

**THE EFFECTIVENESS OF FACT REASON ELABORATION SHIFT
(FRESH) TECHNIQUE IN TEACHING DESCRIPTIVE TEXT TO
IMPROVE STUDENTS WRITING OF SMPN 1 KASIHAN
ACADEMIC YEAR 2016/2017**

UNDERGRADUATE THESIS



Arranged by :

Fitri Andriani

NPM. 13144700049

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PGRI**

2017

ABSTRACT

FITRI ANDRIANI. 13144700049. 2017. The Effectiveness Of Fact Reason Elaboration Shift (Fresh) Technique In Teaching Descriptive Text To Improve Students Writing Of Smpn 1 Kasihan Academic Year 2016/2017. Faculty of Teacher Training and Education. University of PGRI, August 2017.

This research aimed to know the effectiveness of the use Fact Reason Elaboration Shift (Fresh) Technique. Fact Reason Elaboration Shift (Fresh) Technique is itself can be seen as the way of developing descriptive text's generic structure. There are two main parts of descriptive text; those are general identification and descriptions. Students are more likely confused on what they have to write as the general identification and what they have to write as the descriptions. While in "FRESH" technique, students will get easy to construct a descriptive text because the two parts before are developed specifically. There will be four parts provided.

This research was quasi experiment and technique of sampling used simple random sampling. The population of the research was students of VIII grade in SMPN 1 Kasihan academic year 2016/2017. There were 2 class that used in this research i.e. VIII C as control class and VIII A as experiment class. The research instruments used observation sheet, test of writing descriptive text and documentation. Normality test results showed that the data has normal distribution. The test results indicated that the homogeneity of the research was not homogeneous. Then, the data were analyzed using t-test with 5% significance level.

The result of the research shows that students who were taught by using FRESH Technique have average of posttest score was 82,09 and who were taught without FRESH Technique was 67,78. The t-test was 3,09 and t-table was 2, 47. The data shows that t-test was higher than t-table. It means that there was significant difference between the experimental class and control class. From the data, it can be concluded that the use of FRESH Technique in teaching writing was more effective compared with student who were not taught using FRESH Technique.

Keywords: Writing Descriptive Text, FRESH, Effective

A. Background of the study

Based curriculum K13 IN SMPN 1 Kasihan, the students are expected to be able to communicate with English both in oral and written form. In SMPN 1 Kasihan, the skill of writing is taught by using genre based to approach. Students are introduced to some genres and taught through the model of reading while they are learning to write descriptive text interestingly.

Writing has important role in students that are in the process of learning a language. The students of SMPN 1 Kasihan are required to learn to write in different text types. There are some text of types that should be learned by eight graders, they are Narrative, Procedural, Fable, Discussion and Descriptive.

However, some students wrote many main ideas in one paragraph, the idea of the paragraph is not correct. The most difficult text to write for the students is descriptive text in the form of paragraph. This matter is caused by some cases. Most of the students lacked vocabularies and also got difficulties in applying English grammar. When they start to write, the students always got stuck. The students did not have many concepts to write something. Besides, when they did some writing exercises, the students needed a long time to think the idea to write something put into a descriptive paragraph. In line with difficulties in writing, Emilia (2005) stated that research about analyzing students text are very important to do because by knowing the students difficulties, it can be to lead the teacher to help solve the students problem.

Based on students difficulties in writing a descriptive text of SMPN 1 Kasihan above, the researcher proposes a technique to overcome those students difficulties. It is FRESH technique, FRESH technique is a technique in which each of its letter has own meaning. “F” stands for “Fact”. “Fact” in this study means the identification of the object or it can be called general description of the object. “Fact” contains object’s name, kind of the object. “R” stands for “Reason”, it means a supporting idea that strengthens the fact. “E” stands for “Elaboration”. Elaboration means the explanation of the reason. The teacher should elaborate it in detail, so the students can get clear description of the object. “SH” stands for “Shift”, which also can mean decision or conclusion. It is the conclusion of the information before. (Faisal, 2010: 8).

FRESH as a technique provides solutions to the problem with. It gives the students ideas to write about, it can design the material well. FRESH makes the students participate or interact actively. Because of the technique, the students will be able to make a good descriptive paragraph.

Using picture as one of media in learning English can help the students’ to improve their English writing, especially in descriptive text. The researcher uses that media as an instrument to solve or find the students’ improvement of the writing in the class. FRESH can be done maximally to combine with pictures. The picture is one of media to help the students to write about descriptive text. The researcher combined FRESH technique with the pictures.

From the student learning difficulties to write a descriptive text of SMPN 1 Kasihan, the researcher is interested to analyze and focus on the effectiveness of FRESH technique combine with pictures in descriptive text to see how this technique is implemented.

B. Teaching Descriptive Paragraph Using FRESH Technique

The result of the previous researcher in using FRESH technique propose by Faisal (2010:10), he gives example about FRESH technique:

For “Fact”, the teacher guides the students to find a strong fact to describe something, for example the title is **“My Adorable Cat. I have a cat at home. Its name is Kean. It is a regular house cat.”**

Then, that fact is strengthened by one or more “reasons”:

“I like my cat because it is an adorable cat.”

After that, the teacher elaborates it (why is it an adorable cat?). The teacher has to “elaborate” it in detail in order that the readers can get clear description of it. **“The fur is beautiful. It is orange with white and black spots. It is soft so I like to cuddle it. The eyes are so bright. Those are white and black with yellow in the middle.”**

Finally, the teacher gives a conclusion based on the information above. **“Those features make me love it so much. Of course, I will take care of it well.”** From those sentences, it will be a good descriptive paragraph: I have a cat at home. Its name is Kean. It is a regular house cat. I like my cat because it is an adorable cat. The fur is beautiful. It is orange with white and black spots. It is soft so I like to cuddle it. The eyes are so bright. Those are white

and black with yellow in the middle. Those features make me love it so much. Of course, I will take care of it well.

