

**THE EFFECT OF USING COMPARISON AND CONTRAST TECHNIQUE  
TOWARD THE ABILITY IN WRITING DESCRIPTIVE ESSAY  
OF THE FIRST YEAR STUDENTS AT ISLAMIC SENIOR  
HIGH SCHOOL BABUSSALAM BOARDING  
SCHOOL PEKANBARU**



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PEKANBARU  
1433 H/2012 M**

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Thesis

Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education



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## ABSTRAK

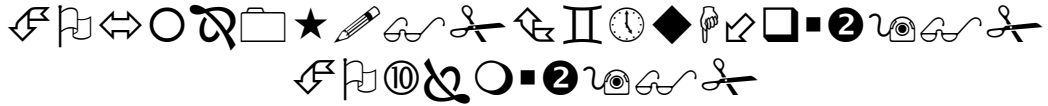
Elfi Rahmi Jufri (2012) : “Pengaruh dari Penggunaan Teknik Comparison and Contrast terhadap Kemampuan dalam Menulis Deskriptif Esai pada Siswa Kelas Satu SMA Pesantren Babussalam Pekanbaru”

SMA Pesantren Babussalam Pekanbaru adalah salah satu sekolah yang menggunakan kurikulum KTSP sebagai pedoman dalam proses belajar mengajar. Setelah melakukan riset pendahuluan pada sekolah ini, penulis menemukan bahwa beberapa siswa kelas satu masih memiliki kemampuan yang lemah dalam menulis esai yang membuktikan mereka menemukan kesulitan dalam menulis ide pokok dan kalimat penjelas dari sebuah esai sedangkan mereka telah mempelajarinya. Dengan demikian, penulis tertarik untuk melakukan penelitian yang berjudul Pengaruh dari Penggunaan Teknik Comparison and Contrast terhadap Kemampuan dalam Menulis Deskriptif Esai pada Siswa Kelas Satu SMA Pesantren Babussalam Pekanbaru.

Jenis penelitian ini adalah penelitian quasi eksperimen. Tujuan dari penelitian ini adalah untuk mencari pengaruh yang signifikan terhadap kemampuan menulis deskriptif esai siswa yang diajarkan dengan menggunakan teknik comparison and contrast pada siswa kelas satu di SMA Pesantren Babussalam Pekanbaru. Subjek dari penelitian ini adalah siswa kelas satu SMA Pesantren Babussalam Pekanbaru. Pada penelitian ini, penulis mengambil 2 kelas dari 3 kelas; kelas eksperimen dan kelas control. Ini berarti bahwa 67 siswa terlibat sebagai sampel dari 106 populasi dengan menggunakan pengelompokan sampel yg didapat secara acak berdasarkan kelas. Dalam mengumpulkan data, penulis menggunakan test dan lembar observasi. Dalam penelitian ini, penulis menganalisa data dengan menggunakan rumus regresi melalui SPSS.

Akhirnya, penulis menemukan rata-rata nilai tes akhir siswa di kelas kontrol adalah 64,85. Sedangkan rata-rata nilai test akhir siswa kelas di kelas eksperimen adalah 71,56. Dari analisa terhadap rumus regresi, dapat dilihat bahwa  $F_{hitung} = 16.617 > F_{0,05, 2, 65} = 4,00$  dan  $\alpha = 0.05 > Sig. 0.000$ .  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa ada pengaruh yang significant terhadap kemampuan menulis deskriptif esai siswa yang diajarkan dengan menggunakan teknik comparison and contrast pada siswa kelas satu di SMA Pesantren Babussalam Pekanbaru.

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The writer

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is an essential form in learning process, especially in English. It is important for students at every grade level to have the ability in writing. Almost in every aspect of their everyday life, writing process is always involved such as homework, writing essays, reports, and project paper. Mukminatien, in Syafii, states that writing in English is not a simple matter because when one is to write, he/she demonstrated not only his competence in grammar of English but also his knowledge of acceptable English rhetoric or the communicative aspect of writing<sup>1</sup>. In writing, students must be able to deliver message to readers so that they have to be able to develop ideas and be able to state clear explanation or description of writing. Therefore, students should master writing.

In fact, many students still find some difficulties in composing writing. The difficulties come from two factors, internal factor such as the character, mental, and personality of the person and external factor such as getting difficulties in finding the topics, looking for the material of the writing, arranging the effective sentences, arranging good paragraphs and mastering the writing principle<sup>2</sup>. These two factors caused the students get

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<sup>1</sup> Syafii, S, M. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LSBI. 2011, p. 134

<sup>2</sup> Sudaryat, Yayat, Sholehudin, Hernawan. 2009. "Peningkatan Kompetensi Mahasiswa dalam Menulis Artikel Berbahasa Sunda melalui Strategi Pembelajaran Berbasis Modeling". Retrieved on September 12<sup>th</sup>, 2011, from the world wide web <http://>

low ability in writing. Students-writers need to have writing skills which enable them to address problems explicitly, accurately, and concisely<sup>3</sup>. Therefore, they need to explore and improve their writing ability. To reach it, they need regular opportunities at school to write. A consistent approach to the writing process in a subject areas and explicit instruction on the writing process by the subject teacher help students become better writers.

Islamic Senior High School Babussalam Boarding School is one of senior high schools in Pekanbaru. Similar to other schools in Indonesian, this school uses School Based Curriculum (KTSP) as a guidance in teaching and learning process. Here, English is one of the compulsory subjects that must be taught to the students. It is taught twice a week with time allocation 90 minutes in one meeting. The English teachers have to teach four language skills of English. They are listening, speaking, reading and writing<sup>4</sup>.

Teaching English writing has been taught to students since the first year. Based on the syllabus of the second semester of the first year, the basic competence of writing English that must be attained by students is to express the meaning and rhetoric step of essay using kind of written language with accurate, fast, and acceptance in daily life context and to access knowledge in Narrative, Descriptive and News Item text<sup>5</sup>.

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[http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHASA\\_DAERAH/196302101987031-YAYAT\\_SUDARYAT/Penelitian\\_Bina\\_mandiri/USUL\\_Penelitian\\_Pembinaan\\_Mandiri.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_DAERAH/196302101987031-YAYAT_SUDARYAT/Penelitian_Bina_mandiri/USUL_Penelitian_Pembinaan_Mandiri.pdf)

<sup>3</sup> Hughey, B Jane et al. *Teaching ESL Composition: Principle and Techniques*. Massachusetts: Newburry House Publisher, inc. 1983, p. 35

<sup>4</sup> Brown, H Douglas. *Principle of Language in Learning and Teaching*. Eaglewood Clift, Prentice Hill.Inc.1994, p.127

<sup>5</sup> Tim Penyusun. *Silabus SMA Babussalam Pekanbaru 2011-2012*. Pekanbaru: Unpublished. 2011.

Based on the writer's preliminary observation, the teacher said that students did not really engage in writing learning process where students were not able to write a piece of descriptive writing accurately. In fact, the students were difficult to initiate the writing itself. That is to describe idea and example focused on a particular subject. Therefore, Syafi'i *et al* stated that it presents an impression of something<sup>6</sup>.

When teaching writing descriptive essay, the teacher had given various techniques to students; one of them was a conventional technique. Teacher asked students to make a descriptive essay individually based on the topic given. The teacher gave freedom to students to write and explore what they wanted to write. However, this technique did not work so well. As a result, some of students' writing essay ability did not reach the standard competency yet. It was caused they did not know what to write, and they did not know how to describe something. They were not interested in writing, having lack of vocabulary and having no ideas to write.

In this school, based on teacher's evaluation, there are some various things that happened to the students' ability in writing essay which can be seen from the phenomena below:

1. Some of the students do not reach the minimum standard score yet in writing.
2. Some of the students are getting difficulties in finding the idea of writing descriptive essay.

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<sup>6</sup> Syafii, S, M, Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: LSBI. 2007, p. 43

3. Some of the students find difficulties in writing the main idea and supporting details of descriptive essay.
4. Some of the students are not able to make relationship of the idea within and between paragraphs.
5. Some of the students are not able to use appropriate vocabulary in writing descriptive essay.
6. Some of the students do not master to use the correct grammar in writing descriptive essay.

Based on these problems, the teacher needs an appropriate technique to help the students become better in writing descriptive essay. In this research, the writer will use a technique to help students improve their ability in writing, especially in writing descriptive essay. The technique is Comparison and Contrast Technique.

