

**Ameliorate English Descriptive Writing Skill Context Analysis**NICODEMUS BISSE¹, ANDI SADAPOTTO²¹Universitas Cendrawasih²Universitas Muhammadiyah Sidenreng Rappang* Corresponding Author. E-mail: nikobais56@gmail.com sadapotto.andi@yahoo.co.id.**Receive: 12/02/2020****Accepted: 28/02/2021****Published: 01/03/2021****ABSTRACT**

The objective of the article is to explore the use of context analysis ameliorate the ability of the students at SMP Negeri 1 Pancarijang to write descriptive composition and to find out students' interest in learning writing the descriptive composition by using context analysis at the eighth grade student SMP Negeri 1 Pancarijang. This research employed the method of the research was pre-experimental method with one group pre-test and post-test design. The population was the eighth grade student of SMP Negeri 1 Pancarijang in 2020-2021 academic years. class VIII.a (24) was chosen as a sample. The instrument used in this research was to write descriptive composition and questionnaire to measure students' interest. The result of this research showed that the pre-test got the mean score (53.12) while the post-test got mean score (78.91). This showed that there was significant difference between pre test and post test. The result of the P-value (0.000) was lower than level of significant ($\alpha=0.05$). This means that H_1 was accepted. The research concluded that teaching writing by using context analysis increased the students' ability to write descriptive composition at the eighth grade student of SMP Negeri 1 Pancarijang, and the result of students interest showed that from 24 respondents and total score 2.096 got mean score 87.33 was categorized in strongly interested. It proven that students at the second year of SMP Negeri 1 Pancarijang interested to learn write descriptive composition by using context analysis.

Keywords: *descriptive, writing skill, context analysis, interest, english learning.*

Introduction

Sanggam Siahaan (2008: 2) states "writing is the skill of a researcher to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively." Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form.

As a teacher, teaching is not an easy job but it is necessary one and can be very rewarding when we see out students' progress and know that we have helped to make it happen. Based on the concept and function of English as stated in the 2006 Competence-Based Curriculum which has similar principle with Kurikulum Tingkat Satuan Pendidikan (KTSP) for SMP/MTs, the teaching-learning of English has the purpose to develop four skills.

Many teachers are also strongly committed to invite students to participate effectively in writing situations. The teachers have some texts for help them in teaching writing. The texts are purposeful and patterned to serve researcher purpose. Each texts type has different social function, general structure, and language feature. There are many kinds of text that are studied in junior high school students, namely narrative, descriptive, recount, report, and procedure.

The study was focused on writing a descriptive text which one of the materials in English lesson for SMP/MTs especially on the second year. Descriptive writing is one of text that help the writer to describe and reveal a particular person,

place, or thing. To write descriptive text is not easy or simple as the students have been known. Sometimes, the students create the descriptive text without care about the generic structure specifically. They also get problem in using tenses and attributive.

Finally, based on the researcher experiment and observation most students of SMP 1 Pancarijang have low of minimum of mastery learning criteria that is 70.00. The researcher will choice students eighth grade of SMP N 1 Pancarijang to conduct the research. The researcher would like to take this school because most of learnerseighth grade of SMP N 1 Pancarijang weak in English subject especially writing.

Discussion

The Concept of Writing

According to Paul Davies (2008: 2), "writing is probably the linguistic skill that is least use by most people in their native language." While SanggamSiahaan (2008: 2) states "writing is the skill of a researcher to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively."

Moreover Kasihani K.E Suyanto (2007: 68) explains that "writing ability is very difficult, because involving ability or mastery of grammar, vocabulary, and spelling. This is skills or logical way of thinking and skill mix words into meaningful sentences. In addition to a

coherent sentence structure and clear content, punctuation is also important in the English language. "

In additions, Ploeger (2007: 7) states that a draft is a beginning, an attempt to clarify thinking about the paragraph's main ideas. The Principle of Writing is A paragraph is a group of sentences that develops one central point. Writing skill, according to Bacon (1998: 11) postulates five professional rules for success in writing process, such as: Before writing, identify our purpose and stick to it, Identify our reader(s) in mind, make our message personal, Use language people understand, Organize first, and work from written outline, Finally, edit, revise, and rewrite our composition. primary necessary to acknowledge some basic principles of effective writing (Wells, 1993). The principles are as follows: Write for yourself, Write clearly for easy understanding, Never try to impress the reader with our own cleverness or skill, and Capture the reader's interest quickly and relation throughout. Writing process, Simard (1997) also categorized the stages of writing into four steps of the writing process namely pre-writing, writing, re-writing, and post-writing. Components of writing, Jacob, et. al. (in Hughes, 2008:103) point out that in analytic scale, it has five components in writing. They are content, organization, vocabulary, language use and mechanics.

