

ABSTRACT

Wahyu Setiyorini, Dwi. 2016. The Effectiveness of Dioramas Media in teaching Writing to the Eight Grade Students at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic Year 2015/2016. A Thesis. English Education Department of State Islamic College of Ponorogo (STAIN) Ponorogo, Advisor Winantu K. S. A., M. Hum.

Key Words : Diorama Media, Writing.

Writing is essential in learning English. In fact, the students define difficulties in writing English. To overcome the problems, teacher should apply various media. One of media that is used to teach writing is diorama. Diorama is instructional media that shows people, place, thing and phenomena about anything in life. Through diorama media, students can study writing enjoyable. Furthermore, the aim of this research is to analyze students' writing score which is taught using diorama media and those who are taught without using diorama media.

This research used quantitative experiment as research design. Then the population and samples of this research were students of VIII class at Mts Ma'arif Klego. They were 21 students as a population and sample that divided into 2 classes; Experimental class (10 students) and control class (11 students). To collect the data, the researcher used test and documentation. Moreover in analyzing data, t test was applied to measure the effectiveness of diorama media in teaching writing of VIII class at Mts Ma'arif Klego, Mrican, Jenangan, Ponorogo in academic year 2015/2016.

According to the data analysis showed that t_0 was greater than t_t . It meant that $db = (N_x + N_y) - 2 = (11 + 10) - 2 = 21 - 2 = 19$. Comparison value (t_0) between students writing score who were taught by using and who were taught without diorama media was 8,090. It indicated that t_0 was greater than t_t , which was 2,09 at 5% and 2,88 at 1% significant level, with $db=19$. Based on the research result, it could be concluded that "there was significant difference on students' writing score who were taught using dioramas and the students who are taught without dioramas media in teaching writing of the Eight Grade Students at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic Year 2015/2016". So, the hypothesis was accepted. Finally, researchers suggest that English teacher should use suitable media in teaching writing such as diorama media.

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills. They are listening, reading, speaking, and writing.¹ Those four language skills have been instructed separately based on the style of media, method and approach. In fact, most of students still find difficulties in mastering English lesson. Writing is one of students' problems. In fact, students can speak, read and listen in English well, but when they are invited to write English text, they do not do it well. Students write what they say, unfortunately they are unable to read because the message can not be delivered clearly.

Bell and Burnaby said that writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once.² It means that writing skill is needed some other aspects to make good written. Teaching writing is the processes of the students learn to make good writing that guided by teacher. Teaching writing at Mts Ma'arif Klego used traditional method. In this case, the teacher taught writing just used books, board marker and whiteboard as a media. As the result, students do not organize the paragraph well.³ A paragraph called well organized if the paragraph or text includes some characteristics. There are seven

¹ J.B.Heaton, *Writing English Language Tests* (New York: Longman Group UK Limited, 1998), 8

² David Nunan, *Language Teaching Methodology* (New York: Prentice Hall International, 1991), 6

³ Interview with the student at VIII B of MTs Ma'arif Klego on May 25th 2015, See Appendix 1 about pre-research

characteristics of good text based on Douglas Biber's, such as communicative characteristic participant, relation between addresser and addressee, setting, channel, relation of participants to the text, purpose intents and goal, topic.⁴ Delivering content in simple paragraph included corrects grammar and vocabularies. However, sentences on paragraph must be coherence, cohesive and unity that can be seemed through conjunction, punctuation and spelling.

One of the important factors needs the using media as teaching aids. Media is the physical tools that used teacher to deliver materials more easily and effective. The media must appropriate with the students' level, materials, indicators, time and location. The major problem in teaching writing seems that the students are not interested in studying.⁵ In order to make them being interested in learning, and being motivated in learning, it is suggested that English teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.⁶ It means that media in teaching writing help students to build their ideas to write and stimulate students' interest in learning process.