Using Comparison and Contrast Technique to develop ideas enables you to weigh the relative merits of your various items or ideas that you wish to consider in writing description, analysis and argument<sup>7</sup>. Besides, using comparison and contrast technique in essay will help the writers to develop their essay content<sup>8</sup>. According to Silver, it helps teacher to strengthen students' writing skills by providing a simple structure that help them organize information and develop their ideas with greater clarity and

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<sup>7</sup> Colorado University. "Writing Tip #6: Comparison and Contrast". (Retrieved on Mei, 10 2011) <http://www.colorado.edu/pwr/writingtips/06.html>. p.1

<sup>8</sup> BestEssayTips. *Comparison and Contrast Essay*. 1997–2010, p. 2. (Retrieved on Thursday, March 31, 2011) [http://www.bestessaytips.com/compare\\_and\\_contrast\\_essay.php](http://www.bestessaytips.com/compare_and_contrast_essay.php)

precision<sup>9</sup>. In addition, Hughey *et al* state that comparison and contrast is a means to present choices and possibilities from which readers can establish a point of view<sup>10</sup>. Therefore, the writer is interested in conducting a research entitled: **“The Effect of Using Comparison and Contrast Technique toward the Ability in Writing Descriptive Essay of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru”**.

## **B. The Definition of the Term**

The topic of this research is the effect of using comparison and contrast technique toward the ability in writing essay of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

### **1. Comparison and Contrast Technique**

Comparison and Contrast Technique is a technique in writing Description, Analysis and Argument to tell what is similar and what is different<sup>11</sup>. According to Silver *et al*, it is used to conduct a comparative analysis using criteria to draw conclusions<sup>12</sup>.

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<sup>9</sup> Silver, F. Harvey. *Compare & Contrast*. 2010. p.2 (retrieved on October, 30<sup>th</sup> 2011) <http://www.ascd.org/publications/books/110126/chapters/Section-1@-Why-Compare-&-Contrast%C2%A2.aspx>

<sup>10</sup> Hughey, B Jane et al. Op cit, p. 111

<sup>11</sup> Colorado University. Loc cit, p.1

<sup>12</sup> Silver, F. Harvey, Strong W. Richard, Perini J. Matthew. *The Strategic Teacher*. Virginia,USA: Association for Supervision and Curriculum Development. 2007, p. 71

In this research, comparison and contrast technique is the technique that is used to help students of the first year students at Islamic Senior High School Babussalam Boarding School to write and elaborate main idea of descriptive essay.

## 2. Writing Ability

Writing ability is a specific ability which helps writers to put their thoughts into words in meaningful form and interact with the message<sup>13</sup>.

In this research, this term means the ability of students to write descriptive essay.

## 3. Essay

According to Reid, essay is a series of paragraphs about one subject<sup>14</sup>. In this term, it refers to descriptive essay.

# C. The Problem

## 1. The Identification of the Problem

Based on the background of the problems and several phenomena that the writer has found, the writer identifies the problems as follows:

- a. Why do some of the students not reach minimum standard score yet in writing descriptive essay?

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<sup>13</sup> SIL International. "What are Writing Skills?" Version 4. 1999. P.1 (Retrieved on Mei, 14 2011)

<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>

<sup>14</sup> Reid, M. Joy. *The Process of Composition*. New Jersey: prentice-Hall, Inc. 1988, p. 42



- b. Why are some of the students getting difficulties in finding the idea of writing descriptive essay?
- c. Why do some of the students find difficulties in writing the main idea and supporting details of descriptive essay?
- d. Why are some of the students not able to make relationship of the idea within and between paragraphs?
- e. Why are some of the students not able to use appropriate vocabulary in writing descriptive essay?
- f. Why do some of the students not master to use the correct grammar in writing descriptive essay?
- g. What factors do influence students writing descriptive essay ability?
- h. How is the students' ability in writing descriptive essay which is taught by using conventional technique?
- i. How is the students' ability in writing descriptive essay which is taught by using comparison and contrast technique?
- j. Is there any significant difference of students' ability in writing descriptive essay which is taught by using conventional technique and which is taught by using comparison and contrast technique?
- k. Is there any significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru?

## **2. The Limitation of the Problem**

Preventing misunderstanding in this research, the writer limits the problems. The research is focused on the effect of using comparison and contrast technique toward the ability in writing descriptive essay of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

## **3. The Formulation of the Problems**

Based on the limitation of the problem above, the writer decides to formulate the problems as follows:

- a. How is the students' ability in writing descriptive essay which is taught by using conventional technique?
- b. How is the students' ability in writing descriptive essay which is taught by using comparison and contrast technique?
- c. Is there a significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.?

## **D. The Objectives and the Significance of the Study**

### **1. The Objectives of the Study**

- a. To describe the students' ability in writing descriptive essay that is taught by using conventional technique.

- b. To describe the students' ability in writing descriptive essay that is taught by using comparison and contrast technique.
- c. To know the significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

## **2. The Significance of the Study**

- a. The research findings are to give the valuable input to the teacher in teaching and learning process, especially in writing subject.
- b. The research findings can be used by the students to improve their proficiency in writing descriptive essay.
- c. The research findings can be used by the readers to get the information about comparison and contrast technique and writing descriptive essay ability.
- d. As the writer contribution to the educational field in writing subject.

## CHAPTER II

### THE REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Writing

###### a. Definition of writing

Most people have certain ways to convey and deliver their message in communication. One of the ways of communication is through writing. Based on Troyka's point of view, writing is a way of communication to express writers' feeling or convey their messages to readers<sup>1</sup>. Compron, in Hughey at al book's, said that writing is a transcription of composing idea: it is not the product of thought, but its actualization and dramatization. Meanwhile flower stated that writing is a process of problem solving – a way of processing information to attain goals<sup>2</sup>. It means that through writing, someone can explore his/her mind in the media such as paper, computer, mobile, and so on with the certain purpose to be conveyed messages to the reader.

According to Nunan, writing can be defined by a series of contrasts<sup>3</sup>:

1. It is both a *physical* and a *mental* act. Writing is the mental act of committing words or ideas to some medium. On the other hand,

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<sup>1</sup> Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. New Jersey: Prentice Hall. 1993 p. 3

<sup>2</sup> Hughey, B Jane et al. Op cit, p. 38

<sup>3</sup> Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill. 2003, p.88

writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2. Its purpose is both to *express* and *impress*. The writers serve two masters: themselves and their own desire to express an idea or feeling and readers who need to have ideas expressed in certain ways. Then choose the best form for their writing.
3. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads and rereads are the process. Meanwhile, what the audience sees is a product.

Based on the definition above, it is concluded that the writing is a process of activities, which includes thought and mental efforts. In writing, the writer has to know attitude, feeling and knowledge of the readers, because in writing, the writer will communicate with the readers through the written symbols.

#### **b. The purpose of writing**

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it<sup>4</sup>.

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<sup>4</sup> Syafii, S, M. Op cit, p. 5

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade<sup>5</sup>.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the writer need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

**c. The Process of Writing**

Syafii *et al* in his book *The Effective Paragraph Development: the Process of Writing for Classroom Setting* says that writing is not an easy

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<sup>5</sup> Grenville, Kate. *Writing from Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. 2001, p.1

work. It takes time to study and practice to develop this skill<sup>6</sup>. Hughey et al give the additional information that writing requires extensive previous learning. The writer must know and use orthographic forms, lexis, syntax and morphemes. Therefore, writing requires much more complex mental effort<sup>7</sup>. Because writing is a complex thing, the writers must concern and consider about the important aspect in writing. Besides, they also should use their prior knowledge about writing.

In writing process, four elements of writing – writer, subject matter, reader and the form of language - need to be balanced. These four elements are reflected in four main characteristics of a piece of written language. They all must be handled together in the act of writing. According to Taylor, the four characteristics are these<sup>8</sup>:

1. Writer point of view must merge, not as mere opinion but as a justified judgement.
2. Writer needs to treat his/her subject matter as comprehensively and as precisely as the essay topic demand.
3. Writer must presents his/her work in the appropriate fashion for academic readers. Meaning that he/she has to learn certain convention of academic writing.
4. The text of the writer essay needs to forge a coherent unity from the many diverse elements of language.

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<sup>6</sup> Syafii, S, M, Fauzan Ansyari, Jonri Kasdi. Op cit, p. 114

<sup>7</sup> Hughey, B Jane et al. Op cit, p. 5

<sup>8</sup> Taylor, Gordon. *The Student's Writing Guide for the Art and Social Sciences*. Cambridge: Cambridge University Press. 1989, p.2

According to Grenville, there are six steps in the process of writing. They are: getting idea, choosing, outlining, drafting, revising, editing<sup>9</sup>. In the same sense, syafi'i et al divided the main stage in the writing process into four. They are prewriting, planning, real writing, revising the drafts and writing the final draft as the product writing work<sup>10</sup>. By following these stages, the writer is able to get a good product of writing.

## 2. Writing Ability

The term of ability is defined as skill or power. Here the meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed<sup>11</sup>. In the other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

According to Brown, there are 2 kinds of writing<sup>12</sup>:

1. Microskills
  - a. Produce graphemes and orthographic patterns of English.
  - b. Produce writing at an efficient rate of speed to suit the purpose.
  - c. Produce and acceptable core of words and use appropriate word order patterns.

