

**THE EFFECT OF USING IDEA DETAILS STRATEGY
TOWARDS STUDENTS' ABILITY IN WRITING
DESCRIPTIVE PARAGRAPH OF SECOND
YEAR STUDENTS AT SMP N 5
DUMAI**



By

**APRI DWI YOHANA
SIN. 10914005049**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Thesis

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By

APRI DWI YOHANA

SIN. 10914005049

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2013 M**

ABSTRAK

Apri Dwi Yohana, (2013): Pengaruh Penggunaan Strategy Idea Details terhadap Kemampuan Siswa dalam Menulis Paragraph Descriptive pada Siswa Kelas 2 di SMPN 5 Dumai.

Berdasarkan studi pendahuluan penulis menemukan bahwa siswa belum mampu untuk membuat paragraph deskriptif dan mengembangkan sebuah ide yang mereka miliki untuk membuat paragraph deskriptif. Masalah ini disebabkan beberapa factor, misalnya sebagian siswa kurang mengerti membuat paragraph deskriptif, tidak dapat menentukan struktur umum dari paragraph deskriptif, dan tidak dapat untuk menulis dan mengembangkan ide mereka ketika membuat paragraph deskriptif. Jadi penulis tertarik melakukan penelitian tentang masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis paragraph deskriptif diajarkan menggunakan strategi idea details, untuk mengetahui kemampuan siswa dalam menulis paragraph deskriptif diajarkan tanpa menggunakan strategi idea details, untuk mengetahui apakah ada perbedaan yang signifikan dari penggunaan strategi idea details terhadap kemampuan menulis paragraph deskriptif dan tanpa menggunakan strategy idea details terhadap kemampuan menulis paragraph deskriptif pada siswa kelas 2 di SMPN 5 Dumai.

Jenis penelitian ini yaitu penelitian eksperimen. Penulis mengambil *quasi nonequivalent design*. Penulis menggunakan 2 (dua) kelas sebagai sample yang terdiri dari 37 siswa. Sebelum memberikan perlakuan, siswa di berikan pre-test dan post-test di berikan setelah perlakuan. Teknik pengumpulan data adalah test. Test di gunakan dalam rangka untuk mengetahui kemampuan siswa dalam menulis paragraph deskriptif pada siswa kelas 2 SMPN 5 Dumai. Teknik analisa data ,menggunakan rumus Independent Sample T test dalam rangka untuk mengetahui perbedaan rata-rata antara post-test kelas eksperimen dan post-test kelas control dengan menggunakan SPSS versi 16.0

Berdasarkan data analisis, penulis menemukan hasil dari independent sample t-test, T menunjukkan 3.403 dibandingkan pada level signifikan 5% (1.99), dan pada level signifikan 1% (2.64). Dapat dibaca $1.99 < 3.689 > 2.64$. Berarti null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Idea Details terhadap kemampuan menulis paragraf deskriptif pada pada siswa kelas 2 di SMP N 5 Dumai

ABSTRACT

Apri Dwi Yohana,(2013): The Effect of Using Idea Details Strategy towards Students' Ability in Writing Descriptive Paragraph of the Second Year Students at SMPN 5 Dumai.

Based on the writer's preliminary study, it was found that many students did not understand how to make a descriptive paragraph. These problems were caused by some factors, like some of the students were not able to identify the generic structure and to develop their ideas in a descriptive paragraph. So, the writer was interested in carrying out research about this problem.

The purpose of the research was to find out the students' ability in the descriptive paragraph taught by using Idea Details Strategy and without using Idea Details strategy and to find out the significant effect of using Idea Details Strategy toward the students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai.

This research was an experimental research. The type of the research was quasi experimental research. The writer used a *quasi nonequivalent design*. The writer used 2 (two) classes as sample consisted of 37 students. Before giving the treatment, the student was given a pre-test and posttest was given after the treatment. The technique of collection data was test. The technique of data analysis used independent sample T-test formula in order to know the deference between the average of post-test class experiment and the post-test class control used SPSS ver. 16.0.

Based on the analyzing data, the writer found the result of independent sample t-test formula, T showed 3.689 compared at significant level 5% (1.99) and at significant level 1% (2.64). It can be read $1.99 < 3.689 > 2.64$. It means, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. In other word, there is a significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai.

يوحنا () : تأثير استخدام استراتيجيات *Idea Details*
وصفية
المدرسة الثانوية الحكومية

استنادا إلى الدراسة الأولية وجد الباحثون أن طلاب لم تكن قادرة على إنشاء فقرة وصفية وتطوير فكرة أن لديهم لجعل فقرة وصفية. بسبب هذه المشكلة عدة عوامل، على سبيل المثال، بعض الطلاب لا يفهمون صنع فقرة وصفية، وليس تتمكن من تحديد الهيكل العام فقرات وصفية وغير قادر على كتابة وتطوير أفكارهم عند اتخاذ فقرة وصفية. وبالتالي فإن كتاب مهتما في ابحاثا بشأن هذه المسألة.

كان الغرض من هذه الدراسة لمعرفة قدرة الطلاب على كتابة فقرة وصفية باستخدام تدرس الاستراتيجيات *Idea Details*، لمعرفة قدرة الطلاب على كتابة فقرات وصفية وتدرس من دون استخدام استراتيجيات، لمعرفة ما إذا كان هناك اختلاف كبير من استخدام إستراتيجية *Idea Details* إلى القدرة على كتابة فقرات الوصفية ودون استخدام استراتيجيات *Idea Details* إلى القدرة على كتابة فقرات وصفية للطلاب في الصف الثاني في المدرسة الثانوية الحكومية خمسة دوماي.

هذا النوع من البحث هو البحوث التجريبية. كتاب تأخذ تصميم غير شبه ما يعادلها. كتاب استخدام فنتين كما عينة من ٣٧ طالبا. قبل تقدم العلاج، وقدمت للطلاب قبل اختبار وتعطى له بعد الاختبار بعد العلاج. تقنية جمع البيانات هو اختبار. تم استخدام اختبار من أجل معرفة قدرة طلاب في كتابة فقرة وصفية للطلاب في الصف الثاني في المدرسة الثانوية الحكومية خمسة دوماي. تحليل البيانات، وذلك باستخدام صيغة عينة اختبار تي مستقل من أجل تحديد متوسط الفرق بين آخر اختبار فئة تجريبية وبعد اختبار فئة عنصر التحكم باستخدام الإحصائي للعلوم الاجتماعية الإصدار ١٦,٠.

بعد احتساب قيم التي تم الحصول عليها، فقد وجد أن قدرة طلاب في كتابة فقرة وصفية بعد تقديم علاج *Idea Details* وهذا يعني أن هناك تأثير كبير استخدام استراتيجيات. أفضل من ذي قبل العلاج يتم إعطاء خمسة ل قدرة الطلاب في كتابة فقرة وصفية للطلاب في الصف الثاني في المدرسة الثانوية الحكومية من هذه النتائج، يمكن أن نخلص إلى أن تدريس اللغة الإنجليزية خاصة كتابة باستخدام استراتيجيات. دوماي جعل زيادة قيمة في كتابة فقرة وصفية *Idea Details*

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CHAPTER 1

INTRODUCTION

A. The Background of the Research

Writing is one of the activities that should be mastered by English learners and one of the language skills. Writing is a skill about how to describe our ideas, opinions or arguments in a piece of paper. Nunan said writing is a combination of process and product. The process refers to act of gathering ideas and working with them until they are represented in a manner that is polished and comprehensible to readers and the product or the final form our writing such as a book, has grown out of many steps which make up the process.¹ Elbow in Brown said “writing is a two-step process. First, you figure out your meaning, then you put into language, figure out what you want to say; do not start writing till you do; use a plane; use an outline; begin writing only afterward”². Supported by Comprone in Hughey that “writing is a transcription of the process of composing ideas: it is not the product of thought but it is actually and dramatization”.³ Based on the opinions, it can be concluded that writing is a process to deliver our idea in a piece of paper and product the good writing.

As a formal education, SMP N 5 Dumai also provides English subject to be taught to the students, especially writing skill. There are some kind of texts

¹David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw Hill Companies,2005).p.98

² H.Brown Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Printice Hall Regents,Englewood Cliffs, 1994).p.336

³Jane B Hughey,et al,*Teaching ESL Composition Principles And Technique*. (Massachussetts :Newbury House Publisher,1983),p.38

exist in curriculum SMPN5 Dumai, they are descriptive text, recount text, and narrative text. Students study English twice a week (4 periods) with duration 45 minutes per period.