One of the media that suitable to help students in exploring their imagination and guiding their writing is dioramas media. In addition, dioramas are three dimensional displays found in museum of science or

⁴ Barbara Johnstone, *Discourse Analysis* (Australia: Blackwell Publishing, 2008), 177

⁵ Interview with the student at VIII B of MTs Ma'arif Klego on May 25th 2015, See Appendix 1 about pre-research

⁶ Nuhung Ruis, *Instructional Media* (Jakarta: PPPPTK Bahasa, 2009), 1

natural history is usually produced life sized.⁷ This media is used to solve the students problems in writing. Dioramas can be effective tools for environmental and science education, especially when supplemented by interpretation and hands-on activities.⁸ Its mean that diorama is small real condition about the phenomenon. Its media help students to write organize and systematically. Dioramas made from Styrofoam, wood, paper and anything.

In this research, the researcher only focuses in teaching writing by using dioramas media because the researcher interested to know the students writing skill the Eight Grade Students at Mts Ma'arif Klege Mrican, Jenangan Ponorojo in Academic year 2015/2016.

Based the statement above, the researcher is interested to conduct entitled **The Effectiveness of Dioramas Media in Teacing Writing to the Eight Grade Students at Mts Ma'arif Klege, Mrican, Jenangan Ponorojo in Academic year 2015/2016.**

B. Limitation of the Study

To avoid a far-ranging discussion, this research only limited on the effectiveness of using dioramas media toward students writing skill at the

⁷ Brown Lewis Harclerod, Technology, Media, and Methods (McGraw-Hill, New York, 1973), 279

⁸ Marjorie Schwarzer and Mary Jo Sutton, The Dilemma Dioramas (November 25, 2009), <http://www.google.com/m?hl=inID&ie=UTF8&source=androidbrowser&q=dilemma+diorama+by+marjorie+schwarzer>, Accesed on November 10th, 2015

Eight Grade Students at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic Year 2015/2016.

C. Statement of the Problem

Based on background that stated above, the researcher formulates the question as follow:

Do the students who are taught using dioramas media gain better score in writing skill than the students who are taught without using diorama media?

D. Objective of the Study

Concerning with the problem statement, this study has objective described as follow:

To analyze the score of students' writing skill which taught using dioramas media and the students who are taught without using diorama media.

E. Significances of the Study

1. Theoretical significance

The result of this research is expected to add the reference of dioramas media on teaching writing and also students' writing score.

2. Empirical significance

a. Teachers



This study is expected to give English teachers', particularly English teachers of junior high school, an input using dioramas media in teaching students' writing skill.

b. Students

This study can expect to students' more mastering in writing skills.

F. Organization of the Study

The researcher organizes this thesis into some parts. The organization in this thesis as follows:

Chapter I introduction. It contains background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of the thesis.

Chapter II review of related literature. This chapter explains about theoretical background, previous research finding, theoretical framework, and hypothesis.

Chapter III research methodology. This chapter tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV research result. In this chapter, the researcher tells about research location, data description, data analysis, and discussion.

Chapter V is closing. This chapter consists of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

In this chapter, the researcher presents review of literature which is used in this study. The reviews of literature have a purpose to give information that concerned with this research problem, including writing skill, media, dioramas media, and writing assessment.

1. Writing Skill

a. Definition of Writing

According to Hungey, Writing is one of the language skills in English; it is categorized as productive skill. Writing is essential for communication because through writing we express our feeling, our hopes, or dreams and as well as our fears and frustration.⁹ It means writing is one of media that people can to show about their personality.

In addition, Bakhtin proposes that writing, like speaking, is also dialogic a dialogue between the writer and the reader and that writing is constructed with the expectations and knowledge of the reader in mind. Like Bakhtin, Hyland also emphasizes that writing is dialogic because it writing presupposes and responds to an active audience, and because it makes links to other texts'.¹⁰ It means, writing is a tool that can to deliver messages from the writer and reader.