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<sup>9</sup> Grenville, Kate. Loc cit, p.1

<sup>10</sup> Syafii, S, M, Fauzan Ansyari, Jonri Kasdi. Loc cit, p. 114

<sup>11</sup> Teaching English. *Definition of Writing Ability*. Monday, April 12th, 2010 (retrieved on: Saturday, June 4 2011) <http://teachingenglishonline.net/definition-of-writing-ability/>

<sup>12</sup> Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman. 2007, p. 398



- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules.
- e. Express and particular meaning in different grammatical forms.

## 2. Macroskills

- a. Use cohesive device in written discourse.
- b. Use the rhetorical forms and convention of written discourse.
- c. Appropriately accomplish the communicative functions of written text according to form and purpose.
- d. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings when writing.
- f. Correctly convey culturally specific references in the context or the written text.
- g. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that can be made by the students. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the

successful mastery of responsive and extensive writing (essay). In conclusion, what students need in writing essay is the microskills of writing.

There are some kinds of writing ability<sup>13</sup>:

1. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
2. Fluency skills for writing include
  - a. recognizing the linear sequence of sounds
  - b. mastering writing motions and letter shapes
  - c. recognizing the chunking of words
  - d. recognizing the need for space between words
  - e. writing quickly
3. Creativity skills for writing include the ability to write freely anything the learner wants to write.

**a. Component of Writing Ability**

In writing, there are five components involved: Content, Organization, Vocabulary, Language Use and Mechanics. The Content component concerns to the having something to say. The organization component addresses to the rhetorical principles for arrangement. Vocabulary, Language Use and Mechanics together deal with the linguistic and mechanical principles for effective delivery of discourse. Each component consists of four criteria; excellent to very good, good to average, fair to poor, and very poor. The scoring depends on the

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<sup>13</sup> SIL International. Loc cit, p. 1

descriptors representing specific criteria needed and reached of each component. Every component has the limitation of the highest and the lowest score. The highest score is in content, 30 point; meanwhile the lowest score is in mechanics, 7 point.

1. Content

Several things must be paid attention in this component are knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.

2. Organization

Descriptors of this component consist of six parts: fluent expression, ideas clearly stated/supported, Succinct, well-organized, logical sequencing, and cohesive.

3. Vocabulary

This component consists of four descriptors, they are: sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register.

4. Language use

Language use has the most descriptors, seven descriptors, such as agreement, tense, number, word order, articles, pronouns, and preposition.

5. Mechanics

The last component, mechanics consists of several descriptors such as spelling, punctuation, capitalization, paragraphing and writing.

In the same sense, it is described clearly in syafii *et al*'s book as follow<sup>14</sup>:

<b>Aspects</b>	<b>Range</b>	<b>Criteria</b>
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21-17	<i>Fair to Poor:</i> limited knowledge of subject, little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate.
Organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive.
	17-14	<i>Very Good to Average:</i> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	<i>Excellent to Very Good:</i> sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> adequate range, occasional errors of word or idiom form, usage but meaning not obscured

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<sup>14</sup> Syafi'i, S M, Fauzan Ansyari, Jonri Kasdi. Op cit, p. 139-143

	13-10	<i>Fair to Poor:</i> limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscured
	9-7	<i>Very Poor:</i> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	20-18	<i>Excellent to Very Good:</i> <i>Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions.</i>
	17-14	<i>Very Good to Average:</i> <i>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured.</i>
	13-10	<i>Fair to Poor:</i> <i>major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured</i>
	9-7	<i>Very Poor:</i> <i>virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</i>
Mechanics	10	<i>Excellent to Very Good:</i> <i>demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</i>
	7	<i>Very Good to Average:</i> <i>occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</i>
	4	<i>Fair to Poor:</i> <i>frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</i>
	2	<i>Very Poor:</i> <i>no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,</i>

*paragraphing, handwriting illegible, or not enough to evaluate.*

### 3. Essay

Pharr and Buscemi state that the essay is only one form of writing practiced in the academic and business world<sup>15</sup>. According to Reid, essay can be defined as a series of paragraphs about one object that has some parts; a beginning, a thesis sentence, a middle, and an end<sup>16</sup>. A beginning is also called the introduction. This paragraph is the first in the essay. A thesis sentence is generally located at the end of the introduction. This is the most important sentence in essay. It contains controlling ideas that limit and direct the rest of the essay. A middle called the body paragraph of the essay. These paragraphs explain, define, clarify and illustrate the thesis sentence. Each body paragraph consists of a topic sentence and several supporting sentences. The last, and end called conclusion. This is complete the essay.

In the same sense, Leo states that in essay there are four essay outlines. They are opening paragraph(s), first main paragraph, next main paragraph, and closing paragraph(s)<sup>17</sup>. The essay outline can be seen as follows:

#### 1. Opening Paragraph(s)

- a. General information: giving information on the topic and introducing the topic or title.

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<sup>15</sup> Pharr, Donald and Santi V Buscemi. *Writing Today*. New York: McGraw-Hill. 2005, p. 4

<sup>16</sup> Reid, M. Joy. Loc cit, p. 42

<sup>17</sup> Leo, Sutanto at al. *English for Academic Purpose: Essay Writing*. Yogyakarta: CV. Andi Offset. 2007, p.36.

- b. Specific information: stating topic sentence and the major subdivision of the essay.
2. First Main Paragraph
  - a. Topic sentence taken from the first major subdivision.
  - b. First supporting sentence
  - c. Second supporting sentence, and so on.
  - d. Closing sentence.
3. Next Main Paragraph
  - a. Topic sentence taken from the first major subdivision.
  - b. First supporting sentence
  - c. Second supporting sentence, and so on.
  - d. Closing sentence.
4. Closing Paragraph(s)
  - a. Conclusion.
  - b. Restatement or summary of the essay.

In essay, selection of a topic will function as the title for the essay. It should be clear, concise, and precise. The purposes of titles are<sup>18</sup>:

1. To attract the reader
2. To give the reader an idea of what the essay is about
3. To provide focus for the essay.

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<sup>18</sup> Reid, M. Joy. Op cit, p. 45

#### 4. Descriptive Essay

Descriptive essay has purpose to describe a particular person, thing or place<sup>19</sup>. In the same sense, syafi'i *et al* stated that a descriptive essay describes ideas and examples focused on a particular subject. It presents an impression of something through detail which is involved one of the five sense. They are smell, touch, hearing, taste, or feeling<sup>20</sup>.

##### a. Text Organization of Descriptive Essay

Descriptive essay consists of two parts or text organization: identification and description<sup>21</sup>.

##### 1. Identification

Identification introduces about general information of the particular subject presented.

##### 2. Description

Description consists of the specific information about the particular subject presented. For example: the physical feature, quality, or characteristics of the subject described.

##### b. Language Features of Descriptive Essay

1. Descriptive essay always uses simple present tense

2. It uses adjectives and compound adjectives. For example: a five hundred seated football stadium, a beautiful ancient Roman opera house.

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<sup>19</sup> Sudarwati, M. Th, Eudia Grace. *Look Ahead 1: An English Course for Senior High School Students Year X*. Jakarta: Erlangga. p. 135

<sup>20</sup> Syafi'i, S M, Fauzan Ansyari, Jonri Kasdi. *Op cit*, p. 43

<sup>21</sup> Sudarwati, M. Th, Eudia Grace. *Loc cit*. p.135



3. It often uses degree of comparison. For example: the weather in Jakarta is hotter than Bandung.
4. It uses linking verbs/relating verbs. For example: the temple consists of five terraces.

## **5. Teaching Writing Technique**

Teaching writing is one of the essential parts of education. Harmer states in his book, “The Practice of English Language Teaching”, that in teaching writing, the teacher can focus on the product of the writing or the process of writing itself<sup>22</sup>. In concentrating the product of writing, it seems that the writer is only interested in the main idea of task and the end of the task. Meanwhile, if the focus on the process of writing, it means that the teacher will be together with the students on the process of pre-writing phase, editing, redrafting, and publishing students’ product.

Actually, the teacher has a big role in determining the ability of students’ writing. One of the role is how and what technique that teachers use in teaching writing. In the area of writing, the experts use word to word technique, strategy, approach and method interchangeable. in teaching writing, using a particular technique can help teacher to make the students become better in writing. Anthony in Richard and Rodger, in Promadi’s book “Cara Praktis Mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa” stated that technique is implementational –

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<sup>22</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. Cambridge : Longman. 2007. p.257

that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective<sup>23</sup>. Teaching writing technique can be various and it will influence the ability of students in writing kinds of paragraph, text, essay and so on. There are a lot of techniques that can be used by teacher in teaching writing. But in reality, more teachers still adopt conventional method. Poon in Melgis's research stated:

In this method, the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences. 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 changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding question in their exercise books and submit their composition<sup>24</sup>.

The another conventional method shows that teacher explains the material, gives the question and answers session, gives the related topic and asks the students to do writing. This technique usually makes students bored and not too effective. Therefore, the writer recommends one technique that is called Comparison and Contrast Technique.

