THE EFFECT OF POINT ILLUSTRATION EXPLANATION TOWARD STUDENT WRITING SKILL IN WRITING DESCRIPTIVE TEXT AT SECOND GRADE STUDENT OF SMA NEGERI 1 LENEK

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Abstract
This research aimed to find out the effect of Point Illustration Explanation students' writing skill in descriptive text at second grade student of SMA Negeri Lenek in academic year 2022/2023. The subject of this study were 66 students. The method of this research was quantitative method quasi- experimentals study with nonequivalent control group design. The technique of data collection applied in this study was written test. Then the procedure of data analysis in this study was descriptive analysis statistical, by finding out the mean score, the median score, mode, standard deviation and inferential analysis is to find out the t-test then examine by t-table to know whether the point illustration explanation as the strategy to use in teaching writing skill focused on descriptive text is significant in this research this analysis used the theory of Arikunto 2014. The result of this research, the researcher found out that t-test was 5,92 the level of (005) 95 % then t-table was 200, the degree of freedom 64. Based on the result t-test can be concluded that by Applying Point Illustration Explanation was significance in writing skill for descriptive text.
Key Words: *Point Illustration Explanation, writing skill*

Research Background

English Language cannot be separated with academic skill such as, listening, writing, speaking, and reading skill. Those skill need to be mastered by the learner language in order to be able to apply this language in all aspects of life but these skills cannot be achieved quickly. Meyers (2005: 3) states that writing is a representation of language through a text using signs or symbols. It is a way of expressing ideas, experiences, thoughts, and feelings through writing.

In fact, most of students consider that writing is the hardest skill to be mastered, because the ability to write in foreign language is more complicated than the ability to speak, because writing involves many components such as structure, vocabulary, punctuation, and spelling.

Based on the observation at SMAN 1 Lenek on 2-8 january 2022, the researcher found out, that teaching conducted by the teacher while the learning process takes place is less effective.

However, there were many students who faced difficulties in writing. The difficulties of the students were generating ideas, mastering vocabulary, and organizing or arranging sentence into a paragraph.

To solve these problems the teacher of counselor has to be expert in finding out the appropriate technique teaching media strategy or method and order every skill can be understood easier. In these cases, study the researcher was focused on writing skill of descriptive text part of the language skill. Therefore, the researcher decided to use point illustration explanation to increase their knowledge especially in

writing skill, because the point illustration explanation cooperative type approach here certainly has its own advantages. By applying a cooperative approach to the type of point illustration explanation strategy, the students are taken turns expressing their ideas in a short text or descriptive text. It may help the students to develop their knowledge. This study was conducted at SMAN 1 Lenek as the location for the research. This study focuses on second grade students.

Statement of the problem

Based on the background of the study the researcher is formulated one research question "Is there any effect of Point Illustration Explanation towards Students' Writing Skill in Descriptive Text at second grade students of SMAN 1 Lenek in academic year 2022/2023".

Objectives of Research

"To find out the effect of Point Illustration Explanation Strategy towards Students' Writing Skill in Descriptive Text at second grade students of SMAN 1 Lenek in academic year 2022/2023".

Significances of the Study

1. Theoretically

The result of this study is expected to be able to have the English teacher by using this point illustration explanation strategy is specially in teaching writing skill in the classroom anytime needed within teaching process. As a reference to other researchers who want to study write-around strategy in teaching writing.

2. Practically

a. The result of this study is be able to help the student's faculty of culture, management, and business in developing writing skill by applying Point Illustration Explanation in learning English language focused on writing skill.

b. Point Illustration Explanation be able to help the students more eazier in developing their idea particularly in writing descriptive text, and also be able to use as reference for the next researcher in developing the skill especially in writing

Research Method

The research of this study was designed by quantitative method or experimental study to answer the statement of the problem stated in previous cahapter. (Creswell 2012: 21) The design of this research was used the quantitative method because the data in the form of numeric form or the quantity. Khotari (2004: 3) stated that, Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

In this research the researcher was used Quasi-experiments with Nonequivalent control group design because the researcher was used two group; experimental and control group. Moreover, the researcher decided to choose quasi experimental design because the participants was organized well in the class where randomization was not possible. According to Creswell (2012: 309-310) "Quasi-experiments include assignment, but not random assignment of participants to groups". In this research design, there were two intact groups of classes involved.