Based on the School Based Curriculum provides the purposes of learning English in junior high school are as follows:

1. Developing communicative competence in oral and written form to achieve functional literacy level.
2. Having awareness about the sense and significance of English to increase national competence in a global society.
3. Developing students' understanding about relationship between language and culture.⁴

In communicative competence students are able to understand and produce written or oral text and applied into four skills such as, listening, speaking, reading, and writing. Based on school based curriculum, students in junior high school must achieve communication competence in daily life. Through learning English students are able to know themselves, their culture and other cultures. By learning English, students are able to give an opinion and feeling to participate in society.

According to the syllabus, there are two basic competencies that should be achieved by the students of junior high school in the first semester. First, students are expected to be able to express the meaning in functional simple text by using a variety of written in accurately, fluently, and acceptably to interact with the environment. Second, students are expected to be able to express the meaning and rhetorical stages in simple written essay by using a variety of written

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. (Jakarta: Unpublished, 2006), p.15.

texts in accurately, fluently, and acceptably to interact with the environment in the form of descriptive and recount.⁵ Functionality refers to students' ability to use English in daily life. The basic competence in writing refers to expressing meaning in monologue essays which uses various written languages accurately, fluently, and acceptable in the forms of texts such as *descriptive* and *recount*.

Descriptive is one kind of the texts that exists in the school curriculum and that should be taught in the classroom. To increase students' ability in writing descriptive paragraph, the teacher already used some strategies for students like group discussion and three-phase technique. Usually the teacher teaches the students about descriptive by using textbook and students' experience about descriptive. The teacher asks to them to write about family, school, and etc. Teacher also gives the example for the students to make them more understand about the descriptive. But in the fact, the technique that the teacher uses still make them confused. The Students do not know how making a descriptive paragraph and to develop their ideas in writing descriptive paragraph. Based on the minimum standard curriculum achievement in the school (KKM = 70), the writer found that student's grade is still lower than the passing grade that they must reach in learning writing ability.

Based on the writer's preliminary study of the second year at SMP N 5 Dumai by interviewing the English teacher, the writer found that some of the students are not able to make a descriptive paragraph well and develop the idea in a descriptive paragraph. It can be seen from the phenomena below:

⁵ Syllabus SMP N 5 Dumai 2012/2013, Dumai (Unpublished)

1. Some of the students are not able to understand about descriptive paragraph.
2. Some of the students are not able to identify the generic structure of a descriptive paragraph.
3. Some of the students are not able to develop their ideas in writing descriptive paragraph.
4. Some of the students are not able to write a descriptive paragraph well.⁶

Based on the phenomena above, the teacher should be creative to help students to solve the problem, for example by using Idea Details strategy. Idea Details strategy is a very simple strategy that is much more powerful than it looks. Helps writers add detail but can also be used to create entire pieces of writing all of it.⁷ Details is an extremely important part of your writing. Without details it is hard for a reader to know exactly what a writer is trying to say. The writer's head is full of things the reader cannot possibly know about. It is very useful for students in learning descriptive paragraph. The students can easy to develop their ideas with the fun and easy way. By using this strategy, thus it is expected that students of much facility in especially in producing writing skill especially in term of producing descriptive paragraph.

Based on the phenomena described above, thus the writer is interested in investigating the problems by conducting a research entitled **The Effect of using Idea Details Strategy towards Students' Ability in Writing Descriptive Paragraph of Second Year Students at SMP N 5 Dumai.**

⁶ Rosmala dewi, S.Pd I, *Interview Result* on Monday, August 27, 2012.

⁷ Steva Peha. *The Writing Teacher Strategy Guide*. 2003. www.ttms.org. Retrieved on March, 14th 2012. p.3

B. Definition of the Terms

This thesis title is the effect of using Idea Details Strategy towards the students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai. The writer needs to define the terms used to avoid misunderstanding and misinterpreting.

1. Effect

The effect is a term referring to a number of emotional factors that may influence language and use.⁸ Based on this research, the term of effect refers to the influence of using idea details strategy toward the students' ability in writing descriptive paragraph.

2. Idea Details Strategy

Idea details strategy is a very simple strategy that is much more powerful than it looks. Helps writers add detail but can also be used to create entire pieces of writing all of it⁹. In this research, it is a good strategy to solve students' problems in writing; they can be easy to develop their ideas by using this strategy and fun in writing descriptive paragraph.

3. Writing

Writing is a transcription of composing ideas; it is not the product of thought, but its actualization and dramatization¹⁰. In this research, it is the students' ability in expressing their ideas in written form.

⁸ Jack C Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic*. (New York :Pearson Education,1985).p.24

⁹ Steva Peha, *Op.cit.*, p.3

¹⁰Jane B.Hughey.*Teaching ESL Composition :Principle and Techniques*.(Newbury House Publishers,Inc.Rowley, Massachusetts.1983) .p.38.

4. Descriptive Paragraph

Descriptive paragraph is a text containing the description of a place, a thing, or a person¹¹. In this research, descriptive paragraph is a one of text that describe about something that develop the idea by using the detail.

C. Problems

Based on the phenomena illustrated in the background above, it is very clear that the students of second year of SMPN 5 Dumai still have a lot of problems, especially in terms of producing a paragraph of writing ability.

1. Identification of the problems

Based on the problems depicted in the background of the problems, the problems of this research are identified as follows:

- a. What does that makes the students confused about the descriptive paragraph?
- b. What are the factors that make the students unable to identify the generic structure of descriptive paragraph?
- c. What are causes which the students are not able to deliver their ideas in writing descriptive paragraph?
- d. What does that makes the students unable to make the descriptive paragraph?

2. Limitation of the Problems

Based on the identification of the problems above it is clear that they are many problems in this research. So the writer only limits the research on the

¹¹Syafi'I et al. the *Effective Paragraph Development: The process Of Writing for Classroom Settings*. (Pekanbaru,2007) p.17

significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph.

3. Formulation of the Problems.

Based on the problems limited above, thus these research questions are formulated in the following research questions:

- a. How is students' ability in writing descriptive paragraph taught by using Idea Details Strategy of the second year students at SMPN 5 Dumai?
- b. How is students' ability in writing descriptive paragraph taught without using Idea Details Strategy of the second year students at SMPN 5 Dumai?
- c. Is there any significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai?

D. Objective and Significance of the Research

1. Objective of the Research

Based on the research questions formulated above thus, the objectives of this research are as follows:

- a. To find out the students' ability in writing the descriptive paragraph taught by using Idea Details Strategy of the second year students at SMPN 5 Dumai.

- b. To find out the students' ability in writing the descriptive paragraph taught without using Idea Details Strategy of the second year students at SMPN 5 Dumai
- c. To find out whether there is significant effect or there is no significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai.

2. Significance of the Research

- a. These research findings are hopeful contributing the writer as a novice researcher in term of learning research.
- b. These research findings are also expected to give the positive contribution related to the process of teaching and learning English, especially in terms of the effectiveness of using Idea Details Strategy towards students' ability in writing descriptive paragraph.
- c. These research findings are also expected to be practiced in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned with the world of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing Descriptive Paragraph

1. The Nature of the Writing Descriptive Paragraph

Writing is one of the language skills in English. It is a way to record ideas and communicate feelings, experiences, and thought with another. By writing, the writer can deliver their ideas to the reader indirectly. In other words, writing is one of the ways to express our ideas besides speaking. It means that writing can help the students better learn, understand, and personal response to the information and ideas in the text they read.

This statement is supported by Broughton that “the act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources wheels are available for communication are fewer because we cannot – as we do in conversation – interact with the listeners and adapt as we go along.”¹ Sara provides some characteristics that ordinarily differentiate written language from the spoken language, as follows:

- a. Permanence: written language is permanent and can be read and reread anytime.
- b. Production time: writer generally needs more time to plan, review, and revise their words before they finished.
- c. Distance: between the writer and the reader in both time and space.