⁹ Ian Bruce, *Academic Writing and Genre* (Britain: Biddies Norfolk 2008), 139

¹⁰ Ibid

From all definition, the researcher can conclude that writing is processing to explore ideas in written text who it purpose to communicate.

b. Process of Writing

Processes of writing are include the steps or stages to write the ideas. The steps are follows:¹¹

1) Prewriting

With free writing in particular, students can get ideas on to the screen almost quickly as they occur to you. In this stage, the researcher can concentrate on getting down as many ideas and details as possible about subject. The researcher or students can list of items and can to remove the ideas that not suitable. There are any four techniques in prewriting, they are:¹²

a) Brainstorming

The writer generates the ideas and details by asking many questions as what? When? Why? How? Where? and who? Related about what they write.

¹¹ John Langan, College Writing Skill (McGraw Hill 2005), 16

¹² John Langan, College Writing Skills with Readings (McGraw Hill, 1986), 93

b) Free writing

In free writing, the writer can write anything what they want in ten minutes by fastest that don't worry about spelling, punctuation, erasing mistakes, or finding exact words.

c) Making list

This technique make writer to generate details and accumulate as much raw material for writing as possible.

d) Making a scratch outline

A scratch outline can often be the most helpful single technique for writing a good paper. In a scratch outline, the writer think carefully about the exact point are making, about exact items that want to support that point, and about the exact order in which want to arrange those item.

e) Combined use of the four techniques

2) Writing Your First Draft

In this stage the students can change the text. The students can change the text that is out of the place, cut it out.

3) Revising

It is during revision that virtues of word processing really shine. All substituting, adding, deleting, and rearrangement can be done easily within an existing file. In this stage is to check hat all supporting evidence is relevant and to add new support as needed here and there.



4) Editing and Proofreading

Editing and proofreading also benefit richly from word processing. Instead of crossing or whiting out mistakes, or rewriting an entire paper correct numerous errors, students can make all necessary change within the most recent draft.

c. Aspects of Writing

There some aspect of characteristics that writing can call is good writing. The good writing must have characteristics. Langan divided that into four characteristics of writing. There are as follows:¹³

1) Unity

The first essay is more effective because it is united. All the details in the essay are on target. Bram states the word 'unity' is synonymous with 'oneness'. All sentences in a paragraph should focus on the one thing expressed in the topic sentence.¹⁴

2) Support

The writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to letdown.¹⁵

¹³ John Langan, college writing skills with reading, 12

¹⁴ Barli Bram, Write Well: Improving Writing Skills (Yogyakarta: Kanisus, 1995), 20

¹⁵ John Langan, college writing skills with reading, 93

3) Coherence

Coherence plays a crucial role in making paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally.

4) Sentence skills

If you can find and explain briefly the twenty sentence skills mistakes made in the first essay. Use the space provided.

In other version, we can see the criteria students writing result based Tardy Christie M. model who it found on Mr. Dollar Yuwono's book. The criteria as following:¹⁶

1) Purpose and audience

- Orientation and engagement
- Text structure
- Register

2) Content

- Ideas
- Vocabulary

3) Organization

- Paragraphing (unity, coherence, cohesiveness, and order)

4) Convention

- Sentence structure
- Word structure



¹⁶ Dolar Yuwono, Writing 1 (Yogyakarta: Pustaka Felicha, 2015), 18

- Connecting and tracking ideas in text
- Sentence punctuation
- Punctuation within sentences
- Spelling

2. Media

a. Definition of Media

There are a lot of definitions of media. Gagne defines that media are various components in learners' environment which support the learners learn. According to Briggs, media are physical means which are used to send messages to the students and stimulate them to learn. A little bit differences from the opinions of the two experts, The National Education Association defines that media are the forms of communication either printed or audiovisual. In addition, Sadiman et al, said, media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learn.¹⁷

There are a lot of definitions of media, it can be concluded that media can be used to deliver the materials in the teaching classroom in order to make the teaching and learning process more effective and get to reach the target goal.

¹⁷ Nuhung Ruis, Instructional Media, 2

b. Kinds of media

There are so many instructional media are used in teaching processes.