## **6. Comparison and Contrast Technique**

Comparison and Contrast Technique is a technique in writing description, analysis and argument to tell what is similar and what is

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<sup>23</sup> Promadi. *Cara Praktis Mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa*. Pekanbaru: Suska Press. 2008, p. 2

<sup>24</sup> Pratama, Melgis Dilkawaty. "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru". Pekanbaru: Unpublished. 2010. p.15

different<sup>25</sup>. According to Silver *et al*, it is used to conduct a comparative analysis using criteria to draw conclusions<sup>26</sup>. The comparison is done between or among things by determining similarities and differences. Oshima and Hogue explain that when we compare two (or more) things, we tell what is similar about them. When we contrast things, we tell what is different about them<sup>27</sup>. In conclusion, using this technique in writing, automatically the writer involves and compares at least two things and describes the things explicitly.

Using comparison and contrast technique in essay will help the writers to develop their essay content<sup>28</sup>. Marzano *et al*, in Silver *et al*'s book, give the additional statement that teaching students how to identify similarities and differences is the single most effective way to raise achievement. It takes the natural human capacity to make comparisons and maximizes its effectiveness as an instructional technique by leading students through a process that involves:

1. Describing each item separately
2. Identifying similarities and differences using a comparison organizer<sup>29</sup>.

So, applying comparison and contrast technique to the writer especially students-writers will make them able to develop the content of the essay and help them increasing the achievement.

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<sup>25</sup> Colorado University. Loc cit. p.1

<sup>26</sup> Silver F. Harvey, Strong W. Richard, Perini J, Matthew. Loc cit, p. 71

<sup>27</sup> Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing (Third Edition)*. New York: Pearson Education, Inc. 2007, p. 109

<sup>28</sup> BestEssayTips. Loc cit. p.2

<sup>29</sup> Silver F. Harvey, Strong W. Richard, Perini J, Matthew. Loc cit, p. 71

Seeing similarities and differences is a fundamental cognitive process. As an instructional strategy, it includes various activities that help learners see patterns and make connections. For example, students compare things that are similar and contrast things that express differences. They classify when they identify features or characteristics of a group of objects or ideas, and then develop a scheme to organize those objects<sup>30</sup>.

**a. The goals of Comparison and Contrast Technique**

Compare and Contrast helps teachers achieve five distinct instructional goals<sup>31</sup>:

**b. Strengthen Students' Memories**

By focusing student thinking on analyzing pairs of ideas, the Compare and Contrast strengthens students' ability to remember key content.

**c. Develop Higher-Order Thinking Skills**

Compare and Contrast acts as a practical and easy-to-use introduction to higher-order thinking.

**d. Increase Student Comprehension**

Compare and Contrast improves comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts (think *meiosis* versus *mitosis*).

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<sup>30</sup>The Northwest Regional Educational Laboratory. *Identifying Similarities and Differences*. (retrieved on October, 30th 2011) <http://www.netc.org/focus/strategies/iden.php>

<sup>31</sup>Silver, F. Harvey. Loc cit, p.2

e. Enhance Students' Writing in the Content Areas

The Compare and Contrast strengthens students' writing skills by providing a simple structure that helps them organize information and develop their ideas with greater clarity and precision.

f. Develop Students' Habits of Mind

Using Compare and Contrast in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); striving for accuracy; applying past knowledge to new situations; and thinking and communicating with clarity and precision.

As an additional explanation, Taylor said that the purpose of comparing two things is to define the boundaries of one with respect to the other<sup>32</sup>. In the other words, comparison and contrast technique has a lot of aims to increase students' ability in learning process especially in writing skill.

Other advantages that are given by Silver *et al* are written as follows<sup>33</sup>:

1. It increases our memory capacity.

Two ideas linked together last longer than two ideas standing alone.

2. It lets us use old knowledge to make sense of new knowledge.

3. It helps us find connections and create new ideas.

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<sup>32</sup> Taylor, Gordon. *A Student's Writing Guide: How to Plan and Write Successful Essay*. New York: Cambridge University Press. 2009, p. 208

<sup>33</sup> Silver F. Harvey, Strong W. Richard, Perini J, Matthew. Op Cit. p.74

4. It makes the *invisible* (or abstract) visible, the *confusable* (or easily mixed up with other content) clear, and the *neglectable* (or easily overlooked) unavoidable.

**b. The Procedure of Comparison and Contrast Technique**

The procedures of comparison and contrast described as follows<sup>34</sup>:

1. Introduce the process of comparison by comparing simple items that students are familiar with.
2. Choose two separate objects, concepts, or readings that students will compare and contrast.
3. Establish the purpose of comparison by answering the question “why we are conducting a comparison?”
4. Provide students with criteria for analyzing two items.
5. Let students use the criteria to describe each item separately.
6. Show students how to use a comparison organizer to distinguish between the two objects by recording similarities and differences.
7. Ask students to apply the result by composing a writing essay.

In comparison and contrast, students are given four instructions: description, comparison, conclusion and application. The phases as follows<sup>35</sup>:

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<sup>34</sup> Ibid. p.77

<sup>35</sup> Ibid

1. Description

In this phase, students observe and describe each object separately.

Teacher can help students identify criteria they need to focus on their description by providing some questions about the two objects.

2. Comparison

Students use a visual organizer to identify similarities and differences between the two objects.

3. Conclusion

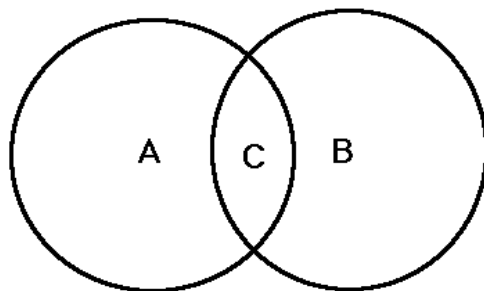
Students get conclusion about the idea of the two objects.

4. Application

Students apply what they have learned as a result of the comparison by composing a writing essay.

To separate two objects from similarities and differences, the students can use some organizer which is written below<sup>36</sup>:

1. Venn Diagram



Venn diagram consists of two circles. Each circle should represent the criteria of the object. The names of the objects are listed

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<sup>36</sup> Ibid

across the top. In the space of overlapping (point c), write down the similarities which two objects have. In the space that does not overlap (A and B), list the criteria that make things/events different.

2. Side-by Side Diagram

Main Topic	Object 1	Object 2	Both
Criteria 1			
Criteria 2			
Criteria 3			

In side-by-side diagram, there are four columns; the first column is the space for putting the criteria of both objects. The second column is space for putting characteristic of the first object which is different from second object. The third column is space for putting characteristics of the second object which is different from the first object. The last column is space for putting the similarities between them.

3. Description Organizer

Object 1	Criteria	Object 2



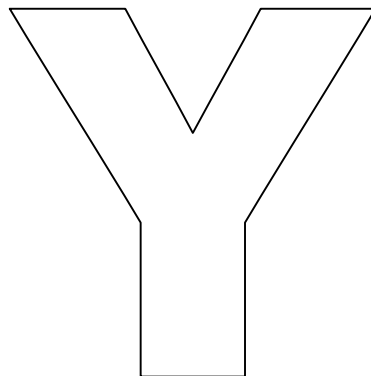
In criteria column, write down each criterion that object 1 and object 2 have. Meanwhile in column of object 1 and object 2, write down the characteristics of each object which is different each other based on the criteria.

#### 4. Top Hat Organizer

Object 1	Object 2
Similarities	

Similar to other organizers, top hat has a particular space to write the differences and similarities of object compared. Space to write down different characteristics between two objects is on the top, meanwhile space to write down the similarities is on the bottom.

#### 5. Y Organizer.



In Y organizer, the characteristics of first object is written at the left top corner of Y letter and the characteristics of second object is written at the right top corner of Y letter. Then, the similarities are written at the bottom of Y letter.

## **B. The Relevant Research**

There are some previous researches regarding with the students' writing ability. One of them was conducted by Melgis Dilkawaty Pratama in 2010. She conducted a research which is entitled "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru". She found that the result indicated the students' ability in writing essay before being taught by using dictogloss technique through pre-test is 59,33 and the students who pass the graduated standard is 46,67%. Meanwhile the students' writing ability after being taught by using dictogloss technique is 71,93 and the students who pass graduated standard is 100%. It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant effect of using dictogloss technique toward ability in writing essay text at the second year students of SMAN 4 Pekanbaru.

The research done by Melgis Dilkawaty Pratama has the similarity and difference with this research. Both of these researches consisted of 2 variables, X and Y. The first variable X was a technique in teaching writing, and the second variable Y was the ability in writing essay. But the techniques

used were different. The difference between both of these researches was Melgis's research only took 1 class as a sample, even though this research took 2 classes as the sample.