The Concept of Context Analysis

History of Content Analysis, there are Precursors, Communication theoretical foundation: The basis of quantitative context analysis had been laid by Paul F. Lazarsfeld and Harold D. Lasswell in USA

during he 20ies and 30ies of 20th century. The first textbook about this method had been published (Berelson 1952), Interdisciplinary broadening and differentiation: The procedures had been refined fitting into different models of communication; analysis of non-verbal aspects, contingency analysis, computer applications (Gerbner, Holsti, 1969). And Phase of qualitative critics: Since the middle of 20th century objections were raised against a superficial analysis without respecting latent contexts, working with simplifying and distorting quantification (Kracauer 1952). In the following qualitative approaches to context analysis had been developed (Altheide 1996). Definition of Context Analysis according to Richards Jack C. and Schmidt Richard. 2002 stated that context analysis is a context that occurs before and/or after a word, a phrase or even a longer utterance or a text. the context often helps in understanding the particular meaning of the word, phrase, etc. And also Roberts Jane (2004:19) stated that context analysis helps students clarify their understanding of an issue, as they make notes in response to five questions. Basic Ideas of Content Analysis are Fitting the material into a model of communication, Rules of analysis: The material is to be analyzed step by step, following rules of procedure, devising the material into context analytical units, and Categories in the center of analysis. how to use context analysis are Choosing topic for student, The researcher will given some questions relate to the topic in order to measure students prior knowledge of the text, And after the students know how to analysis the context of the text, the students start to answer the questions. Procedures of Qualitative Context Analysis is The above listed components of quantitative context analysis was preserved to be the fundament for a qualitative oriented

procedure of text interpretation. We developed a number of procedures of qualitative context analysis amongst which two approaches are central: inductive category development and deductive category application.

Interest

Definition of interest, Talking about interest will take someone to think about his positive response or attitude to something he likes, enjoy, and appreciate which makes him having a desire to do. To clearly define what actually interest means some theorists will define it. Type of interest. There are Expressed interest, Inventoried interest it is determined by interest checklist, Tested interest, and Manifested interest. Factor influencing the students' interest

According to Harmer (1991:4) there are two factors can affect student' motivation as well as their interest in learning, namely: intrinsic and extrinsic motivation. Intrinsic motivation is concerned what factors outside the learner.

Objective of the study

- a. to find out whether or not context analysis effective in teaching writing descriptive text at eighth grade students of SMP N 1 Pancarijang.”
- b. to find out students' interest in learning writing the descriptive composition by using context analysis at the at eighth grade student SMP Negeri1Pancarijang.”

METHOD

Best, (1977:102) states that experiment design was the blueprint of the procedures that enables the researcher to test his/her hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

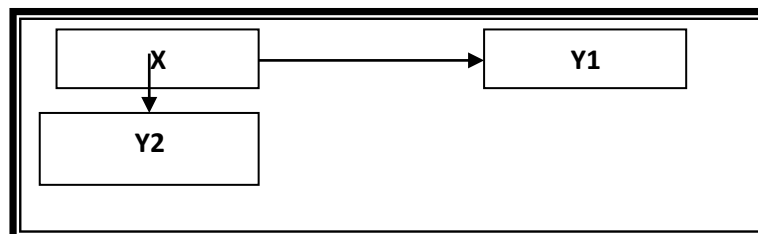
The class was given pre-test and post-test in which the pre-test administer to measure prior competence of descriptive writing while the post-test administered to measure the effect of the treatment.

Group	Pre-test	Treatment	Post-test
N	O ₁	X	O ₂

(Gay. et. al 2006:257)

B. Variable of the Research

Figure 3.1. Variable design



Where:

X : The use of content analysis technique

Y1 : Students' ability to write descriptive composition

Y2 : Students' Interest

1. Operational Definition of Variable
 - a. The writing ability is the students' achievement to write descriptive text that consists of five components of writing namely content, organization, vocabulary, language use, and mechanics in descriptive writing.
 - b. Context analysis is a context that occurs before and/or after a word, a phrase or even a longer utterance or a text.
 - c. Students' interest is students' positive respond after giving treatment for four time.

Instrument of the Research

To collect the data from the research, the researcher utilized a writing test and questionnaire as the instrument. The students was asked to write a composition. The test was applied pre-test and post-test. The pretest is aim at finding out the prior writing of the students' descriptive writing; while post-test is aim at finding out the students' writing skill in descriptive composition and students was given a set of question which is consist 10 positive questions and 10 negative questions, to find out their respond toward the treatment.