Vernon states that there are six kinds of media;¹⁸

1. Drawing or teacher made drawings.

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2. Still pictures.

This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

3. Audio recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4. Motion picture and TV.

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic

¹⁸Ibid, 4

presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

5. Real object, simulation and models.

Real object model, this category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica of reality. It is often in scale and may be in miniature, exact size or an enlargement.

6. Programmed and computer-assisted instruction.

Programmed and computer-assisted instructions are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

Mulyana, Kim classifies the instructional media for teaching language into: ¹⁹

¹⁹Ibid, 6

1. Games and simulation, for example: Simon says, Scrabble, Bingo, Words
2. Puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.
3. Visual media, for example : a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.
4. Audio Media, for example: radio, recordings, record player.
5. Audio-visual media, for example: voiced slide, film, TV, Video Tape Recorder.

The other of types of media is three dimensional media. There includes as models, mock-ups, globes, diorama puppets and holograms.²⁰

c. Advantages of Media in Teaching

There are some advantages of using instructional media in a classroom teaching, namely:²¹

1. Instructional media is increased the learners' experiences.
2. Instructional media is reached everything out of the class, such as: markets, stations, harbors, bacteria, virus, etc.

²⁰ Journal By Mudasir Hamid Malik, Essentials Of Instructional Technology, <http://www.cajonvalley.net/site/handlers/filedownload.ashx?moduleinstanceid=14638&dataid=11043&FileName=instructional%20media%20services%20assistant.pdf>. 24. Accessed on November 15th, 2015

²¹ Nuhung Ruis, Instructional Media, 17

3. Instructional media is created the possible direct interaction between learners and their environment.

4. Media is produced some observation done by the learners to achieve the teachers' aims.

5. Media is kept the basic, concrete and real concepts of the teaching.

6. Media is aroused the learners' motivation to learn.

7. Media is integrated the experience from the concrete things to the abstract ones.

8. Media is avoided the learners bored.

9. Media make the learners easily to understand the instructional materials.

10. Media is reinforced the students' comprehension.

11. Media is made the teaching learning process more systematic.

3. Dioramas Media

a. Definition of Dioramas

Dioramas are the real object to show the phenomenon happened. In addition, dioramas are three dimensional displays found in museum of science or natural history is usually produced life sized.²² Louis Daguerre said, diorama is derived from the Greek dia (through) and horama (to see), and was originally coined by the father of modern

²² Brown Lewis Harclerod, *Technology, Media, and Methods* (New York, McGraw-Hill, 1973), 279

photography.²³ Added Stephen Christopher Quinn, dioramas are an illusion created not to deceive us, but – like all great art – to tug at our hearts and open our minds.’’²⁴ In other opinion of Wonders, Dioramas are cultural artifacts and works of art. Cultural historians believe that part of their power lies in the blend of art and science, illusion and realism.²⁵ Dioramas represent the best of the professional designer’s art of visual communication. Based on definition above the researcher can conclude that dioramas are the three dimensional representation of an activity scene that make students to explore what their imagination.

b. Dioramas Material

There so many different materials may be used to make dioramas:

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- 1.Oak tag
- 2.Clay or plastic figure
- 3.Plaster
- 4.Sand
- 5.Mirrors
- 6.Paper
- 7.Cardboard or wood

²³ The journal Gallery Crawl visited Bedford Gallery (Walnut Creek, California, 2008), <http://www.KOED.org/galerycrawl>. Accessed on November 15th, 2015

²⁴ Marjorie Schwarzer and Mary Jo Sutton, The Dilemma Dioramas, 1

²⁵ Ibid, 3

²⁶ Brown Lewis Harclerod, Technology, Media, and Methods, 279

c. The Use of Dioramas Media in Teaching Writing

Dioramas media is the right media to help students in imagine their ideas and make to arrangement their ideas. Dioramas help students see overall the situation happened and they will write good structural. Dioramas not only help students to plan what they want to write, but also they can use dioramas to correction their writing result after they done in writing process.