In 2009, Riski Kinanti conducted a research entitled "The Correlation between Brainstorming Technique of Picture Series and the Student's Ability in Writing Narrative Essay by the Fourth Semester of English Department State Islamic University of Sultan Syarif Kasim". From the research she found that there was a significant correlation between brainstorming technique of picture series and the student's ability in writing narrative essay by the fourth semester of English department state Islamic university of sultan syarif kasim.  $r_{chi} = 0,66$  is higher than  $r_{table}$ ; 5% = 0,288 and 1% = 0,372.

The similarity of Riski's research and this research is that both of these researches use 2 variables (variable X and variable Y). The first variable (variable X) is about using technique and the second variable (variable Y) is about the writing essay. But these researches also have difference. Riski used correlation research, meanwhile this research used experimental research.

### **C. The Operational Concept**

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept<sup>37</sup>. This is an experimental research in which

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<sup>37</sup> Syafii, S, M. Op cit, p. 122

focuses on the effect of using comparison and contrast technique toward the ability in writing essay of the first years students at islamic senior high school babussalam boarding school pekanbaru. In this research, there are two variables used (variable X and variable Y). Variable X (Comparison and Contrast Technique) is independent. It is the group of control and experiment that refers to the assumption of statistical analysis of using independent sample T-test. In the other hand, variable Y (writing essay ability) is dependent. Therefore, the operational concept can be seen in the following indicators.

To clarify the Comparison and Contrast Technique, there are some indicators given in experimental class as follows<sup>38</sup>:

1. The teacher explains to the students the purpose of using comparison and contrast as a learning technique to provide them a clear purpose of the lesson.
2. The teacher introduces the process of comparison and contrast technique by giving a particular object as an example of topic. To describe and develop ideas about the particular object, the teacher compares and contrasts it with another object which has similarity and difference.
3. The teacher shows how to use comparison organizers to students to distinguish between the comparable objects.

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<sup>38</sup> Silver F. Harvey, Strong W. Richard, Perini J, Matthew. Op cit. p.75

4. The teacher gives a particular object to students and let them to compare and contrast it with another object which is almost the same, to ease them developing the writing descriptive essay.
5. The teacher helps the students to identify the differences and similarities between the objects related to the topic given by making some questions (e.g. what do they look like? What do they eat?).
6. The teacher allows students to enlist all criteria/ideas of two objects by using one of the comparison organizers.
7. The teacher asks students to start composing a descriptive essay by using listed criteria/ideas as a guideline in developing an essay.

There are also some indicators of conventional technique given to the students in control class such as in the following:

1. The teacher explains about the material (descriptive essay).
2. The teacher gives the topic to the students about an object.
3. The teacher gives the freedom to students to write a descriptive essay by using their own ability.

The indicator of students' writing descriptive essay ability can be seen as follows<sup>39</sup>:

1. Students are able to write main idea (identification) clearly.

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<sup>39</sup> English syllabus of 2<sup>nd</sup> grade of SMA Babussalam Pekanbaru 2010/2011

2. Students are able to write elaboration of main idea (description) specifically.
3. Students are able to use vocabulary appropriately.
4. Students are able to use the simple present tense correctly.
5. Students are able to use the proper spelling, punctuation, and capitalization accurately.

#### **D. The Assumption and the Hypothesis**

##### **a. The Assumption**

The assumption for this research is stated as follow:

1. Students' writing ability is influenced by many factors.
2. Students' writing essay ability is varied.

##### **b. The Hypothesis**

Ho : There is no significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru..

Ha : There is a significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research uses quantitative approach. It is designed to be an experiment research. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable<sup>1</sup>. In conducting the research, 2 classes of the first year students were involved. The first class was an experimental class and the second class was a control class. An experimental class was a class that was taught by using Comparison and Contrast Technique, meanwhile control class was a class that was not taught by using Comparison and Contrast Technique.

The design of this research was a Quasi Experimental design, which used nonequivalent control group design. In this design, the researcher could use pre- and posttest design. Furthermore Creswell says that the researcher can use intact group the experimental and control treatments, give a pre-test to both groups, hold experimental treatment activities with the experimental group only, after that give a post-test to assess the differences between the two groups<sup>2</sup>.

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<sup>1</sup> Creswell, W. John. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Merrill Prantice Hall. 2008, p. 299

<sup>2</sup> Ibid. p. 313-314.

The nonequivalent control group design can be diagramed as shown below<sup>3</sup>:

**Table III.1**  
**Nonequivalent Control Group Design**

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
E	O1	X	O3
C	O2		O4

Explanation:

E : Experimental Class

C : Control Class

O1 : Pre-test for Experimental Class

O2 : Pre-test for Control Class

X : Receiving Comparison and Contrast Technique

O3 : Post-test for Experimental Class

O4 : Post-test for Control Class

## **B. Location and time of the research**

This research was conducted at Islamic Senior High School Babussalam Boarding School Pekanbaru. This research was conducted from January until February 2012.

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<sup>3</sup> Tuckman, W. Bruce. *Conducting Educational Research: Fifth Edition*. USA: Hacourt Brace Collage Publisher. 1999, p. 141



### C. Subject and object of the research

The subject of this study was the first year student at Islamic Senior High School Babussalam Boarding School Pekanbaru, and the object of this study was the effect of using Comparison and Contrast Technique toward writing essay ability.

### D. Population and sample

The population of this research was the first year students of Islamic Senior High School Babussalam Boarding School Pekanbaru. The first year students in this school were divided into 3 classes: X.1 (36 students), X.2 (36 students) and X.3 (34 students). The total population of the first year students in this school was 106 students.

**Table III.2**

**The Total Population of First Year Students of Islamic Senior High School Babussalam Boarding School Pekanbaru.**

No	Class	Students
1	X.1	36
2	X.2	36
3	X.3	34
	<b>Total</b>	<b>106</b>

Because the total population of 106 was large enough to be taken as sample, the writer took the sample by using cluster sampling. According to

Gay *et al*, cluster sampling randomly select groups, not individuals<sup>4</sup>. So the writer selected two groups of students to be taken as samples. Arikunto stated that in determining the cluster, it must be considered about the characteristics<sup>5</sup>. The homogenous characteristics are the consideration.

Because X.1, X.2 and X.3 are the homogenous classes, the writer randomly chose class X.3 as an experimental class and class X.1 as a control class. The experimental class consisted of 34 students; meanwhile the control class consisted of 36 students. The total students in both classes are 70 students, but only 67 students can be the sample of the research because 1 student from experimental class and 2 students from control class often did not attend the meeting. So in this research, the writer took the sample by using cluster random sampling and the total sample were 67 students which were representative enough to be the sample of the research.

**Table III.3**  
**The Total Sample of the Research**

No	Class	Students	Sample
1	X.1	34	Control Class
2	X.3	33	Experimental Class
	<b>Total</b>	<b>67</b>	

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<sup>4</sup> Gay, L.R, Peter Airasian. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice-Hall, inc. 2000, p. 129

<sup>5</sup> Suharsimi Arikunto. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta. 2006, p. 142

## E. Data collecting technique

In order to get the data that were needed to support this research, the writer used test.

Test is used to measure whether there is or no and how big the ability of the object of research (students)<sup>6</sup>. The test was given to the students. The test was taken twice, pre-test and post-test. Pre-test was taken before applying the treatment and post-test was taken after applying the treatment. In pre-test and post-test, the students were given different topics. They got freedom to choose one of them to be elaborated. Between pre-test and post-test, the writer applied the treatment (comparison and contrast technique) to experimental class for eight meetings.

To assess the score of writing ability, there are five components involved: Content, Organization, Vocabulary, Language Use and Mechanics. It is described clearly in Syafii *et al*'s book as follow<sup>7</sup>:

**Table III.4**  
**The Scoring Guide of the English Composition Test for Teachers**

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21-17	<i>Fair to Poor:</i> limited knowledge of subject, little substance, inadequate development of topic

<sup>6</sup> Suharsimi Arikunto, Op cit, p. 223

<sup>7</sup> Syafi'i, S M, Fauzan Ansyari, Jonri Kasdi. Loc cit, p.139-143

	16-13	<i>Very Poor:</i> does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate.
Score		
Organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive.
	17-14	<i>Very Good to Average:</i> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> does not communicate, no organization, not enough to evaluate
Score		
Vocabulary	20-18	<i>Excellent to Very Good:</i> sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> adequate range, occasional errors of word or idiom form, usage but meaning not obscured
	13-10	<i>Fair to Poor:</i> limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscured
	9-7	<i>Very Poor:</i> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Score		
Language Use	20-18	<i>Excellent to Very Good:</i> Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions.
	17-14	<i>Very Good to Average:</i> Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured.
	13-10	<i>Fair to Poor:</i> major problems in simple or complex

		constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	9-7	<i>Very Poor:</i> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Score		
Mechanics	10	<i>Excellent to Very Good:</i> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	7	<i>Very Good to Average:</i> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4	<i>Fair to Poor:</i> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<i>Very Poor:</i> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Score:		
Total Score:		Comment:

#### A. Data analysis technique

In order to analyze students' ability in writing descriptive essay, the writer used minimum standard score of English lesson in Senior High School Babussalam Pekanbaru (KKM) that was 75 for students' writing ability. It means for those who get score  $< 75$ , they do not pass the minimum standard score (KKM), while for those who get score  $\geq 75$ , they pass minimum graduated score (KKM).