¹ Broughton, Geoffrey. *Et All. Teaching English As A Foreign Language.* (New York :Routledge:1980).p.116

- d. Complexity: written language tends to be characterized by longer clauses and more subordinates.
- e. Formality: writing tends to be formal activity
- f. Vocabulary: written texts tend to contain a wider variety of words, and lower – frequency words, than oral texts.²

Writing is not an easy language skill; it is even the most difficult skill of all language skills. When writing something, the writers must gather the abilities, knowledge, and experiences to connect between the words and thought of expressing ourselves into written media. Hughey stated “writing is difficult, often the most difficult of all language skills in both first and second language development”.³ Murray in Hughey said “writing is exploration-discovery of meaning, discovery of form-and the writer works back and forth, concentrating on one of the basic skills at a time so that he can discover what he has to say and how to say it more efficiently”.⁴ It can be concluded that writing is a discovery of the ideas from the writer and then they shares the ideas in a piece of paper to inform other people the ideas.

Based on school based curriculum, it is stated that junior high school students should learn about descriptive. Descriptive is one of the texts that should be taught in the school. Descriptive paragraph is a text that describes about place, person, or thing. Descriptive writing describes a person, place, or thing in a way

²Sara Cruising Weigle, *Assessing Writing*. (London :Cambridge University Press.2002.).p.15.

³Jane B. Hughey, et al. *Teaching Esl Composition*. (Rowley: Newbury House Publisher 1983). p.38

⁴*Ibid.*, p.10

that enables the reader to visualize it.⁵ According to Simon and Schuster, descriptive paragraph should use words that appeal to five senses: smelling, touching, hearing, tasting, or feeling⁶. It can be concluded that in descriptive paragraph the writer can not avoid the details that support the ideas; we should describe the entire thing about the ideas that want to share in the written text.

There are some basic rules to keep in minds in writing descriptive paragraphs, they are:

- a. Topic: if you are not specifically given, you must decide on one, brainstorming three or four experiences that have made an impression on you.
- b. Put words on paper; begin writing about your chosen experiences. But keep in mind that you do not have to start at the beginning! Pick any place in the course of the experience that stand out to you. Put down the paper.
- c. Review and organize your text; plan the organization of this experience, events, and characters of the picture. Think about how to present the details, where to begin, and how to end. Then write.
- d. Apply descriptive craftsmanship; in this step, you apply what you have learned showing not telling. Review your work and then try replacing some of the more no descriptive words with more vivid imagery.
- e. Do a final review; review your written: do you begin with an important attention getter? After reading your first line, will the reader want to continue? Check your conclusion. Do you leave the reader with lasting impression?⁷

⁵Jhon Schacter. *The Master Teacher Series Descriptive Writing*. www. teaching doctors. com. Retrieved on January, 10th 2013,p.5

⁶Simon and Schuster. *Essay Writing Step By Step*.(New York : Kaplan,2003).p.8

⁷*ibid*,p.136

Table II.1
The Characteristic of Descriptive Paragraph

Text type	Purpose	Generic structure	Main grammatical features
Descriptive	To describe a particular place, a person or thing	1. Identification 2. Description	1. Adjectives 2. Action verb 3. Conjunction 4. Adverb.

2. Students' Ability in Writing Descriptive Paragraph

Writing is an extremely complex cognitive activity in which the students is required to demonstrate control of a number of variables simultaneously. In writing, they share the idea to others. Writing is the communication of *content* for a *purpose* to an *audience*⁸.

- a. Content (Main Idea + Key Details). The content of a piece is what the writer wants to say. There are two parts of the content: the *main idea*, the one most important thing the author wants you to know; and the *key details*, additional information that supports and explains the main idea.
- b. Purpose (Think + Do). The purpose of a piece is why the writer wrote it. Writers want their readers to *think* something after they have finished reading. Sometimes they want their readers to *do* something, too.
- c. Audience (People + Questions). The audience for a piece is who the writer writes to. We always write to people. Sometimes it is a specific person, sometimes it is a group of people. And people always have questions they want

⁸Sara Cruising Weigle, *Op. Cit.*, p.58.

you to answer. So, they can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

From the statements above, it can be concluded that writing is permanent written language and needs a process to finish it. It is a complex activity that needs a complex process. According to Nations, one way of focusing attention on different aspects of writing is to look at writing as a process.⁹ According to Reid the process of writing a paragraph such as:

- a. Choose the topic that you know about
- b. Identify your audience
- c. Narrow your subject to a topic that will interest to your audience
- d. Collect some ideas about your topic
- e. List details about some of your ideas that will interest your audience.
- f. Limit the ideas to the most important ones you want to communicate.
- g. State the main idea of the paragraph in your topic sentence.
- h. The point paragraph
- i. Write the paragraph, using the details you have listed.¹⁰

The writer can conclude that to make a good writing writer should consider all subprocess to make a good writing. In writing, students share the ideas and the reader can catch the idea based on the writing. To make good writing needs a long process and the writer should follow all the process.

Descriptive is one of text that should be learned by the students. Descriptive paragraph is giving information of something or someone. In writing

⁹ Nation, I.S.P. *Teaching ESL/EFL Reading & Writing*. (New York :Routledge 2009), p.114

¹⁰ Joy M. Reid et al. *The Process of Composition*. (New Jersey: Prentice Hall Regents, 1983), p.14

a descriptive paragraph, they must observe specific details such as, senses (sight, hearing, taste, smell, and touch). In other words, they must describe a person, place, or thing for the readers by using words, rich in sensory details.¹¹ A paragraph is a series of sentences that develop one idea. In paragraph they consist of one idea and some details that support the main ideas. In order to make a good paragraph, the writer must write the paragraph that contains: unity, coherence and capitalization and punctuation. In writing descriptive paragraph students as a writer, follows a process to make a good writing.

To make a good writing teacher should teach and guide the students with a good strategy and should make the students enjoy and understand easily. Kalayo and Fauzan said that in guided writing, students apply the understanding they have gained from modeled and shared writing sessions, with varying degrees of support from the teacher. The students explore aspects of the writing process, which have been demonstrated. The teacher predetermines the teaching focus from observation and analysis of students' writing.¹² Susan Hill in Kalayo and Fauzan stated “guided writing involves individuals or small group of students writing a range of text type. The teacher may provide short mini lessons to demonstrate a particular aspect of text type, grammar, punctuation, or spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing or templates as a scaffold for writing.”¹³

¹¹ Jhon Langan, *English Skills With Reading 6th ed.* (New York: McGraw-Hill Companies, 2006), p.12

¹²Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.125

¹³ *Ibid.*, p.126.

Then, to measure students' ability in writing descriptive paragraph, four criteria are commonly applied to assess the quality of paragraph:

- a. The clarity of expression of ideas
- b. Using appropriate details to undergird supporting ideas
- c. The logic of the sequence and connection (grammatical features)
- d. The cohesiveness or unity of the paragraph (generic structure)
- e. The overall effectiveness or impact of the paragraph as a whole.¹⁴

Based on the theories above, it can be conclude that the teachers as a facilitator of the students need a good and fun way to teach the students about writing. They need to be creative people to make a teaching medium for the students and make them more understand about the lesson. Then, in measuring students' ability in writing descriptive paragraph by using Idea Details Strategy the writer used some indicator such as unity, coherence, and overall effectiveness or impact of the paragraph as a whole.

3. The Factors Influencing Students' Ability in Writing Descriptive Paragraph

- a. Fear factors of writing

According to Burckardt, there are kinds of factors that make someone afraid to write:

1. Have poor graphmotor skills
2. Poor expressive skills
3. Cannot seem to organize their thoughts

¹⁴H.Douglas Brown. *Language Assessment Principles and Classroom Practices*. (London: Longman,2003).p.235

4. They are afraid to spell word correctly
5. Have trouble with the syntax
6. Trouble retrieving vocabulary word¹⁵

Those factors can be accumulated to be a big barrier for students' ability to write even more in writing descriptive paragraph that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence toward ability in writing, especially in writing descriptive paragraph.

b. Reading

Hirai emphasized the importance of wide reading in improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into word in meaningful form. Considering the statement above, reading becomes one of the media for the writers to gain information that they will deliver it to the essay¹⁶. So that, the more they read, the more experience they obtained to write essay.

c. Writing Environment

Another factor that can influence the ability in writing descriptive paragraph is writing environment. According to Pinto¹⁷, when the students are in a literacy environment in which people are accustomed to write and writing becomes daily activities such classroom settings, courses, workshops, etc., the

¹⁵ Foley Gezane Burckardt.. *Why People become afraid to write?*, pp. 1, 2007 (Retrieved on February 3, 2011) [Http://www.whypeoplebecomeafraidtowrite?.pdf](http://www.whypeoplebecomeafraidtowrite?.pdf)

¹⁶ Debra L. Cook Hirai, et al. *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*. (New York: Routledge, 2010), p. 100-102

¹⁷ Maria da Graca L.C. Pinto. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 31-35

students will be often to write. The habitual of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing on the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by simply changing the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding questions in their exercise books, and submit their composition.¹⁸

According to Rijlaarsdam den Bergh¹⁹, there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the ideas above, the ability of students in writing can be improved if the teacher can inspire them to teach writing. In other word, the

¹⁸ Anita Poon. *Typical Composition lesson in Hongkong*. Vol 307. 2007 (Retrieved on February 3, 2011) [Http://www.Don'tlearnEnglishintheChineseWay.pdf](http://www.Don'tlearnEnglishintheChineseWay.pdf)

¹⁹ Rijlaarsdam & Van Den Bergh. "Effective Learning and Teaching of Writing: Students Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 2-3

technique used by the teacher takes important role in developing students' ability in writing, especially in writing descriptive paragraph.

