

**The Effect Of Using Take And Give In Writing Skill's
At Grade X In Mas Daerah Aek Songsongan
Academic Year 2018/2019**

By:

Budi Hartono Hutauruk¹, Yen Aryni²

**^{1,2} Pendidikan Bahasa Inggris Universitas Asahan, Jl. Jendral Ahmad Yani Kisaran
Email: ¹bhutauruk3@gmail.com, ²yenaryni17@gmail.com**

ABSTRACT

This study aims at investigating the effect of Take and Give Model in Writing Descriptive Text. This study was conducted by experimental research. The population of this study was the students at grade X IPS of Mas Daerah Aek Songsongan . The total number of the population was 44 students in two class. There were 44 students chosen as the sample by using random sampling technique. The sample was divided into two groups, namely control group and experimental group. The experimental group was taught by using Take and Give Model and Control Group was taught without using Take and give model. The instrument collecting the data was writing test. The data was analyzed by using t – test formula. The result of the analysis showed that t-observed value is higher than t – table ($2.10 > 2.00$) at level of significance 0.05 with the degree of freedom 58. It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Based on the findings of this study, it was found that there is a significant effect of Take and Give Model in writing Descriptive Text.

Key words : Effect, Take and Give Model, Writing Descriptive Text.

Introduction

Background of the Study

Language as a means of communication plays an important role in the success of learning. Language is expected to help students know themselves about their culture and culture of others, express ideas and feelings, and participate in

the society. In this era of globalization, the existence of English in our society is very important. English has become as an international language of world communication. Since it is important, English is taught widely both at formal school starting from junior high school up to universities and at

informal school such as course in indonesia, “ in education context, English has functioned as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture.

Studying English is not a new thing for the students of senior high school before. Although English is not the new thing for high school students, in fact they still have many difficulties in studying English. As we know that english is not the indonesian native language. It is difficult for the students to remember the words in English and to understand to writing English. The language skill to be achieved are divided in to two part of language function namely, oral and written English as a means of communication. In this case, listening and speaking are oral language, reading and writing are the written language. However, for students the written one is the most difficult skill pf language.

Writing is one of the difficult subjects at school. Writing skill is regarded as the most difficult and complex language skill because it requires extend of perception and insolves thinking process extensively. Therefore, the teacher must create the subject so that the students can study the subject easily. Besides, the kinds of text can also be important in teaching English in order to make the writing teaching succesful. To select the appropriate

texts, the teacher must consider to the characteristics of the students, which directly related to the learning process. In the teaching and learning process of writning, the teacher has an important role. Teacher's role is to help students develop viable strategies for getting started (finding topic, generating ideas and information, focusing and planning, stucture and procedure), for drafting, (encouragingmultifle draft of reading), for revising (adding, delecting, modifying and rearranging ideas), and for aditing (attending to vocabulary, sentence, structure, grammar and mechanics).

The teaching and learning process involves three factors, namely : teacher, learner, and method/material. There many kinds of texts as materials that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. Ther are very useful for the teacher to achieve the instructionsl goals of teaching and learning process and it can be interesting for the students. Besides that, a good method is very important to completing the materials. By using descriptive text, the students will be more interested and easy to study it because descriptive text tell us about something specifically that can make students enjoye reading and easy to understand to write.

However, before this researcher did the research, she did the preliminary observation to the students to know on how far they

understand about writing and material descriptive text. Based on the preliminary observation, the writer found that students were difficult to create writing. Students had the difficulties to study about the form of the descriptive such as generic structure, language feature, etc. Therefore, to face this case, the take and give model can be defined as a combination of several methods depends on the situation of the students. In this study, this research find how interest in conducting an appropriate model in an attempt to improve the students ability in writing descriptive text by using take and give model.

Based on background of the study, researcher would like to specify research aspecially teaching in writing. The reaserch would like to motivate to students in writing skill to make learners interested in english. And research hopes with use Take and Give model especially material descriptive text, the students can write example about descriptive text correctly. The research doing research about “ The Effect using of Take and Give Model in Writing Skill’s at Grade X in Mas Daerah Aek Songsongan Academic Year 2018/2019.

Objectives of the Study

The objectives of the study is to find out the students in writing skills descriptive text by using take and give model at Grade X in MAS

Daerah Aek Songsongan Academic year 2018 / 2019.

Hypothesis

Based on the problem statements that presented that research, the hypothesis is stated as follows :

Ha : There is a effect of learning Take and Give model to student’s writing skills in Descriptive text.

H0 : There is no effect of learning Take and Give model to student’s writing skills in Descriptive text.

THE RESEARCH METHOD

The location of this research wasconducted in MAS Daerah Aek Songsongan in 2018/2019 Academic year. It was started on February – march 2019. The population of this research is all students of grade X in MAS Daerah Aek Songsongan in Academic Year 2018/2019. And consisted two classes.

Sample is representative of the population. Sugiono (2011) states that sample is part of the number and characteristic of the populaton. In talking the sample of this research, the writer take class X-1 Ips and class X-2 Ips, where students of X-1 Ips class are as the experimental group and students of X-2 Ips class are as control group.

The Research Design

The study wasconducted with experimental research. It deal with

two method that is experimental method. The experimental methods was conducted to aquire the data mean. In conducting the experimental research, the samples divided into group, experimental group and control group. The experimental group was taught by using Take and Give model and control group was conventionally. Both groups are given pre-test and post-test.