In order to find out whether there is significant difference between students' ability in writing descriptive essay which is taught by using conventional technique and which is taught by using comparison and contrast technique the data were analyzed statistically. The different mean was analyzed by using regression formula through SPSS 13 Version.

The  $F_{\text{calculated}}$  is obtained by considering variable of  $df$  as follows<sup>8</sup>:

$$df = (N1+N2) - 2$$

N = Number of cases

The significant level chosen in analyzing the score  $F_{\text{calculated}}$  through using SPSS 13 Version is 5% or 0.05.

Statistically the hypotheses are:

$$H_a : F_{\text{calculated}} > F_{0.05}$$

$$H_o : F_{\text{calculated}} < F_{0.05}$$

$H_o$  is accepted if  $F_{\text{calculated}} < F_{0.05}$  there is no significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

$H_a$  is accepted if  $F_{\text{calculated}} > F_{0.05}$  or there is a significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

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<sup>8</sup> Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2008, p.193

## B. The Reliability and the Validity of the test

According to Shomamy, reliability refers to the extent to which the test is consistent in its score, and gives us an indication of how accurate the test scores are<sup>9</sup>. The concept of reliability stems from the idea that no measurement is perfect. It is reflected in the obtaining how far the instrument test that enable to measure the same subject on different occasions that indicated the similar result.

In this result, to know the reliability of the writing test, the writer used inter rater reliability because the writer has two raters in order to score the students writing ability.

Gay *et al* said that inter judge reliability can be obtained by having two or more judges independently score the test to compare the score of both judges<sup>10</sup>. The score of rater 1 correlated to the score of the rater 2. The higher correlation, the higher inter judge reliability.

To know the correlation between score of rater 1 and score of rater 2, the writer used product moment correlation formula through SPSS 13 version.

$r$  product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

N = Number of cases

Nr = total variable correlated

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<sup>9</sup> Shohamy, Elena. *A Practical Handbook in Language Testing for the Second Language Teacher*. Israel: Ramat Aviv. 1985. p. 70

<sup>10</sup> Gay, L.R, Peter Airasian. Op cit, p. 205

Statistically, the hypotheses are:  $H_0 = r_o < r_t$

$$H_a = r_o > r_t$$

$H_0$  is accepted if  $r_o < r_t$ , or there is no significant correlation between score of rater 1 and score of rater 2.

$H_a$  is accepted if  $r_o > r_t$ , or there is significant correlation between score of rater 1 and score of rater 2.

The following table describes the correlation between score of rater 1 and rater 2.

**Table III.5**  
**Correlations**

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,916(**)
	Sig. (2-tailed)		,000
	N	33	33
Rater 2	Pearson Correlation	,916(**)	1
	Sig. (2-tailed)	,000	
	N	33	33

\*\* Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between score of rater 1 and rater 2 is 0,916. Before comparing it to r table ( $r_t$ ), we have to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 33 - 2$$

$$df = 31$$

After obtaining the degree of freedom, the coefficient of correlation product moment is compared to r table either at 5% and 1%. After looking at r table, 31 did not find. In this case, the writer took df 30 as the nearest. At



level 5%,  $r_t$  is 0,349 and at level 1%,  $r_t$  is 0,449. Based on  $r$  table, it can be analyzed that  $r_o > r_t$  either at level 5% and 1%. In the other word, we can read,  $0,349 < 0,916 > 0,449$ . So, the writer can conclude that there is significant correlation between score of rater 1 and score of rater 2. In other words, the test used by writer is reliable.

Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. To know the validity of the test, the writer used content validity. According to shohamy, the purpose of content validity is to examine whether the test is a good representation of the material that need to be tested. In other words, the test is a good reflection of what material that has been taught and of what knowledge which the writer wants the sample to know. It means that the test had fulfilled the validity content, because the material of the test had been taught at the first year student of Islamic Senior High School Babussalam Boarding School and the material took from the guidance book for the students and other related sources.

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to obtain whether there is a significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru. The data of this research were taken from the test.

The data were the students' scores of post-test of both classes: experimental and control class. Before giving post test, the writer gave pre test to all of the samples in both classes. In pre test result found that both classes had no different score significantly. Meaning that, both of their writing ability is homogenous.

The experimental class had been taught by using comparison and contrast technique, while control class had been taught by using conventional technique. Post-test was given to the students in both classes after treatment was complete during eight meetings and the results of test were evaluated by two raters.

#### **B. The Data Presentation**

The data of this research were got from the score of students' pre-test and post-test. It was collected through the following procedures:

1. Students were asked to write descriptive essay in the blank sheet which given by the writer.
2. It was collected to evaluate the appropriate descriptors of content, vocabulary, language use, organization and mechanics.
3. The writer gave it to two raters to evaluate the students' writing descriptive essay.
4. The writer added the scores from two raters and divided it.

## 1. The Students' Writing Score on Pre test

### a. Control Class

The students' writing essay ability in control class before giving the conventional technique can be seen in the following table as follows:

**Table IV. 1**  
**The Students' Pre Test Score in Control Class**

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S1	56	54	<b>55</b>
S2	56	58	<b>57</b>
S3	56	53	<b>54,5</b>
S4	56	59	<b>57,5</b>
S5	68	72	<b>70</b>
S6	56	64	<b>60</b>
S7	53	51	<b>52</b>
S8	56	64	<b>60</b>
S9	53	52	<b>52,5</b>
S10	53	56	<b>54,5</b>
S11	56	67	<b>61,5</b>
S12	56	61	<b>58,5</b>
S13	53	54	<b>53,5</b>
S14	56	66	<b>61</b>
S15	51	49	<b>50</b>
S16	56	67	<b>61,5</b>
S17	71	76	<b>73,5</b>
S18	66	68	<b>67</b>
S19	58	61	<b>59,5</b>

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S20	56	63	<b>59,5</b>
S21	65	69	<b>67</b>
S22	56	65	<b>60,5</b>
S23	65	63	<b>64</b>
S24	67	64	<b>65,5</b>
S25	56	58	<b>57</b>
S26	53	54	<b>53,5</b>
S27	56	64	<b>60</b>
S28	57	60	<b>58,5</b>
S29	73	68	<b>70,5</b>
S30	61	62	<b>61,5</b>
S31	72	70	<b>71</b>
S32	58	56	<b>57</b>
S33	61	65	<b>63</b>
S34	65	56	<b>60,5</b>
<b>Total</b>	<b>2007</b>	<b>2089</b>	<b>2048</b>
<b>Mean</b>	<b>59,03</b>	<b>61,44</b>	<b>60,24</b>

Based on the data on the table above, the writer found that the total score which was evaluated by rater I was 2007, and the mean score was 59,03. While the total score which was evaluated by rater II was 2089 and mean score was 61,44. It was gotten from the same test. In the same time, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by control class on pre-test was 2048 and the mean score was 60.24.

**Table IV. 2**  
**The Distribution of Frequency of Students' Pre Test Score in Control Class**

<b>Score</b>	<b>Frequency</b>	<b>Minimum Standard Score</b>
50	1	Not Pass
52	1	Not Pass
52,5	1	Not Pass
53,5	2	Not Pass
54,5	2	Not Pass
55	1	Not Pass

Score	Frequency	Minimum Standard Score
57	3	Not Pass
57,5	1	Not Pass
58,5	2	Not Pass
59,5	2	Not Pass
60	3	Not Pass
60,5	2	Not Pass
61	1	Not Pass
61,5	3	Not Pass
63	1	Not Pass
64	1	Not Pass
65,5	1	Not Pass
67	2	Not Pass
70	1	Not Pass
70,5	1	Not Pass
71	1	Not Pass
73,5	1	Not Pass
<b>Total</b>	<b>34</b>	

Referring on the table above, it shows that the lowest score of pre test in control class was 50 and the highest score was 73,5. The modus of its score were 57, 60 and 61,5 which is gotten by 3 students of each score. From all of students, there was no student who passed the minimum standard score.