B. Idea Details Strategy

1. The Nature of Idea Details Strategy

Idea Details is a strategy that makes the student easy to develop their idea using the details to support their idea. In other words, it guides the students to make a paragraph in easy way. To make the best paragraph, they first make 2 charts: first chart functions as ideas and second chart as details, then they take one idea based on the topic in the ideas side and take the details that support the ideas in the details side.

The Idea-Details strategy is a very simple strategy that is much more powerful than it looks. It helps writers add detail but can also be used to create entire pieces of writing all of it.²⁰ Details is an important thing in writing because details helps the reader understand what the writer means. Idea details are one of the ways in making writing fun and easy. The writer just thinks one idea that wants to write and then writer just gives the details that is appropriate with the idea to develop.

Idea details make students easy to deliver their idea in writing. They are given to think before writing what the details of their idea. With idea Details Strategy writing will be fun and easy because student get the idea and make a details based on their ideas.

²⁰Steva Peha. 2003. *The Writing Teacher Strategy Guide*.www.ttms.org.Retrieved on March, 14th 2012.p.3

First, students come up with a simple sentence or topic. Next, instruct the students to create a t-chart, they will then model the next step, add detail, ideas or for another example.²¹ Based on the opinion, it can be concluded that, the details can make students get the ideas, so that they can be easy to write something. Ideas are Sentences that need more development or more support and then details are what your audience needs or would want to know.

2. The Procedure of Using Idea Details in Teaching Writing Descriptive Paragraph

An Idea Detail strategy is one of the strategies in writing and it has many procedures to use it. The Procedure of Idea Details strategy as follows:

- a. The teacher explains to the students about descriptive paragraph.
- b. The teacher explains to the students what is Idea Details Strategy.
- c. The teacher explains to the students how to write a descriptive paragraph by using Idea Details.
- d. The teacher gives the students a topic to write a descriptive paragraph by using Idea Details.
- e. The teacher asks the students to make 2 columns: Idea and Details. In the idea column the students put their ideas and the details the students put their details from their idea based on the topic given.

Idea	Details
	1. 2.

²¹http://prezi.com/_c3oco8wna7z/ted-442-the-idea-details-strategy retrieved on February, 26 2013

	3
<i>Paragraph</i>	

- f. The students collect their writing to the teacher and evaluate their writing.

3. Using Idea Details Strategy towards Students' Ability in Writing Descriptive Paragraph

An Idea Detail strategy is one of the strategies in writing that helps students in developing the idea. There are good reasons for using Idea Details Strategy towards students' ability in writing descriptive paragraph, such as:

- a. Helps them to organize and group their ideas, which then allows them to make easily evaluate the information they have mapped.²²
- b. They can use it on itself by taking a detail from the right column and inserting it as a sentence to extract even more detail for their paper.
- c. Since this is a prewriting exercises, there is no judgment on how they write down the details or on grammatical errors. The point is to get them expanding on a simple thought to add the necessary detail to a writing assignment.
- d. This strategy can be used in various subjects. They can take a historical incident and add as much relevant detail as possible.²³
- e. This strategy can be used for note taking and for constructing responses (Idea Details strategy uses to answer the audience response)²⁴.

²² Simon and Schuster. *Op.Cit.*, p. 30

²³http://prezi.com/_c3oco8wna7z/ted-442-the-idea-details-strategy retrieved on February,26 2013

²⁴ Steve Peha, *Learning Patterns Content-Neutral Cross-Curricular Teaching Strategies For Every Classroom*. Teaching That Makes Sense, Inc: 2010.p.36 retrieved on Mei,4th 2012.

C. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.

1. The research was conducted by Jo Elizabeth, in 2011 about using the idea details strategy when teaching reading of the informational texts to the students. The teacher used the strategy when she taught about Reading for a Writer's Main Idea in Informative Texts by using Idea Details Strategy. The teacher asked to them to read the informative texts and then asked them to write the main idea and the details from the text. Then they wrote the ideas and details on a piece of paper. The teacher used idea details strategy to make them easy in reading and understanding the texts. The result of the teacher's experiment was that the students are fun and easy to write the ideas and details from the informative texts.
2. A research by Edgar Alan, in 2000 also conducted about the Idea Details strategy. Alan used idea details strategy to the students entitled Main Idea + Details: Two Revisions Every Writer Must Make! Using Idea Details strategy. The teacher found the problem in students' writing such as a unclear main idea in paragraph, no main idea in paragraph, main idea does not fit with the Details in the paragraph; Details do not support the Main Idea in the paragraph, not enough Details to support Main Idea. The teacher asked them to revise their writing by using Idea Details strategy. Teacher asked them to revise

their writing and find the main idea and the details from their writing.

After teacher applied it, they easily found where the main idea and the details from the writing.²⁵

D. Operational Concept

Operational concept is a concept which is used to give an explanation about the theoretical framework to avoid misunderstanding of the research. In this research, idea details strategy is symbolized by variable X and students' ability in writing descriptive paragraph symbolized is by variable Y. There are some factors to be operated which are described in operational concept.

The indicators of teaching by using idea details (variable X), they are:

1. The teacher explains to the students how to use idea details in writing descriptive paragraph.
2. The teacher asks the students to take a single sentence from a piece – a single idea-and write it on the “Ideas” side of the chart.
3. The teacher asks the students to make a list on the “Details” side every detail they can think of that goes with it.
4. The teacher asks the students to write a descriptive paragraph based on the topic in the following.

The indicators of students' ability in writing descriptive paragraph (variable Y) are:

²⁵<http://carriedeahl.typepad.com/the-real-deahl/2011/11/identifying-main-ideas-with-idea-details.html> retrieved on February,26 2013

1. Students are able to write the identification in a descriptive paragraph.
2. Students are able to write the description in a descriptive paragraph.
3. Students are able to convey purpose, goal and main ideas in a descriptive paragraph.
4. Students are able to use adjectives and action verb in a descriptive paragraph.
5. Students are able to use conjunction and adverb in a descriptive paragraph.

E. Assumption and hypothesis

1. Assumption

In accordance to the explanations of theoretical framework about Idea Details Strategy stated above, the writer assumed that:

1. The students' ability in writing descriptive paragraph taught by using Idea Details Strategy is various.
2. The students' ability in writing descriptive paragraph taught without using Idea Details Strategy is various.
3. The better Idea Details Strategy is applied the better students' ability in writing descriptive paragraph will be.

2. Hypothesis

Based on the assumptions above, hypotheses of this research can be forwarded as follows:

a. Alternative Hypotheses (Ha):

Ha: There is a significant effect of using Idea Details Strategy towards the students' ability in writing descriptive paragraph of the second year students at SMP N 5 Dumai.

b. The Null Hypotheses (Ho)

Ho: There is no a significant effect of using Idea Details Strategy towards the students' ability in writing descriptive paragraph of the second year students at SMP N 5 Dumai.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of the Research

This research was an experimental research. Gay said that the experimental research is the only type of research that can test hypotheses to establish the cause and effect of relationship.¹ The design of the research is a quasi experimental research - non-equivalent control group design, which is intended to find out the influence of using Idea Details strategy to increase student's ability in writing descriptive paragraph. Quasi -experimental design is an experimental situation in which the researcher assigns, not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.²

This research used two classes as a sample. The first class functioned as an experimental class treated by using Idea Details strategy. The second was the control class which was treated without using Idea Details strategy. In conducting the research, the writer gave treatment to an experimental group by using Idea Details strategy and conventional strategy for the control group, after that the writer took posttest results both of them. The model of the research design is illustrated as follows:³

¹L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application Sixth Edition* (New Jersey: Pearson Education, 2000).p.367.

