of the test is:

$$\frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

t : total score

M<sub>x</sub> : the mean of experimental group

M<sub>y</sub> : the mean of control group

dx : the standard deviation of experimental

dy : the standard deviation of control group

N<sub>x</sub> : the total samples of experimental group

N<sub>y</sub> : the total samples of control group