Teaching Procedure

In teaching presentation, the sample divided into two groups. First group is control group which was taught without using take and give model. Second group is experimental group which was taught by using take and give model.

Pre-test

Pre-test is conducted to find out the students masteery in writing skill before having experiment. The pre-test is given to the group and their task was scored. The result of the pre-test is considered as preliminary data.

Treatment

In treatment, each group will be given material about writing Descriptive text using different way. In the experimental group applied take and give model in teaching writing. The students will be divided into 2 groups, each group

.Post-test

After the teaching presentation the students of both

experimental group and control group are given post-test. This post-test was used to know the effect of questionng.

Testing of Writing

After giving the post-test, all the answer was checked and scored. In this case the writer gave 20 points for each number. So if all the answer are correct the student would get 100. The questioning are five.

In relation to evaluate the students writing skill can writing skill rubric. Can score about Excellent to very good, very good, fair, unsatisfactory. Concerning with this study, researcheer uses this opinion order to know students writing by using questioning strategies.

The Instrument for Collecting Data

Before the collecting the data, this research would be made instrument. The instrument was writing test. According to Gay (1987: 127), instrument was an important device for collecting data in a research. Usually, a test was used as the instrument to measure for the students' achievment in education. The instrument for collecting data in this research was a test form of writing a Descriptive text, the writer gave a picture by a card, and asked the students to make a sentences into a good descriptive paragraph. After that the writer classified the score of X Variable and Y Variable, then

looking for mean of X and Y variable, after that find out “ t “ table score.

DATA AND DATA ANALYSIS

Description of the Data

Research was conducted in 10 April until 25 April 2019. The data were collected by giving test which were consisted of pre-test and post-test. In this research, the sample was divided into groups namely experimental and control group. Each group was given the same test.

From the data which have been collected, the highest and the lowest pre-test score in the experimental group were 70 and 50. While in the post-test were 75 and 45 . where as in control group, the highest and lowest score of the pre-test were 75 and 45 while in post-test were 80 and 65. In order to know whether the difference between the two means was significant or not, t-test was applied.

We can get it from the data in the table above. We can take one of the students as a sample. For Example is Rina Karisa, she got the score 50 in the pre – test, and her score in the post – test is 80. It happens because she get treatment by Take and Give Model. The Improving of Rinas’s Score is caused by Take and Give effect of model.

The Validity of The Test

In this skripsi, the researcher was validation for experimental group and control group to find out the

validity of the test, the researcher compared them between the first scores and the second scores by using the coefficient product moment formula.

The Validity of Experimental Group

To know the validity of this test, the researcher used coefficient correlation product moment formula (Arikunto 2010 ; 2013) The researcher took the score to the formula. Firstly the number of the students (N) is multiplied to the number of the coefficient correlation between pre – test (X) and post – test (Y). After that the researcher lessend the number but before do it, the number multiplied between pre – test (X) and post – test (Y). Secondly, the adding divided by the roots of the number scores of pre – test quadratic (X²) and as same as to the post – test (Y²). After that, the number multiplied so we can got the result the validity of the experimental group and the way same to get the validity of control group.

Discussion

Based on the table 4.1 and 4.2 above , so it can analyze on the scores to find out the differences score between pre – test and post – test in experimental and control group.

Based on the analysis above, it can be seen that the students’ score in the post – test is higher than the students’ score pre – test. It means that the students’ ability in writing

descriptive text by using Take and Give Model is effective. Meanwhile, the mean of differences score between pre –test and post – test experimenetal group is 320. It means that the Take and Give is effect of writing ability of students.

Based on the analysis above, it can be seen that the students score in the post – test is higher than the students score in the pre – test but there is no significant effect to the students' score. Meanwhile, the differences score between pre – test and post – test of control group is 240. It means that the difference of the students' ability in experimental and control group was higher than before.

After the research calculated the data, the score of experimental group was higher than control group, 86 % of the students have ability to write a descriptive text, with knowing language features of descriptive text and generic structure of descriptive text are good. It means that the Take and Give Model is effective to students' writing descriptive text. There are several affected the successful of students as following below :

1. The students was given treatment by Take and Give Model
2. The high motivation of students to study
3. The students diligent comes to school
4. The students interactive in the class

5. The students always re – study at home
6. The students give attention and listen the advice from the teacher.

After the researcher got the result, there are around 4 % in experimental group can't answer the question well. It caused they got the lower score. It caused the following below :

1. The students was not given treatment by Take and Give Model
2. The students don't have motivation to study
3. The students never re – study at home
4. The students do not interact in the class
5. The students get boring when they was studying English.

CONCLUSION AND SUGGESTION

After analyzing the data, so can get the conclusion as the following :

1. The students can be able in writing descriptive text by using the generic structure of descriptive text.
2. The students have known the language features of descriptive text.
3. The students have known what kinds of descriptive are.
4. The students are active and creative while learning process because the students get treatment by Take and Give Model.

Suggestion

From the advantages of using contextual teaching and learning model in teaching writing English at Grade X of MAS Daerah Aek Songsongan, the writer would like to give some suggestion as follows :

1. English teacher should consider using Take and Give Model to teach their students in mastery of writing skill.
2. The teachers also suggest their students to practice writing especially descriptive text to improve their writing skill.
3. The teacher must be able to make the class enjoyable in study English.

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