²Jhon W.Cresswell,*Educational Research:Planning Conducting And Evaluating Quantitative And Qualitative Research* (New Jersey :Pearson Education,2008),p.645.

³*Ibid.*, p.314

Table III.1
The Research Design

Class	Pre-test	Treatment	Post-test
Experimental	T1	X	T2
Control	T1	-	T2

Note:

T1: Pre-test for both to experimental and control class

T2: Post-test for both to experimental and control class

X : Receiving treatment, that was using Idea Details Strategy.

B. The Location and the Time of the Research

The research has been conducted at SMPN 5 Dumai on Arif Rahman Hakim Street, Bukit Kapur district, Dumai, Riau. It was conducted from August, 19th until September, 14th 2013.

C. The Subject and the Object of the Research

This research subject was the second year students of SMP N 5 Dumai and the object was using Idea Details Strategy towards students' ability in writing descriptive paragraph.

D. The Population and the Sample of the Research

The location of this study was at SMP N 5 Dumai. Population for this research was the second year students of SMPN 5 Dumai. It consisted of seven (7) classes that were of VIII 1 until VIII 7. The total number of second year at SMPN 5 Dumai was 260 students. It can be seen as follows:

Table III.2
Distribution of the Research Population and Sample

No	Classes	Population		Total
		Female	Male	
1	VIII.1	15	22	37
2	VIII.2	17	20	37
3	VIII.3	20	18	38
4	VIII.4	18	19	37
5	VIII.5	16	22	38
6	VIII.6	20	17	37
7	VIII.7	19	17	36
Total		125	135	260

The population above is quite large to be taken as sample in the research. The number of samples was 74 students from two classes. The writer took the sample by doing cluster random sampling. Based on the data above, the writer determined that the experimental class was VIII.1 and the control class was VIII.2 because they were homogeneous and had the same characteristic.

Table III.3
Total Sample

Class	Class Category	Sample of Male Students	Sample of Female Students	Total Sample
VIII.1	Experimental class	15	22	37
VIII.2	Control Class	17	20	37
Total		32	42	74

E. The Research Procedure

1. Experimental Group.

a. Pre-test

The pre test was given after teaching writing descriptive paragraph without using Idea Details. It was to measure the students' ability in writing descriptive paragraph before they were taught by using Idea Details strategy.

b. Treatment

The treatment has been conducted for experimental group taught by using Idea Details Strategy. The teacher gave explanation to the students what descriptive paragraph is, and taught them how to write a descriptive paragraph by using Idea Details Strategy. For applying Idea Details Strategy, the teacher asked to write a descriptive paragraph by using Idea Details strategy.

c. Post test

Posttest was given to the students after applying Idea Details Strategy. The result of the protest was compared with the pretest to get the influence of this strategy and to know students' ability in writing descriptive paragraph after being taught by using Idea Details Strategy.

2. Control Group

a. Pre-test

The control group was given a pre - test to know their writing descriptive paragraph. The test was the same as the experimental group.

b. Teaching by using Conventional strategy

Students were given the explanation about descriptive paragraph by the teacher and asked to write a descriptive paragraph.

c. Post-test

Posttest was given to the students after being taught by using conventional strategy. It was used to know whether the students were able to write a descriptive paragraph or not.

Table III.4
Meeting and Topic of the Research.

No	Meeting	Topic
1	I	Reptiles
2	II	My garden
3	II	Dengue fever
4	IV	Elephant
5	V	Guitar
6	VI	My pet

Finally, the result of the test in experimental class and control class was compared. From the result, the writer would like to find that whether idea details strategy could influence writing descriptive paragraph or not.

F. The Technique of Collecting Data

The instrument used to acquire the data in this research was test. The test means measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual or group.⁴ It was used to measure the students' ability in writing descriptive paragraph. The test was a written test. The form of the paragraph was

⁴ L.R. Gay and Peter Airasian, *Op.Cit.*, p.630

descriptive paragraph. The data of this research were the score of the students' writing ability in writing descriptive paragraph that could be measured by using writing assessment used by the English teacher of SMP N 5 Dumai.

Table. III.5
Writing Assessment

No	Aspects Assessed	Scores			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical features a. Present tense b. Adjectives c. Adverb. d. Specific participants				
5	Spelling and punctuation				
Total					
Maximum score		20			

Information of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final score} = \frac{\text{Total Score}}{\text{maximum score}} \times 80$$

G. The Reliability and the Validity of the Test.

For testing students' writing ability the writer used test to know reliability and validity. To know the validity of the test, the writer used content validity. Content

validity was used by the writer in the test, which students asked to write about the topics related to the materials. Gay said that reliability is the degree which a test consistently measures whatever it is measuring.⁵ As supported by brown reliability has to do with accuracy of measurement.⁶

In obtaining the reliability of the test, the writer used inters rater reliability. In this research, the writer used two raters to score the students' writing ability on descriptive paragraph. Browns said that inter rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.⁷ The score of rater 1 can be correlated to rater 2. To know the reliability of the test, the writer used product moment formula through SPSS 16.0 Version.

Table III.6
Correlations

		rater1	rater2
rater1	Pearson Correlation	1	.385*
	Sig. (2-tailed)		.019
	N	37	37
rater2	Pearson Correlation	.385*	1
	Sig. (2-tailed)	.019	
	N	37	37

*. Correlation is significant at the 0.05 level (2-tailed).

⁵ L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application Sixth Edition* .(New Jersey: Pearson Education, 2000),p.196

⁶ H.Douglas Brown,*Language Assessment:Principles And Classroom Practices*.(New York: Pearson Education Inc,2003),p.19-27

⁷ *Ibid*, p.21.

From the output above, it can be seen that r calculation is 0.385, to correlate to r table. Firstly obtained the degree of freedom ($df = n+n-2$), the df was 72, because $df = 72$ was not found, so the writer took $df = 80$ to be correlated either at level of 5% and 1%. At the level 5% r table 0.217 and at level 1 % r table 0.283.

r calculation (r_o)	r table (r_t)
0.385	0.217 (5%) 0.283 (1%)

From the table above, the writer concluded that (r_o) is higher than (r_t) either at 5% and 1%. Thus, there is a significant correlation between the score of rater 1 and rater 2. In other words, the writing test is reliable, because the reliability of writing test is moderate relationship.

H. The Technique of Analyzing Data

In analyzing the students' writing ability on descriptive paragraph, the writer used passing grade of English lesson in SMPN 5 Dumai that was 70 for students' writing ability on descriptive paragraph. It means that for those who got score > 70 , they pass the passing grade. While for those who got score <70 they do not pass the passing grade.

In analyzing the data of this research, the writer used T-test formula. Gay said that, T-test is used to determine whether two means are significantly different at a selected probability level.⁸ The writer used the score of post test of experimental class and post test of control class.

⁸L.R. Gay and Peter Airasian, *Loc.Cit.*

In analyzing the data, the writer used the statistical calculation of independent sample T-test by using SPSS 16.0 version. It was used to find out the significant influence of using Idea Details strategy toward the students' ability on writing descriptive paragraph. The T-table was employed to know whether there was or not any significant influence between the mean score both experimental and control classes. The T-obtained value is consulted with the value of the t - table at the degree of freedom (df) = (N1+N2) -2 which is statically hypothesis:

Ha: $t_o > t\text{-table}$

Ho: $t_o < t\text{-table}$

He is accepted if $t_o > t\text{-table}$ or there is a significant effect of using idea details strategy toward the students' ability in writing descriptive paragraph.

Ho is accepted if $t_o < t\text{-table}$ or there is no a significant effect of using idea details strategy toward the students' ability in writing descriptive paragraph.

Afterward, it is better to find the coefficient effect of T-test by following a formula⁹:

$$r^2 = \frac{t^2}{t^2+n-2} \longrightarrow KP = r^2 \times 100\%$$

Where:

KP : Coefficient effect

r^2 : Coefficient

⁹Riduwan, *Rumus dan Data Dalam Analisa Statistika*. (Bandung: Alfabeta, 2008), p.125

CHAPTER IV

THE DATA PRESENTATION AND THE ANALYSIS

A. The Description of the Research Procedure

The purposes of this research were to obtain the students' ability in writing the descriptive paragraph taught by using Idea Details Strategy and taught without using Idea Details Strategy and the significant effect of using Idea Details Strategy towards the students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai. The data were obtained from the students' pre test and post-test scores of experimental and control class. Before treatment, the writer gave a pre test and post test after that. The writing test was about writing descriptive paragraph evaluated by concerning five components:

1. Students are able to write the identification in a descriptive paragraph.
2. Students are able to write the description in a descriptive paragraph.
3. Students are able to convey purpose, goal and main ideas in a descriptive paragraph.
4. Students are able to use adjectives and action verb in a descriptive paragraph.
5. Students are able to use conjunction and adverb in a descriptive paragraph.