Data Collecting and Analysis

1. Pre-test conducted treatment at the first meeting the following procedures:

- a. The researcher explained what the students would going to do and distribute the writing test for the class which took randomly, to know the students' ability in writing descriptive composition before treatment.
- b. The researcher given score to the students' result test.

2. Post-test

- a. After give the treatment, the students was given a set of writing test to find out students achievement in writing descriptive text.
- b. The researcher given score of the students' result test.

3. Questionnaire; students were given some of questions to find out students' attitude toward the treatment

Data analysis in this research is quantitative, by which the data measured in the form of numbers. After the data had collect, the data was analyzed by using descriptive statistic.

1. Scoring the result of the students' test
2. Classifying the score of the students.
3. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pretest and posttest by using inferential analysis in SPSS 21.0 program for windows evaluation version.
4. Criteria of testing hypothesis

1. If $p. value > 0,05 = H_0$ was accepted, H_1 was rejected. It means that there was no significance difference between the pre test and post test.
2. If $p. value < 0,05$, H_1 was accepted, H_0 was rejected. It

means that there was a significance difference between the pre test and post test.

5. Analyzing the data of the students' interest by using Likert Scale.

RESULTS

Table 4.1. The percentage of the students' score of pre-test.

NO	Clasification	Score	Pre-test	
			F	%
1	Very good	86-100		
2	Good	71-85		
3	Fair	56-70	9	37.5
4	Poor	41-55	15	62.5
5	Very poor	≤ 40		
TOTAL			27	100

NO	Clasification	Score	Post-test	
			F	%
1	Very good	86-100	1	4.2
2	Good	71-85	23	95.8
3	Fair	56-70		
4	Poor	41-55		
5	Very poor	≤ 40		
TOTAL			24	100

Table 4.2 shows that the students' score in test result for post-test most of them were in good category, 23 (95.8%) students were classified into good and 1 (4.2%) students were classified into very good. There were not any students

Mean score and standard deviation of pre-test and post-test.

classified into poor and very poor. It means that there was significant difference students who taught through context analysis.

Table 4.3. The mean score of pre-test and post-test

No	Pre-test	Post-test
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1	Mean Score	53.12	78.91
2	Standard Deviation	4.13	2.71

Table 4.3 shows that the mean score of the students in post-test (78.91) was greater than pre-test (53.12), it means that the students who was teach by using context analysis to write descriptive composition was improve.

Hypothesis

In testing hypothesis, the researcher used t-test formula (Paired sample test). The level of significant is set at $\alpha = 0.05$.

Table 4.4. The P-value of t-test of the students' score of pre-test and post-test.

P- Value	(α)	Remarks
0.000	0.05	Significant difference

The table 4.4 above shows that the P-value was lower than alpha (α) value ($0.000 < 0.005$), it means that null hypothesis was rejected and alternative hypothesis was accepted. It means that Students' Interest

the second year students of SMPN 1 Pancarijang improve after they are taught by using context analysis to write descriptive composition..

To know the students' interest toward the use of context analysis in AMELIORATE students' writing skill, the researcher distributed questionnaire to the students.

The data was analyzed by using Likert Scale and SPSS. These results can be seen on table 4.5.

Table 4.5. The Percentage of Students' Interest

Category	Range	Frequency	%
Strongly Interested	85-100	18	75.9
Interested	69-84	6	24.1
Moderate	52-68	0	0
Uninterested	36-51	0	0
Strongly Uninterested	20-35	0	0
Total		24	100

It was proved by interest mean (87.33) where 75.9 % students were strongly

interested and 24.1 % students were interested.

The Mean Score of Students' Interest

Table 4.6. The Mean Score of Students' Interest.

Total respondent	Total of students' score	Mean
24	2096	87.33

The table 4.6 shows that the mean score of students' interest is 87.33. It means the students strongly interested to use context analysis in AMELIORATE students' writing descriptive composition.

Conclusion

The students' achievement in learning writing descriptive composition through context analysis. The use of context analysis was significant. This was indicated by the mean score they got on posttest

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was higher than pretest. On statistics test result, it showed that the alpha ($\alpha=0.005$) is higher than t-test($P\text{-value} \leq \alpha$). it means that the use of context analysis is more effective.

The students' interest in learning writing descriptive composition. Questionnaire was given after the posttest to know the students' interest in using context analysis technique. Based on the analysis of questionnaire the researcher concluded that the students were very strongly interested in using context analysis.

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