Table 3.1.Quasi Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-test	Point illustration explanation	Post-test
Control Group	Pre-test	Write Around Strategy	Post-test

Population, Sampling and Sample

1. Population

Population is a group of individuals who have the same characteristic (Creswell, 2012: 142). Population is also known as well-defined collection of individuals or objects known to have similar characteristic. The population of this research first grades students of SMAN 1 Lenek in academic year 2022/2023. The total number of the population is 158, which is divided into 5 classes, X IPS 1 = 30 students, X IPS 2 = 33 students, X IPS 3 = 32 students, X IPA 1 = 33 students, X IPA 2 = 30 students.

2. Sampling

In this research was used Cluster Random Sampling. According to Sugiyono (2018: 135) cluster random sampling is sampling technique use to determine sample if the subject of the research or data source is really wide.

3. Sample

Arikunto (2010:174) states that sample is a part or representative population of the research. It means that sample as a representative part of population that taken to represent the research. The researcher was took two classes as the sample of the study.

Techniques of Data Collection

Test in this research consist of two namely Pre-test and Post-test. Pre-test is a test given to the students to measure the outcome variable before giving treatment. Along with the distribution of pre-test questions the researcher was given pre-test together with the teacher in order to obtain the students' initial descriptive writing ability scores. At the first meeting, the researcher was given pre - test to both group (experimental and control group).

Technique of Data Analysis

In this study there were two steps for analyzing data as follow:

1. Descriptive Analysis

Descriptive statistic is applied only to the members of a sample or population from which data have been collected. Descriptive statistic is divided into: Mean, Mode, Median, Standard Deviation. The mean, median and mode are measures of central tendency within a distribution of numerical values. Mean is the average score that serves to find out the average score of the experimental group and the control group, mean aims to divide all data by the amount of data. Mode is a value that often appears. The mode is very good when used for data that have a categorical scale, namely nominal or ordinal. Mode aims to count data that has not been grouped and data that has been grouped.

2. Inferential Analysis

Inferential Analysis is analysis derived from sample data that was used to make inferences about the population from which sample was drawn. The researcher identify of result between the results of t-test to t-table. If the result or t-test > t-table, the alternative hypothesis is accepted. If the results t-test < t-table then the null hypothesis is rejected. Inferential Analysis aims to find out the value of t-test to t-table.

Research Finding

This chapter leads to discuss the finding of the research and the discussion of finding. In finding the data from the student the researcher designed by using test the test in the form of multiple choices, there were pre-test, and post-test. The test given

on 2 March 2020 for control group and experimental group the same day but different in time. After collecting the result of the test then the researcher started calculate from the score experimental group to know the mean, mode, and median, after that continued to calculate control group score the analysis for both score based on the formula quoted in chapter III. After calculating the both results then the researcher begun to find out the t-test. The t-test examined by using t-table (Arikunto) whether the experimental group score was higher than control group.

This research conducted at SMA Negeri 1 Lenek at the second-grade student in academic year 2022/2023 by applying Point Illustration Explanation in teaching and other strategy in teaching learning process, particularly in teaching writing.

1. Data Description of Experimental Group
   1. **Pre-test**
      a. Mean Score
         = 55.07

         Based on the result of the computing of the mean score of the pre-test it has been obtained from mean score of the test was 55.07 After getting the mean score, the researcher started calculate the mode but before that, the researcher classified the frequency distribution.1. the highest score= 80. 2. The lowest score= 35. 3. Range (r) 80-35= 45.