The totals of pretest and posttest in the both classes were significantly different. The total score of pretest of experimental class was 2056, while the highest score was 66 and the lowest was 46. The total score of post test of experimental class was 2504 while the highest score was 80 and the lowest score

was 56. The total score of pretest of control class was 1840 while the highest score was 56 and the lowest score was 44. The total score of posttest of control class was 2350 while the highest score was 72 and the lowest score was 56.

B. The Data Presentation

The data of this research were obtained from the students' pre-test and post-test scores. The writer gave pre-test before giving the treatments and post-test after giving the treatments.

1. The Data Presentation of Students' Writing Ability on Descriptive Paragraph before being Taught by Using Idea Details Strategy for Experimental Class and Conventional Teaching Strategy for Control Class of the Second Year Students at SMPN 5 Dumai.

The data of students' writing ability for descriptive paragraph before being taught by using Idea Details Strategy for experimental class and conventional teaching strategy for control class were obtained from students' pre-test score in both of the classes, experimental and control class. The descriptions of the data were as follows:

Table IV.1
The Pre-Test Score of the Students' Ability in Writing Descriptive Paragraph

Students	Pre test	
	Experimental class	Control class
1	60	50
2	52	54
3	50	54
4	58	46
5	56	46
6	56	46
7	62	48
8	64	54
9	60	52
10	50	56
11	56	46
12	66	48
13	62	52
14	50	54
15	54	48
16	52	54
17	52	56
18	48	54
19	52	46
20	56	46
21	56	46
22	52	46
23	46	56
24	50	56
25	58	52
26	50	44
27	56	48
28	58	54
29	52	52
30	52	46
31	60	48
32	64	48
33	64	46
34	58	48
35	56	44
36	52	46
37	56	50
Total	2056	1840
Mean	55.57	49.73

From the table above, there were 37 respondents in experimental class and 37 respondents in control class. The calculation of total pre-test scores of experimental class was 2056 and the calculation of total pre-test score of control class was 1840. The mean of pre - test scores of experimental class was 57,57 and the mean of pre-test scores in control class were 49.73. From the pre-test scores of the experimental class, the highest score was 66 and the lowest score was 46. Meanwhile for the control class, the highest score was 56 and the lowest score was 44.

The frequency distribution of pre-test scores in experimental class was obtained by using SPSS 16 as follows:

Table IV.2
The Distribution Frequency of Students' Pretest Experimental Class.

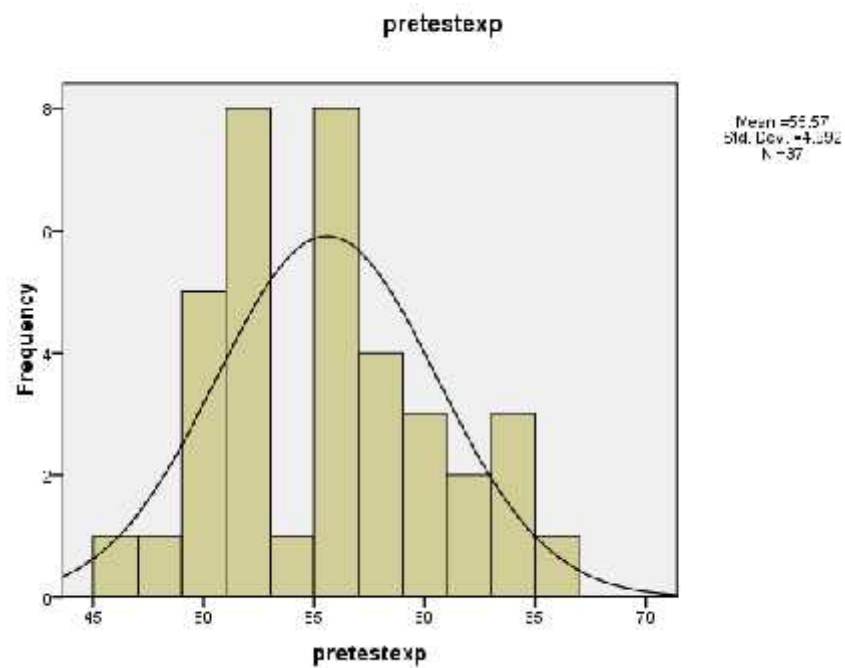
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 46	1	2.7	2.7	2.7
48	1	2.7	2.7	5.4
50	5	13.5	13.5	18.9
52	8	21.6	21.6	40.5
54	1	2.7	2.7	43.2
56	8	21.6	21.6	64.9
58	4	10.8	10.8	75.7
60	3	8.1	8.1	83.8
62	2	5.4	5.4	89.2
64	3	8.1	8.1	97.3
66	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Based on the table IV.2, it can be seen that the frequency of interval 46 was 1 student (2.7%), the frequency of interval 48 was 1 student (2.7%), the frequency of interval 50 was 5 students (15.3%), the frequency of interval 52 was 8 students (21.6%), the frequency of interval 54 was 1 student (2.7%), the frequency of interval 56 was 8 students (21.6%), the frequency of interval 58 was 4 students (10.8%), the frequency of interval 60 was 3 students (8.1%), and the frequency of interval 62 was 2 students (5.4%), the frequency of interval 64 was 3 students (8.1%), and the frequency of interval 66 was 1 student (2.7%).

To determine more about the pre-test score of experimental class consisting of 37 respondents of the second year students at SMPN 5 Dumai, the

writer described it in the following histogram which was obtained from the output of SPSS 16:

Histogram IV.1
Pre-Experimental Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

Then, the frequency distribution of pre-test score in control class was obtained by using SPSS 16 as follows:

Table IV.3
The Distribution of Frequency of Students' Pretest of Control Class

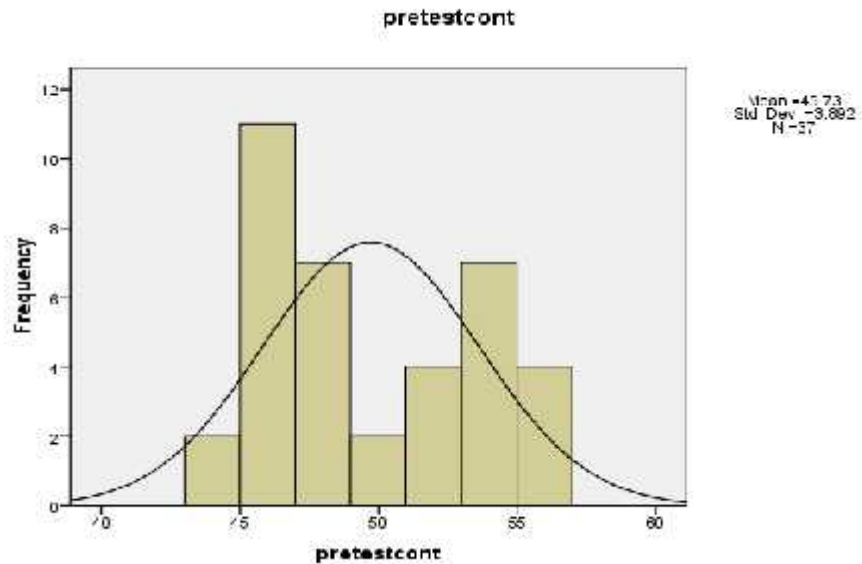
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	5.4	5.4	5.4
	46	11	29.7	29.7	35.1
	48	7	18.9	18.9	54.1
	50	2	5.4	5.4	59.5
	52	4	10.8	10.8	70.3
	54	7	18.9	18.9	89.2
	56	4	10.8	10.8	100.0
Total		37	100.0	100.0	

Based on the table IV.3, it can be seen that the frequency in interval 44 was 2 students (5.4%), the frequency of interval 46 was 11 students (29.7%), the frequency of interval 48 was 7 students (18.9%), the frequency of interval 50 was 2 students (5.4%), the frequency of interval 52 was 4 students (10.8%), the frequency of interval 54 was 7 students (18.9%), and the frequency of interval 56 was 4 students (10.8%).