#### **b. Experimental Class**

The students' writing essay ability before giving the treatment (comparison and contrast technique) in the experimental class can be seen in the following table:

**Table IV. 3**  
**The Students' Pre Test Score in Experimental Class**

Student	Rater I	Rater II	Final Score
S1	62	65	<b>63,5</b>
S2	60	63	<b>61,5</b>
S3	63	66	<b>64,5</b>

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S4	62	65	<b>63,5</b>
S5	56	57	<b>56,5</b>
S6	62	65	<b>63,5</b>
S7	63	66	<b>64,5</b>
S8	57	60	<b>58,5</b>
S9	64	67	<b>65,5</b>
S10	62	65	<b>63,5</b>
S11	56	59	<b>57,5</b>
S12	53	56	<b>54,5</b>
S13	58	61	<b>59,5</b>
S14	65	68	<b>66,5</b>
S15	62	65	<b>63,5</b>
S16	55	53	<b>54</b>
S17	63	66	<b>64,5</b>
S18	54	55	<b>54,5</b>
S19	67	70	<b>68,5</b>
S20	62	65	<b>63,5</b>
S21	62	65	<b>63,5</b>
S22	64	67	<b>65,5</b>
S23	75	79	<b>77</b>
S24	66	69	<b>67,5</b>
S25	66	69	<b>67,5</b>
S26	65	68	<b>66,5</b>
S27	69	72	<b>70,5</b>
S28	67	70	<b>68,5</b>
S29	74	77	<b>75,5</b>
S30	65	68	<b>66,5</b>
S31	58	61	<b>59,5</b>
S32	59	62	<b>60,5</b>
S33	57	59	<b>58</b>
<b>Total</b>	<b>2053</b>	<b>2143</b>	<b>2098</b>
<b>Mean</b>	<b>62,21</b>	<b>64,94</b>	<b>63,58</b>

By looking the detailed data on the table above, the writer found that the total score which was evaluated by rater I was 2053, and the mean score was 62,21. While the total score which was evaluated by rater II was 2143 and mean score was 64,94. It was evaluated from the same test. Then, by summing up the score from rater I and rater II and

then divided 2, the writer found its total score. The total score which was gotten by experimental class on pre-test was 2098 and the mean score was 63.58.

**Table IV. 4**  
**The Distribution of Frequency of Students' Pre Test score in**  
**Experimental Class**

<b>Score</b>	<b>Frequency</b>	<b>Minimum Standard Score</b>
54	1	Not Pass
54,5	2	Not Pass
56,5	1	Not Pass
57,5	1	Not Pass
58	1	Not Pass
58,5	1	Not Pass
59,5	2	Not Pass
60,5	1	Not Pass
61,5	1	Not Pass
63,5	7	Not Pass
64,5	3	Not Pass
65,5	2	Not Pass
66,5	3	Not Pass
67,5	2	Not Pass
68,5	2	Not Pass
70,5	1	Not Pass
75,5	1	Pass
77	1	Pass
<b>Total</b>	<b>33</b>	

Referring on the table above, it shows that the lowest score of pre test in experimental class was 54 and the highest score was 77. The modus of its score was 63,5 which was gotten by 7 students. From all of students, there were only 2 students who passed the minimum standard score (75), 1 student got 75,5 and 1 student got 76.

**c. The Difference of Pre Test Score of Control Class and Experimental Class**

To clear the data, the writer compared the students' writing ability score of both classes (experimental and control class) in the table below:

**Table IV. 5**  
**The Students' Pre Test Score of Experimental and Control Class**

No	student	Control Class				Experimental Class			
		Score	Range Score	Frequency	Minimum Standard Score	Score	Range Score	Frequency	Minimum Standard Score
1	S1	55	50	1	Not Pass	63,5	54	1	Not Pass
2	S2	57	52	1	Not Pass	61,5	54,5	2	Not Pass
3	S3	54,5	52,5	1	Not Pass	64,5	56,5	1	Not Pass
4	S4	57,5	53,5	2	Not Pass	63,5	57,5	1	Not Pass
5	S5	70	54,5	2	Not Pass	56,5	58	1	Not Pass
6	S6	60	55	1	Not Pass	63,5	58,5	1	Not Pass
7	S7	52	57	3	Not Pass	64,5	59,5	2	Not Pass
8	S8	60	57,5	1	Not Pass	58,5	60,5	1	Not Pass
9	S9	52,5	58,5	2	Not Pass	65,5	61,5	1	Not Pass
10	S10	54,5	59,5	2	Not Pass	63,5	63,5	7	Not Pass
11	S11	61,5	60	3	Not Pass	57,5	64,5	3	Not Pass
12	S12	58,5	60,5	2	Not Pass	54,5	65,5	2	Not Pass
13	S13	53,5	61	1	Not Pass	59,5	66,5	3	Not Pass
14	S14	61	61,5	3	Not Pass	66,5	67,5	2	Not Pass
15	S15	50	63	1	Not Pass	63,5	68,5	2	Not Pass
16	S16	61,5	64	1	Not Pass	54	70,5	1	Not Pass
17	S17	73,5	65,5	1	Not Pass	64,5	75,5	1	Pass
19	S19	59,5	70	1	Not Pass	68,5			
20	S20	59,5	70,5	1	Not Pass	63,5			
21	S21	67	71	1	Not Pass	63,5			
22	S22	60,5	73,5	1	Not Pass	65,5			
23	S23	64				77			
25	S25	57				67,5			
26	S26	53,5				66,5			
27	S27	60				70,5			
29	S29	70,5				75,5			
30	S30	61,5				66,5			



No	Student	Control Class				Experimental Class			
		Score	Range Score	Frequency	Minimum Standard Score	Score	Range Score	Frequency	Minimum Standard Score
31	S31	71				59,5			
32	S32	57				60,5			
33	S33	63				58			
34	S34	60,5							
<b>Total</b>		<b>2048</b>		<b>34</b>		<b>2098</b>		<b>33</b>	
<b>Mean</b>		<b>60,24</b>				<b>63,58</b>			

The table above describes the comparison between students' writing score of both control class and experimental class on pre test. The total score of control class was 2048 and the mean score was 60.24. Meanwhile the total score of experimental class was 2098 and the mean score was 63.58. Based on the mean score of both class, it indicated that students writing descriptive essay ability in both control and experimental class are relatively similar and both class are homogeneous.

Besides, it shows that the lowest score of pre test in control class was 50 and the highest score was 73,5. The modus of its score were 57, 60 and 61,5 which is gotten by 3 students of each score. From all of students, there was no student who passed the graduated minimum score.

On the other hand, the lowest score of pre test in experimental class was 54 and the highest score was 77. The modus of its score was 63,5 which was gotten by 7 students. From all of students, there were only 2 students who pass the graduated minimum score (75), 1 student got 75,5 and 1 student got 76.

## 2. The Students' Writing Score on Post Test

Students' writing essay ability in control class and experimental class can be seen in the explanation below, these data were analyzed to answer the formulation of the research and prove the hypothesis of this research.

### a. Control Class

The students' writing essay ability of control class on post test was appeared one by one in the following table:

**Table IV. 6**  
**The Students' Post Test Score in Control Class**

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S1	63	64	<b>63,5</b>
S2	59	65	<b>62</b>
S3	59	65	<b>62</b>
S4	65	69	<b>67</b>
S5	71	78	<b>74,5</b>
S6	65	67	<b>66</b>
S7	55	55	<b>55</b>
S8	62	62	<b>62</b>
S9	63	61	<b>62</b>
S10	54	56	<b>55</b>
S11	63	65	<b>64</b>
S12	62	65	<b>63,5</b>
S13	64	60	<b>62</b>
S14	62	65	<b>63,5</b>
S15	70	69	<b>69,5</b>
S16	63	64	<b>63,5</b>
S17	75	75	<b>75</b>
S18	67	73	<b>70</b>
S19	52	55	<b>53,5</b>
S20	59	51	<b>55</b>
S21	63	66	<b>64,5</b>
S22	62	61	<b>61,5</b>
S23	75	74	<b>74,5</b>
S24	73	73	<b>73</b>
S25	59	65	<b>62</b>
S26	52	55	<b>53,5</b>
S27	59	65	<b>62</b>
S28	73	73	<b>73</b>

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S29	74	75	<b>74,5</b>
S30	73	79	<b>76</b>
S31	74	75	<b>74,5</b>
S32	66	67	<b>66,5</b>
S33	59	59	<b>59</b>
S34	59	65	<b>62</b>
<b>Total</b>	<b>2174</b>	<b>2236</b>	<b>2205</b>
<b>Mean</b>	<b>63,94</b>	<b>65,76</b>	<b>64,85</b>

Based on the data on the table above, the writer found that the total score which was evaluated by rater I was 2174, and the mean score was 63,94. While the total score which was evaluated by rater II was 2236 and mean score was 65,76. It was gotten from the same test. In the same time, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by control class on post-test was 2205 and the mean score was 64,85.