Frequency Distribution of pre-test of Experimental Group

No.	Class	Class Bou	Midpoint	Tally	Frequency	Percentage
1	35-40	34.5-40.5	37.5	IIIII	5	15.15
2	45-50	44.5-50.5	47.5	IIIII III	8	24.24
3	55-60	54.5-60.5	57.5	IIIII IIIII II	12	36.36
4	65-70	64.5-70.5	67.5	IIIII I	6	18.18
5	75-80	74.5-80.5	77.5	II	2	6.06
	Total				33	100

      b. Median score
         Me = 55.5 + (0.392)
      c. Mode Score

         Me = 56.96

Table 4.3 Standard Deviation

Class limit	Frequency (Fi)	M po (Xi)	Xi²	Fi xi	(Fi xi)
35-40	5	37.5	1406.25	187.5	35156.3
45-50	8	47.5	2256.25	380	144400
55-60	12	57.5	3306.25	690	476100

65-70	6	67.5	4556.25	405	164025
75-80	2	77.5	6006.25	155	24025
Total	33	287.5	17531.25	1817.5	843707

$$= \sqrt{\frac{843707 - \frac{\sum 1817.5^2}{33}}{33-1}}$$

$$= \sqrt{\frac{843707 - \frac{3303306.25}{33}}{33-1}}$$

$$= \sqrt{\frac{743606.75}{32}}$$

$$= \sqrt{23237.71}$$

$$= 152$$

2. Post test
   a. Mean score

The mean score of the post-test was obtained from diving =82,57

Based on the result of the \computing of the mean score of the post-test it has been obtained the mean score of the test was 82.57. After getting the mean score, the researcher begun calculate the mode but before that, the researcher classified the frequency distribution.1. the highest score=100. 2. The lowest score= 50. 3. Range (r) is 100-50 +50

1. The class width (interval)   = 50:6 = 8.33
2. The class width (interval) used   = 8

Table 4.7 Frequency distribution of post-test of experimental group

No.	Class	Class B	Midpoint	Tally	Frequency	Percentage
1	50-55	49.5-55.5	52.5	II	2	6.06
2	60-65	59.5-65.5	62.5	IIIII II	7	21.21
3	70-75	69.5.5-75.5	72.5	IIIII I	6	18.18
4	80-85	79.5-85.5	82.5	IIIII III	8	24.24
5	90-95	89.5-95.5	92.5	IIIII II	7	21.21
6	96-100	95.5-100.5	98	III	3	9.09
TOTAL					**33**	**100**

b. Median Score
        Me = 81.364
c. Mode Score)
        Mo = 78.5

Table 4.8 Standard Deviation

Class limit	Frequency	Mid point	Xi²	Fi xi	(Fi xi)
50-55	2	52.5	2756.25	105	11025
60-65	7	62.5	3906.25	437.5	191406.3
70-75	6	72.5	5256.25	580	336400
80-85	8	82.5	6806.25	660	435600
90-95	7	92.5	8556.25	647.5	419256.3
96-100	3	98	9604	294	86436
Total	33	460.5	36885.25	2724.5	1469111

$$= \sqrt{\frac{1469111 - \frac{2724.5^2}{33}}{33-1}}$$

$$= \sqrt{\frac{1469111 - \frac{7422900.25}{33}}{33}}$$

$$= \sqrt{\frac{1469111 - 224936.37}{33}}$$

$$= \sqrt{\frac{1244174.63}{33}}$$

$$= \sqrt{37702.26}$$

$$= 194.17$$

➢ Control group
 1. Pre-test
  a. Mean score
   The mean score of the pre-test was got was +46,43
   Based on the result of the computing of the mean score of pre-test it has been gotten the mean score of the test was 46.51 After getting the mean score, the researcher continued calculate the mode but before that, the researcher classified the frequency distribution.1. the highst score= 70. 2. The lowest score= 20. 3. Range (r) 70-20= 50
  b. Median score
   Me = 43.55
  c. Mode score
   Mo = 38.71
  d. Standard deviation