The students' competence in writing a descriptive paragraph will increase by applying FRESH technique. Through the elements of FRESH, the students will be able to put adequate information in the identification of its "Fact" and "Reason", and in the description and conclusion by the use of "Elaboration" and "Shift". The students will be capable of organizing their ideas by the arrangement of "Fact", "Reason", "Elaboration", and "Shift". The students will be able to determine what should be written first and next to get a fluent descriptive text easier. Furthermore, the students will be capable of using more new vocabularies in developing their descriptive paragraph because when the teacher instructs them to write descriptive paragraph using FRESH technique, they will try to find vocabularies which are suitable for their ideas in each element of FRESH. Also, they will make few mistakes in spelling. Automatically, the students will be able to write simple sentence correctly. Throughout the elements of FRESH, the students will be capable of mastering the rule of how to write a descriptive paragraph.

C. Research Design

The design of this study is experimental design because the researcher find the effectiveness of using FRESH technique to improve students' writing score in descriptive text. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The researcher did field study, especially quasi experimental design. An experiment involves the comparison of the effects of a particular treatment

with that of a different treatment or without treatment. This research is Quasi Experimental study.

In this research, the researcher uses the quantitative research. It was because the researcher measures the students' writing score by test (pre-test and post-test). Quantitative is a research that relies less on focus groups, subjective reports and case studies but is much more focused on the collection data and analysis of numerical data and statistics. It means the researcher collected the data which contained of numbers and it was analyzed by statistic method.

The field study is done in the form of experiment by applying two different techniques for two different groups of students. Experiment class is sample class that gives treatment which the teaching learning process used FRESH technique in teaching writing descriptive text. In the other hand control class is class that the teaching learning process does not use FRESH technique in teaching writing descriptive text. In this research, the reseacher teaches the students directly.

D. Measuring the Effectiveness of FRESH Technique

The data collected (data result) was processed by comparing with *pretest* data to see whether there will be a significant difference between the teaching of writing in descriptive text using *Fact Reason Elaboration Shift (FRESH)* and lecturer method in class. The data result of writing in descriptive text test were data of average score of writing in descriptive text test taught by *Fact Reason Elaboration Shift (FRESH)*.

If the posttest result test was higher than the pretest data, it means that the teaching of writing in descriptive text using *Fact Reason Elaboration Shift (FRESH)* was more effective to improve students' writing in descriptive than teaching writing in descriptive text by using lecturer method.

To get the achievement of writing in descriptive test, the researcher gave the students a test after they had been taught by using *Fact Reason Elaboration Shift (FRESH)*. The test was in the form of descriptive.

To know the significant difference of writing ability in descriptive text between students who were taught by using *Fact Reason Elaboration Shift (FRESH)* and lecturer method. According to Arikunto (2006: 302-303).

To know whether FRESH technique was effective or not, t-test was used:

Where,

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} - \frac{1}{N_y}\right)}}$$

M_x: the mean of experimental group

M_y: the mean of control group

N_x: the number of students of experimental group

N_y: the number of students of control group

Σx²: the sum of quadrate, gain pre-test and post test in experimental group

Σy²: the sum of quadrate, gain pre-test and post test in control group

(Arikunto, 2006: 302-303)

This formula is used to determine the significance between experimental and control group. Then, the result of calculation of the *t-test* value consulted to *t-value* table. If the calculation of t-value is higher than *t-table* of 5% alpha level, it means that there is significance difference achievement between the experimental and control group.

E. Finding Out Individual Competence

After data by conducting a test were obtained, the result of the test was calculated and analyzed. Based on the evaluation, it was found that in the experimental class, the mean scores of the pre-test and post-test were 67,78 and 82,09. Based on the results of the pre-test and post-test above, the students' descriptive writing competence in the experimental class increased from 67,78 to 82,09. Based on the evaluation, it was revealed that in the control class, the mean scores from the pretest and post-test were 66,77 and 66,93. It can be concluded the students' descriptive writing competence in the control class increased from 66,77 to 66,93. Therefore, it can be summarized that the improvement of the experimental class was higher than that of the control class ($82,09 > 66,93$).

F. Calculating t-test

After all of the data were obtained, they were computed to find t-test result and to compare it with t-table. The first step was to find out the mean of deviation of experimental class (M_x) where the total deviation of experimental class was divided into the number of students in the experimental class. From the calculation of the mean of deviation of the experimental class (M_x), the value was 2,47 . To find out the mean of

deviation of the control class (M_y) by calculating the total deviation was the second step.

The total of deviation of all the students in the control class was divided by the number of students in that class, and the result was 2,59. To find out $\sum x^2$, the deviation of each student of the experimental class was squared, and then the total was calculated. After that, the total was subtracted by the distribution of square of the total deviation and the number of students of the experimental class, and the result was 3610,39.

G. Finding the Effectiveness of FRESH Technique

In this section, the result was applied into t-test formula. After the computation, the result of t-test was 1.968, while the t-table is 1.664. To find the degree of freedom, the student number of the experimental class was subtracted by that of the control class, and the value was 63. After the result of t-test computation was obtained, it was compared with t-table. The degree of freedom based on the previous computation was 63, with the value of t-table = 1.664 at the level of significance $\alpha = 0.05$, while the t-test result was 1.968. Thus, $1.968 > 1.664$, and it was stated that the result has significant result. It was concluded that the hypothesis was accepted or FRESH technique was effective for teaching descriptive text at the eighth grade students of one of the state SMPN 1 Kasihan in Bantul in academic year 2016/2017.

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