The advantages of dioramas media as a media in teaching process especially in students' writing skill is students can easier to build their writing skill and students will enjoy in writing processes. Because, students just write what they see and explore the ideas.

4. Writing Assessment

Achievement in teaching writing skill is important to know the result of teaching English. The teachers can use some types of task to asses students result on teaching writing. In this research the researcher use job related writing, which the students who must make simple paragraph. In writing skill, the students are express about students' feelings, opinions and ideas in narrative event by use the right vocabulary, syntax and grammar, punctuation and spelling. In education world, there are any some techniques to assess writing. As follows:²⁷

²⁷ Thomas G. Gunning, *Assessing and Correcting Reading and Writing Difficulties* (United State of America: PEARSON , 2010), 139

a. Observation

Observe students as they write.

b. Journal

Students' journals provide insight into their writing. Journal description of the topics they have explored, some of the struggle they have had with their writing, and some of their achievements as writers.

c. Evaluating piece of writing

It be analyzed element by element, including content, style, originality and mechanics

d. Holistic scoring

In holistic scoring, the teacher reacts to the piece as a whole, rather than being unduly influenced by any one of the mayor elements of writing.

e. Analytic scoring

Analytic scoring is process of scoring composition through a consideration of mayor features of the piece.

f. Using portfolios

Portfolios as assessment tools and be used to assess students work.

In this research, the researcher use brown and Bailey model to asses students' writing test. We can get value the writing skill from brown and Bailey model:²⁸

²⁸ H. Douglas Brown, Language Assessment Principle and Classroom Practices (California: Longman 2013), 245

Table Analytic scale for rating composition task (Brown and Bailey, 1984)

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable – Not	5 – 1 College – Level Work
1. Organization Introduction, Body, and Conclusion	Appropriate title, effective Introductory Paragraph, Topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, Introduction, and conclusion; body of essay is acceptable but some evidence may be lacking; some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problem with the order of ideas in the body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; Inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has made any effort to organize the composition (could not be outlined by reader)

2. Logical Development of ideas by content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development the ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully
3. Grammar	Native- like fluency in English grammar; correct use relative clause, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English Grammar; some grammar problems don't influence communication, although the reader as aware of them; no fragments or run- on sentences	Ideas are getting through to the reader but grammar problems are apparent and have a negative effect on communication; run – on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; some area clearly needed; difficulty to read sentences	Severe grammar problems interfere greatly with the message; reader cant' understand what the writer wad trying to say; unintelligible sentence structure

4. Punctuation Spelling, and mechanics	Correct use of English writing conversation; left and right margins all needed capitals paragraphs indented, punctuation and spelling; very neat	Some problems with writing conversation or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Use general writing conversation but has errors, spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conversation; paper illegible missing, no margins, severe spelling problems
5. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety, good vocabulary, not wordy, register OK; style fairly concise	Some vocabulary misuse; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lack variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety



B. Previous Research Finding

There is previous related study, an experimental study conducted by Setyowati, Hesti. 2012. The Effectiveness of Peer Revising toward Writing Achievement in MAN 1 Dolopo. The result of the study was “There is a significant difference between writing achievements of students who are using peer revising and who are not to the eleventh grade students of MAN 1 Dolopo in academic year 2011/2012 was accepted. Therefore, the institution has to improve the system and facilities for a better condition in teaching and learning. In out of the school, the parent also has to participate to create good condition for students learning. Then, the students absolutely have to improve their motivation and ability in English.”²⁹

Furthermore the often references was conducted by, Mustika Sari Buana thesis was entitled, The Effectiveness Of Using Picture Media In Teaching Reading To Class XQ MA Darul Huda Mayak Ponorogo In Academic Year 2011/2012. The result of study was teaching reading using the picture media can improve the student’s achievement in reading. That showed in students’ scores taking test before using picture media achieve the mean only 75,77 and after using the picture media students’ scores achieve 92,12.³⁰

The differences this research with first research finding is the old research used peer revising strategy in teaching writing skill and on this study use dioramas media in teaching writing. Then, second research finding is about the