To determine more about the pre-test scores of control class consisting of 37 respondents of the second year students at SMPN 5 Dumai, the writer described it in the following histogram which was obtained from output of SPSS

16:

Histogram IV.2 Pre control Histogram



From the histogram above, it can be analyzed that histogram is almost normal.

2. The Data Presentation of Students' Ability in Writing Descriptive Paragraph after being Taught by Using Idea Details Strategy for Experimental Class and Conventional Teaching Strategy for Control Class of the Second Year Students at SMPN 5 Dumai.

The data of students' writing ability for descriptive paragraph after being taught by using Idea Details Strategy for experimental class and conventional teaching strategy for control class were obtained from students' post-test score in both of the classes, experimental and control class. The descriptions of the data were as follows:

Table IV. 4
The Post Test Score of the Students' Ability in Writing Descriptive Paragraph

Students	Post test	
	Experimental class	Control class
1	68	64
2	64	68
3	60	64
4	72	60
5	60	60
6	64	64
7	68	60
8	72	64
9	68	72
10	72	66
11	56	60
12	80	64
13	72	56
14	64	72
15	72	64
16	68	66
17	62	56
18	64	60
19	72	60
20	64	68
21	72	60
22	60	68
23	68	68
24	64	68
25	72	62
26	60	64
27	72	68
28	64	68
29	74	62
30	68	60
31	68	64
32	72	56
33	80	60
34	72	62
35	64	68
36	68	60
37	64	64
Total	2504	2350
Mean	67.68	63.51

From the table above, there were 37 respondents in experimental class and 37 respondents in control class. The calculation of total post-test scores of experimental class was 2504 and the calculation of total post -test score of control class was 2350. The mean of post - test scores of experimental class was 67.68 and the mean of post-test scores in control class were 63.51. From the post-test scores of the experimental class, the highest score was 80 and the lowest score was 56. Meanwhile for the controller class, the highest score was 72 and the lowest score was 56.

The frequency distribution of pre-test scores in experimental class was obtained by using SPSS 16 as follows:

Table IV.5
The Distribution Frequency of Students' Post test Experimental Class.

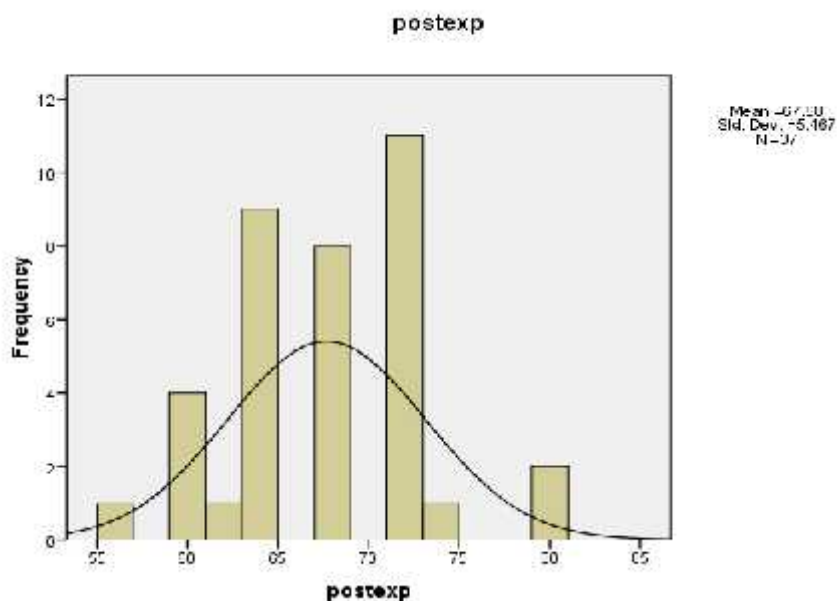
		Frequency	Percent	Cumulative Percent
Valid	56	1	2.7	2.7
	60	4	10.8	13.5
	62	1	2.7	16.2
	64	9	24.3	40.5
	68	8	21.6	62.2
	72	11	29.7	91.9
	74	1	2.7	94.6
	80	2	5.4	100.0
	Total	37	100.0	

Based on the table IV.5, it can be seen that the frequency of interval 56 was 1 student (2.7%), the frequency of interval 60 was 4 students (10.8%), the

frequency of interval 62 was 1 student (2.7%), the frequency of interval 64 was 9 students (24.3%), the frequency of interval 68 was 8 students (21.6%), the frequency of interval 72 was 11 students (29.7%), the frequency of interval 74 was 1 student (2.7%), and the frequency of interval 80 was 2 students (5.4%).

To determine more about the post-test scores of experimental class consisting of 37 respondents of the second year students at SMPN 5 Dumai, the writer described it in the following histogram which was obtained from the output of SPSS 16:

Histogram IV.3
Post-Experimental Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

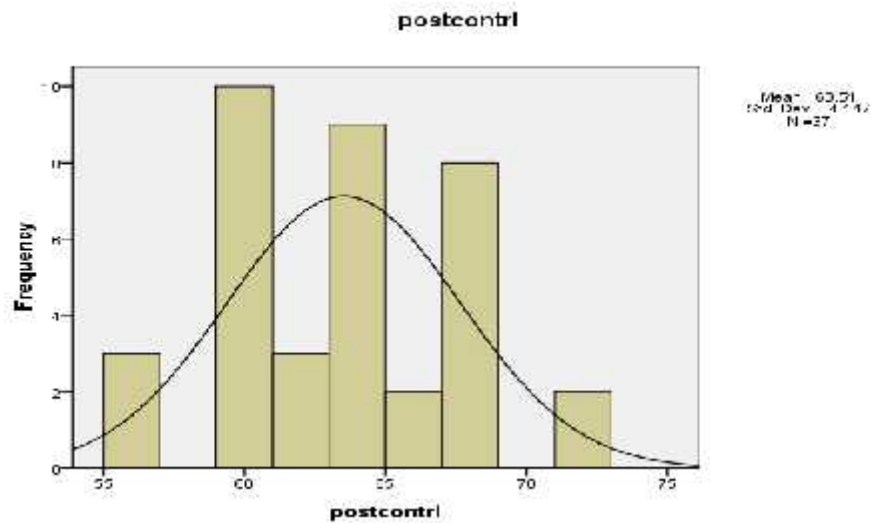
Table IV.6
The Distribution of Frequency of Students' Post test of Control Class

		Frequency	Percent	Cumulative Percent
Valid	56	3	8.1	8.1
	60	10	27.0	35.1
	62	3	8.1	43.2
	64	9	24.3	67.6
	66	2	5.4	73.0
	68	8	21.6	94.6
	72	2	5.4	100.0
	Total	37	100.0	

Based on the table IV.6, it can be seen that the frequency of interval 56 was 3 students (8.1%), the frequency of interval 60 was 10 students (27.0%), the frequency of interval 62 was 3 students (8.1%), the frequency of interval 64 was 9 students (24.3%), the frequency of interval 66 was 2 students (5.4%), the frequency of interval 68 was 8 students (21.6%), and the frequency of interval 72 was 2 students (5.4%).

To determine more about the post-test scores of control class consisting of 37 respondents of the second year students at SMPN 5 Dumai, the writer described it in the following histogram which was obtained from the output of SPSS 16:

Histogram IV.4
Post Control Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

3. Data Presentation of the Effect of Using Idea Details Strategy towards Students' Ability in Writing Descriptive Paragraph.