#### **b. Experimental Class**

The students' writing essay ability after giving the treatment in the experimental class can be seen in the following table of post test score:

**Table IV. 7**

#### **The Students' Post Test Score in Experimental Class**

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S1	67	69	<b>68</b>
S2	70	68	<b>69</b>
S3	72	75	<b>73,5</b>
S4	75	78	<b>76,5</b>
S5	59	59	<b>59</b>
S6	58	60	<b>59</b>
S7	69	75	<b>72</b>
S8	69	72	<b>70,5</b>
S9	72	72	<b>72</b>

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S10	71	70	<b>70,5</b>
S11	63	61	<b>62</b>
S12	67	69	<b>68</b>
S13	70	74	<b>72</b>
S14	76	74	<b>75</b>
S15	74	73	<b>73,5</b>
S16	65	67	<b>66</b>
S17	81	81	<b>81</b>
S18	68	70	<b>69</b>
S19	67	71	<b>69</b>
S20	69	75	<b>72</b>
S21	72	75	<b>73,5</b>
S22	79	81	<b>80</b>
S23	77	79	<b>78</b>
S24	70	71	<b>70,5</b>
S25	76	77	<b>76,5</b>
S26	69	72	<b>70,5</b>
S27	73	77	<b>75</b>
S28	73	74	<b>73,5</b>
S29	76	77	<b>76,5</b>
S30	73	71	<b>72</b>
S31	72	72	<b>72</b>
S32	71	73	<b>72</b>
S33	73	75	<b>74</b>
<b>Total</b>	<b>2336</b>	<b>2387</b>	<b>2361,5</b>
<b>Mean</b>	<b>70,79</b>	<b>72,33</b>	<b>71,56</b>

By looking the detailed data on the table above, the writer found that the total score which was evaluated by rater I was 2336, and the mean score was 70,79. While the total score which was evaluated by rater II was 2387 and mean score was 72.33. It was evaluated from the same test. Then, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by experimental class on post-test was 2361,5 and the mean score was 71.56.

### **C. The Data Analysis**

The data analysis presented the statistical result followed by discussion about the the effect of using comparison and contrast technique toward the ability in writing essay of the first year students at Islamic Senior High School Babussalam boarding school Pekanbaru. It also answered the formulation of the problem which consisted of three formulations as follows:

1. How is the students' ability in writing descriptive essay which is taught by using conventional technique?
2. How is the students' ability in writing descriptive essay which is taught by using comparison and contrast technique?
3. Is there a significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru?

The writer analyzed the data of post test from both classes by using SPSS to get the mean score (M) and Standard Deviation (SD) of students' score and used regression formula through SPSS to get the effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru

**1. Data Analysis of Students' Ability in Writing Descriptive Essay Which Is Taught By Using Conventional Technique**

The description of the students' writing ability on post test of Control class can be seen in the following tables:

**Table IV. 8**  
**The Calculation Table of Students' Post Test Score in Control Class**

Score ( $x$ )	Frequency ( $f$ )	$f \cdot x$	Minimum Standard Score
53,5	2	107	Not Pass
55	3	165	Not Pass
59	1	59	Not Pass
61,5	1	61,5	Not Pass
62	8	496	Not Pass
63,5	4	254	Not Pass
64	1	64	Not Pass
64,5	1	64,5	Not Pass
66	1	66	Not Pass
66,5	1	66,5	Not Pass
67	1	67	Not Pass
69,5	1	69,5	Not Pass
70	1	70	Not Pass
73	2	146	Not Pass
74,5	4	298	Not Pass
75	1	75	Pass
76	1	76	Pass
<b>Total</b>	<b>N= 34</b>	<b><math>\sum fx = 2205</math></b>	

Based on the data obtained, the writer found the maximum score which was gotten by control class on post-test was 76 and the minimal score was 53,5. While the modus of its score was 62 which was gotten by 8 students. In conclusion, there were only 2 students passed the minimum standard score (75), and 32 students who did not pass. In addition, the mean

score (My) and Standard Deviation (SDy) can be obtained by using SPSS as follows.

**Table IV. 9**  
**Mean and Standard Deviation of Students' Post Test Score**  
**in Control Class**

Mean	64,85
Standard Deviation	6,57

From the table, the mean of students' post test score was 64,85, meanwhile the standard deviation was 6,57.

**2. Data Analysis of Students' Ability in Writing Descriptive Essay Which Is Taught By Using Comparison and Contrast Technique**

The description of the students' writing ability on post test of experimental class can be seen in the following tables:

**Table IV. 10**  
**The Calculation Table of Students' Post Test Score in Experimental**  
**Class**

Score ( $\bar{x}$ )	Frequency ( $f_x$ )	$\frac{f_x \cdot x}{f_x}$	Minimum Standard Score
59	2	118	Not Pass
62	1	62	Not Pass
66	1	66	Not Pass
68	2	136	Not Pass
69	3	207	Not Pass
70,5	4	282	Not Pass
72	7	504	Not Pass
73,5	4	294	Not Pass
74	1	74	Not Pass
75	2	150	Pass

Score ( $\bar{x}$ )	Frequency ( $f_x$ )	$\bar{x}$	Minimum Standard Score
76,5	3	229,5	Pass
78	1	78	Pass
80	1	80	Pass
81	1	81	Pass
<b>Total</b>	<b>N= 33</b>	$\sum \bar{x} = 2361,5$	

Based on the table above, the writer found the maximum score which was gotten by experimental class on post-test was 81 and the minimal score was 59. While the modus of its score was 72 which was gotten by 7 students. From all of students, there were 8 students passed the graduated minimum score (75), and 25 students who did not pass. In addition, the mean score (Mx) and Standard Deviation (SDx) can be obtained by using SPSS as follows.

**Table IV. 11**  
**Mean and Standard Deviation of Students' Post Test Score**  
**In Experimental Class**

Mean	71,56
Standard Deviation	4,96

From the table, the mean of students' post test score was 71,56, meanwhile the standard deviation was 4,96.



**3. The Data Analysis of the Effect of Students' Ability in Writing Descriptive Essay Which is Taught by Using Comparison and Contrast Technique.**

**Table IV. 12**  
**Descriptive Statistics**

	Mean	Std.Deviation	N
<b>Post-Control</b>	64,85	6,57	34
<b>Post- Expreriment</b>	71,56	4,96	33

The mean score of post-test in control class from 34 students was 64,85 and the mean score of post-test in experimental class from 33 students was 71,56.

**Table IV. 13**  
**Correlations**

		Post-Exp	Post-Cont
Pearson Correlation	Post-Exp	1.000	0.591
	Post-Cont	0.591	1.000
Sig (1-tailed)	Post-Exp	0	0.000
	Post-Cont	0.000	0
N	Post-Exp	33	33
	Post-Cont	33	34

The correlation between post-test in experimental class and post test in control class was 0.591. According to Hartono, the strength of relationship for the coefficient of  $r = 0.591$  is moderate relationship<sup>1</sup>.

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<sup>1</sup> Hartono. *Statistik Untuk Penelitian*. Op cit, p.87

**Table IV. 14**  
**Variable Entered/Removed**

Model	Variable Entered	Variables Removed	Method
1	Post-Experiment	0.	Enter

- a. All variable entered
- b. Dependent Variable: Post-Control

**Table IV. 15**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,591	0.349	0.328	3.294

R square = 0.349 indicates the amount of relationship between post-test in experimental class and control class is about 34.9%.

**Table IV. 16**  
**ANOVA<sup>b</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	180.328	1	180.328	16.617	0.000
Residual	336.414	31	10.852		
Total	516.742	32			

From the table above, it can be seen that  $F_{\text{calculated}} = 16.617 > F_{0,05, 2, 65} = 4,00$  and  $0.05 > \text{Sig. } 0.000$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis which was explained at chapter IV, finally the writer made conclusion of the research about the effect of using comparison and contrast technique toward the ability in writing essay of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru as follows:

1. The students' ability in writing descriptive essay which was taught by using conventional technique was lower than the students' ability in writing descriptive essay which was taught by using comparison and contrast technique. It was proved from mean score and the total number of student who passed the minimum standard score. The mean score is 64,85 and the student who passed the minimum standard score was only 2 students of 34 students.
2. The students' ability in writing descriptive essay which was taught by using comparison and contrast technique was higher than the students' ability in writing descriptive essay which was taught by using conventional technique. It was proved from mean score and the total number of student who passed the minimum standard score. The mean score was 71,56 and the student who passed the minimum standard score was 8 students of 33 students.

3. From the analysis of regression formula, it could be seen that that  $F_{\text{calculated}} = 16.617 > F_{0,05, 2, 65} = 4,00$  and  $\alpha = 0.05 > \text{Sig. } 0.000$ . The hypothesis  $H_0$  was rejected and  $H_a$  was accepted. It means that there is significant effect of students' ability in writing descriptive essay which is taught by using comparison and contrast technique of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru.

## **B. Suggestion**

Dealing with the conclusion of this research, the writer would like to give some suggestions.

The teacher can use comparison and contrast technique as one of the techniques in teaching English writing because it gives significant effect of students' ability in writing descriptive essay. Therefore, teacher should know how to teach writing by using comparison and contrast technique. Besides, teachers should also use many ways to encourage students' ability in writing essay descriptive like:

1. Teacher makes writing the habitual activities in the school.
2. Teacher should use the interesting media in teaching by using technique.
3. Teacher should be creative and enjoyable in the learning process.

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