²⁹ Hesti Setyowati, The Effectiveness of Peer Revising toward Writing Achievement in MAN 1 Dolopo. (Thesis, STAIN PONOROGO, 2012), vi

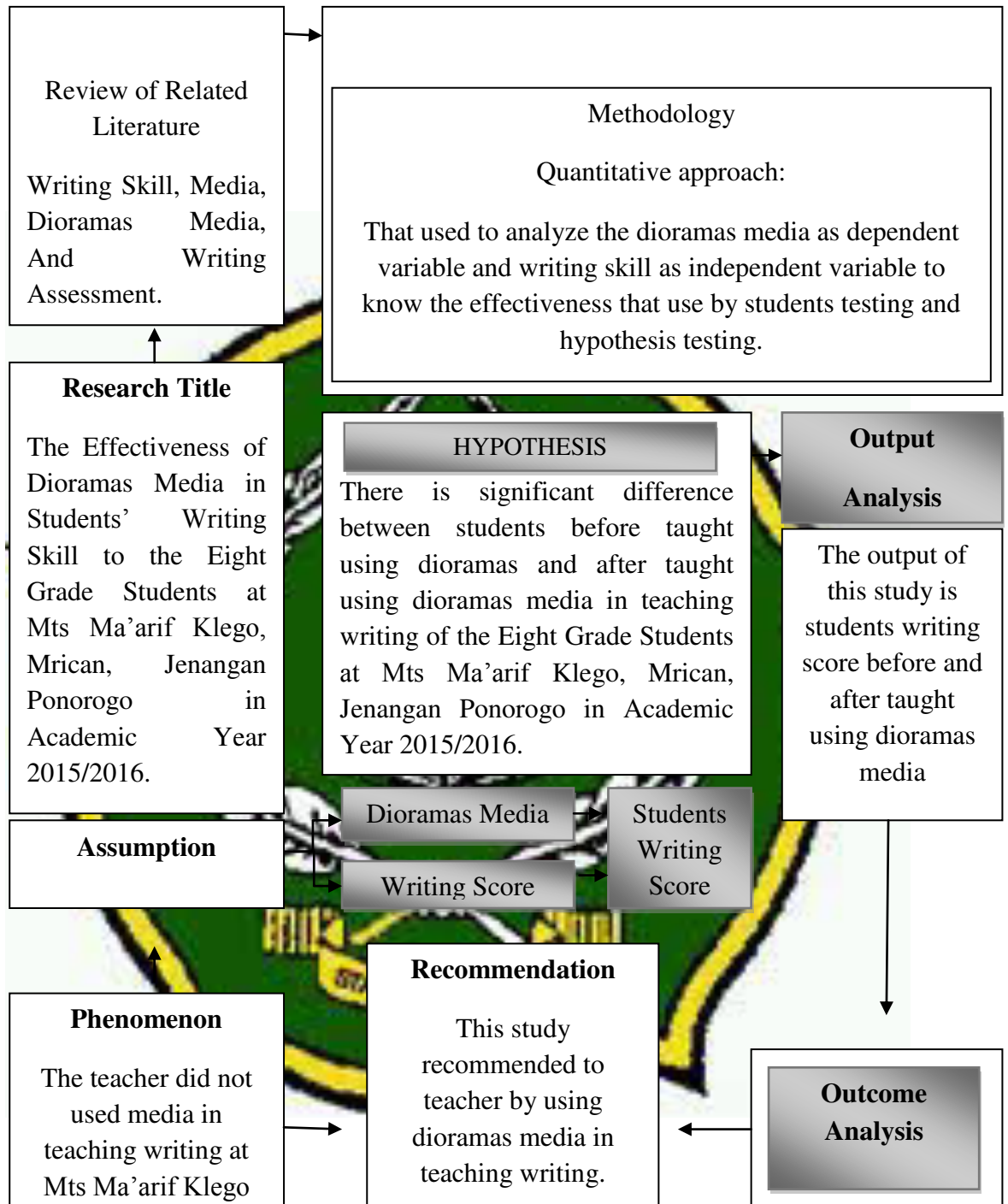
³⁰ Mustika Sari Buana, With the title of thesis is The Effectiveness Of Using Picture Media In Teaching Reading To Class XQ MA Darul Huda Mayak Ponorogo In Academic Year 2011/2012, (Thesis, STAIN PONOROGO, 2012), vii

effectiveness of picture in improving reading skill. On this research, the researcher using dioramas as 3 dimension media in teaching writing.