$$= \sqrt{\frac{575162 - \frac{1538.5^2}{33}}{33-1}}$$

$$= \sqrt{\frac{575162 - \frac{2366982.25}{33}}{32}}$$

$$= \sqrt{\frac{575162 - 71726.73}{32}}$$

$$= \sqrt{\frac{503435.27}{32}}$$

$$= \sqrt{15732.35}$$

$$= 125.428$$

2. post-test
   a. Mean score

   The mean score of the pre-test was got from=61,71

   Based on the result of the calculation of the mean score of the pre-test it has been obtained the mean score of the test was 61.76. After finding the mean score, the researcher continued calculated the mode but before that, the researcher classified the frequency distribution.1. the highest score = 80. 2. The lowest score = 44. 3. Range (r) 50.

   Frequency Distribution of Post-test of control group
   b. Median score
      Me = 55.5 + 1.32
   c. Mode score
      Mo = 57.21
   d. Standard deviation

$$= \sqrt{\frac{1131439 - \frac{2038^2}{33}}{33 - 1}}$$

$$= \sqrt{\frac{1131439 - \frac{4153444}{33}}{32}}$$

$$= \sqrt{\frac{1131439 - 125862}{32}}$$

$$= \sqrt{\frac{1005577}{32}}$$

$$= \sqrt{31424}$$

$$= 177.26$$

$$t = \frac{23.03 - 16.81}{\sqrt{\left(\frac{6271.97 + 5390.91}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{6.22}{\sqrt{\left(\frac{11662.88}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{6.22}{\sqrt{(18.23)(0.061)}}$$

$$t = \frac{6.22}{\sqrt{1.1203}} = \frac{6.22}{1.05} = 5.92$$

t-test (5.92) > t table (60. 0.05) (2.00)

Based on the results obtained, therefore, it can be concluded that t-test 5.92> t-table 2.00. So from this result we can concluded that (Ha) the alternative hypothesis was accepted and (Ho) the null hypothesis was rejected because was higher than t-test. This indicated there was significant of write around strategy in writing because in teaching learning process with write around strategy students dare to express their opinion in front of the class were students very active in discussion their material.

Based on the examining of the table that the t-test was higher than t- table, thus, the effect of Point illustration Explanation was affected than WR Strategy. T-test 5.92 > t-table 2.00 (0.05 or 9,5 %).

CONCLUSION and SUGGESTION

To clarify the conclusion and suggestion the researcher of the study concluded based on the data analysis and the discussion in the chapter IV. The researcher begins concluded from the analysis of both group experimental and control group.

Firstly, the result of the study was significant because the t-test was higher than t-table. T-test was 5.92 and the level of 0.05 (9.5), then t-table 200.

Secondly, the Write Around Strategy used in teaching writing was effective it can be seen, from the result of the score both group were different after treating them by different strategy.

Thirdly, the hypothesis of the study was the alternative hypothesis (Ha) was accepted and the null (Ho) was rejected. The conclusion of Point Illustration Explanation was effective on students' writing skill in descriptive text at second grade students of SMAN 1 Lenek in academic year 2022/2023.

Suggestion

Based on the conclusion, the researcher has some suggestion for English teacher, students:

1. For the Teachers

Available of many technique media and strategy such as write around strategy may used to teach some skill, but this study used Point Ilustration Explanation because as the students problem that a found in the class room lack of understanding the students in ranging the sentence even though short sentence in writing, they often made mistake.

Therefore, the write around strategy was very helped them because the advantages of using this strategy was they have chance to discuss and to learn together so that they have good opportunity to share their competence to decided anything and disvantages is are limited time, adjustment picture with situation, and not at all learning materials can be presented in the form of image. This strategy has been applied by two researchers and focused on writing and the result was significant. The researcher hoped that the teacher by using write around strategy in the future in order to apply it as well as possible.

2. For the Students

At the beginning of teaching by using write around strategy it can be seen the welcome of curiosity to know how the strategy works in developing their competence in writing, and almost the students really seriously to applied the

strategy in the classroom in writing. So the researcher hoped, by using a write around strategy students can increase creativity, especially in writing.

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