The following table is the difference of pre-test and post-test score of experimental class and control class:

Table IV.7

The Students Pre-test and Post-test Score of Experimental Class and Control Class

No	Students	Experimental class			Control class		
		Pretest	Posttest	Gain score	Pretest	Posttest	Gain score
1	Students 1	60	68	8	50	64	14
2	Students 2	52	64	12	54	68	14
3	Students 3	50	60	10	54	64	10
4	Students 4	58	72	14	46	60	14
5	Students 5	56	60	4	46	60	14
6	Students 6	56	64	8	46	64	18
7	Students 7	62	68	6	48	60	12
8	Students 8	64	72	8	54	64	10
9	Students 9	60	68	8	52	72	20
10	Students 10	50	72	22	56	66	10
11	Students 11	56	56	0	46	60	14
12	Students 12	66	80	14	48	64	16
13	Students 13	62	72	10	52	56	4
14	Students 14	50	64	14	54	72	18
15	Students 15	54	72	18	48	64	16
16	Students 16	52	68	16	54	66	12
17	Students 17	52	62	10	56	56	0
18	Students 18	48	64	16	54	60	6
19	Students 19	52	72	20	46	60	14
20	Students 20	56	64	8	46	68	22
21	Students 21	56	72	16	46	60	14
22	Students 22	52	60	8	46	68	22
23	Students 23	46	68	22	56	68	12
24	Students 24	50	64	14	56	68	12
25	Students 25	58	72	14	52	62	10
26	Students 26	50	60	10	44	64	20
27	Students 27	56	72	16	48	68	20
28	Students 28	58	64	6	54	68	14
29	Students 29	52	74	22	52	62	10
30	Students 30	52	68	16	46	60	14
31	Students 31	60	68	8	48	64	16
32	Students 32	64	72	8	48	56	8
33	Students 33	64	80	16	46	60	14
34	Students 34	58	72	14	48	62	14
35	Students 35	56	64	8	44	68	24
36	Students 36	52	68	16	46	60	14
37	Students 37	56	64	8	50	64	14
	Total	2056	2504	448	1840	2350	510

From the table above, it can be seen that the total score of pre-test of experimental class is 2056 and post-test is 2504, and the total score of pre-test of control class is 1840 and post-test is 2350. From the table above, it can be seen that there is significant different between pretest and posttest experimental and control class. It can also be seen from the different gain in the experimental class and control class. To make it clear, it was analyzed in the data analysis.

C. Data Analysis

Before going to know the significant effect of using Idea Details Strategy towards the students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai, the writer aimed to show the significant difference of students' ability in writing descriptive paragraph of both classes before being taught by using Idea Details Strategy for experimental class and conventional teaching strategy for control class. To determine it, the writer took the data from the results of pre-test from both of the classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation of the pre-test of experimental class and control class can be seen from the following table:

Table IV.8
Mean, Median, and Standard Deviation of Pre-test in experimental and Control Class

Class	Mean	Median	Standard Deviation
Pre-test of Experimental Class	55.57	56.00	4.992
Pre-test of Control Class	49.73	48.00	3.892

Based on the table above, the mean of pre-test of experimental classes was 57.57, median was 56.00, and the standard deviation was 4.992. Meanwhile, the

mean of pre-test of control class was 57.14, median was 48.00, and standard deviation was 3.892.

Furthermore, the writer showed the data of pre-test scores on experimental and control class. The data were taken from 37 respondents of experimental class and 37 respondents of the control class. The data can be seen from the following table.

In order to determine the data analysis of the differences in the students' ability in writing descriptive paragraph before being taught by using Idea Details Strategy for experimental class and conventional teaching strategy for control class, the writer used independent sample t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

Table IV.9

The Result of t-test from Pre-test Score of Experimental and Control Class

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Score 1	37	55.57	4.992	.821
2	37	49.73	3.892	.640

Based on the table above, the total number of students of each class, the experimental class consisted of 37 students and the control class was 37 students too. Mean of experiment class improvement was 55.57 and mean of control class improvement was 49.73. Standard deviation of experiment class was 4.992 and the standard deviation of control class was 3.892. The standard error mean of the

experimental group was 0.821, while the standard error mean of the control group was 0.640.

Table IV.10
Independent Sample T-test from Pre-test Score of Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.121	.293	5.610	72	.000	5.838	1.041	3.763	7.912
	Equal variances not assumed			5.610	67.958	.000	5.838	1.041	3.761	7.914

Based on the output SPSS above, Independent Sample T-test shows Levene's Test to know the same variance.

Ho = Variance population assumed

Ha = Variance population not assumed

If probabilities > 0.05, Ho is rejected

If probabilities < 0.05, Ha is accepted

Based on the output SPSS above, it could be seen that score of t-test was 5.610, DF =72, significant Levene's of 0.000, means differences is 5.838, standard

error difference is 1.041, the lower different interval is 3.763 and the upper different interval is 7.912.

Thus, in interpreting t_o , the writer used two ways:

1. By comparing t_o (t-obtained) to t_{table} . From $df=72$, the level of significance of 5% is 1.99 and the level significance of 1 % is 2.64. It can be seen that $1.99 < 5.610 > 2.64$. It meant that null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted.
2. By orienting number of significance. If probability > 0.05 , the null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_o was rejected.

So, there was a significant difference of students' ability in writing descriptive paragraph before being taught by using Idea details strategy for experimental class and conventional teaching technique for control class of the second year students at SMPN 5 Dumai. It meant that both experimental class and control class were quietly equal.

Then after knowing students' ability in writing descriptive paragraph before being taught by using Idea details strategy for experimental class and conventional teaching technique for control class of the second year students at SMPN 5 Dumai, the writer found out the significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai. The writer used independent sample t-test by

using SPSS 16 comparing students' post-test score of both experimental class and control class. The data of t-test can be seen from the table as follows:

Table IV.11

The Result of t-test from Post-test Score of Experimental and Control Class

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Score 1	37	67.68	5.467	.899
2	37	63.51	4.147	.682

Based on the table above, the total number of students in each class, the experimental class consisted of 37 students and the control class was 37 students too. Mean of experiment class improvement was 67.68 and mean of control class improvement was 63.51. Standard deviation of experiment class was 5.467 and the standard deviation of control class was 4.147. The standard error mean of the experimental group was 0.899, while the standard error mean of the control group was 0.682.

Table IV.12
Independent Sample Test from Post-test Score of Experimental and Control Class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	2.465	.121	3.689	72	.000	4.162	1.128	1.913	6.411
Equal variances not assumed			3.689	67.125	.000	4.162	1.128	1.910	6.414

Based on the output SPSS above, it could be seen that score of t-test was 3.689, DF =72, significant Levene's of 0.000, means differences is 4.162, standard error difference is 1.128, the lower different interval is 31.913 and the upper different interval is 6.411.

Thus, in interpreting t_o , the writer used two ways:

1. By comparing t_o (t-obtained) to t_{table} . From $df=72$, the level of significance of 5% is 1.99 and the level significance of 1 % is 2.64. It can be seen that $1.99 < 3.689 > 2.64$. It meant that null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted.
2. By orienting number of significance. If probability > 0.05 , the null hypothesis (H_o) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.

Then, the writer found the percentage of the significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai by looking for the coefficient effect as follows:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{(3.689)^2}{(3.689)^2 + 37 - 2}$$

$$r^2 = \frac{13.61}{13.61 + 37 - 2}$$

$$r^2 = 0.28$$

$$KP = r^2 \times 100\%$$

$$KP = 0.28 \times 100\% = 28\%$$

Based on the score of t-obtained from SPSS 16, it shows that t_o was higher than t_{table} . The finding of t_o was 3.689 while the level of significance of 5% is 1.99 and the level significance of 1 % is 2.64. It can be seen that $1.99 < 3.689 > 2.64$. Therefore, it can be concluded that H_a was accepted and H_0 was rejected. The percentage of the significant effect was 28 %. In other words, it can be concluded that there was a significant effect of using Idea Details Strategy towards students' ability in writing descriptive paragraph of the second year students at SMPN 5 Dumai.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the previous data, the writer makes the conclusion.

1. The students' ability in writing descriptive paragraph taught by using an Idea Details strategy of the second year students at SMPN 5 Dumai had high scores than the students taught without using Idea details strategy. It can be seen that 14 students passed the passing grade in the experimental class taught by using Idea Details strategy and 2 students passed in control class taught without using Idea Details Strategy and the percentage of significant effect was 28 %.
2. The writer found that there was a significant effect of using Idea Details strategy. It can be concluded that H_0 was rejected and H_a was accepted. In other words, there was a significant effect of using Idea Details Strategy in writing a descriptive paragraph of the second year students at SMPN 5 Dumai.

B. Suggestions

From the conclusion of the research above, it is known that using Idea Details strategy can give significant difference to students' ability on writing descriptive paragraph. Because of that, Idea Details strategy can be one of the choices for English teacher in order to help student in writing skill.

Based on the research findings, the writer would like to give some suggestions for teacher and students.

1. In teaching and learning process the teacher should use various strategies that are suitable to the teaching material itself. In teaching writing, especially in writing a descriptive paragraph, the teacher should make the students involve in the learning process. By using Idea Details Strategy students are easy to develop their ideas and develop their paragraph and make a good descriptive paragraph.
2. For the students, they must pay attention to the lesson explained by the teacher. The students must rehearse their writing ability not only in the class but also out of the class to. By using an Idea Details Strategy, they will be easy when they want to develop their ideas in writing descriptive paragraph.

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