Furthermore, the old research and this research conducts media in teaching skill especially in writing skill. Then, related to this research, from that statement above, the researcher conduct the research entitle *The Effectiveness of Dioramas Media in Students' Writing Skill* to the Eight Grade Students at *Mts Ma'arif Klego, Mrican, Jenangan Ponorogo* in Academic Year 2015/2016.



C. Theoretical Framework



From table above, the researcher finds the problem makes students writing score were low. It was caused by an interactive media used yet. From the problems, the researcher assumes that dioramas media is solve the problem. Then,

the researcher makes hypothesis that will analyze by research methodology quantitative approach by use review of related literature such as writing skill, media, dioramas media, and writing assessment. and the result will make suggestion and recommendation to English teacher in using media in teaching writing skill.

D. Hypothesis

There is significant difference between students who are taught using dioramas and who are taught without dioramas media in teaching writing of the Eight Grade Students at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic Year 2015/2016.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. They are research design, population and sample, data collecting instrument, technique of data collecting, and technique of data analysis.

A. Research Design

In this study, the researcher used a quantitative approach. Quantitative approach related about number. Quantitative research is a mean testing objectives theories by examining the relationship among variables.³¹ It means that quantitative approach is to know the relationship between variables. Quantitative approach divided into four types. There are, survey research, correlation research, experimental research, and causal comparative research.

Based on type's research above the researcher used an experimental design. Experimental designs are sometimes known as 'the scientific method' due to their popularity in scientific research where they originated.³² The researcher used nonequivalent (pre-test and post-test) control-group design on quasi experimental designs. Nonequivalent (pre-test and post-test) control-group design as follow.³³

Group A 0 ————— 0

Group B 0 — x — 0

³¹ John W. Creswell, *Research Design* (United State of America: SAGE 2009), 4

³² Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publications 2004), 13

³³ John W. Creswell, *Research Design*, 160

From the table above, it means that the experimental class on B group and the control class on A group. Either A and B class were got pre test and post test. On pre test, the all group taught without media as a treatment. In post test, the B group as an experimental class, the students will taught by dioramas media as a treatment before test, but in A group without taught by dioramas media. This research used experiment research with XIII as the population and also as the sample. The number of class is 21 students. That A classes any 11 students as a control class and B class consist of 10 students as experimental class.

B. Population and Sample

1. Population

Population is all of subject on research. In other said, population is the larger group to which one hopes to apply the results. In educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, schools, or even facilities.³⁴ Based on definitions above, it can conclude that the population in this research was students of VIII class at MTs Ma'arif Klego with 21 students. There divided into two classes, there are VIII A and VIII B classes.

³⁴ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (Amerika: McGraw-Hill, 2009), 90

2. Sample

Sample is part of population. One of the most important steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned). Sampling refers to the process of selecting these individuals. A sample in a research study is the group on which information is obtained.³⁵ In this research, researcher takes sample of VIII A and B class that is 21 students. The researcher choice the A class as control group and B class as an experimental group.

C. Data Collecting Instrument

Teacher does evaluated by do assessing in the last of teaching processes to know the students result. Give a writing assignment that will require the students to use the writing process.³⁶ There some instrument to assess writing.

Variable	Indicator	Instrument	Item on instruments
Variable : Dioramas	The students can comprehend the material will display.	Subjective	Dioramas Model
writing skill	The students can write the content of text.	Objective	Simple narrative Paragraph Text

D. Technique of Data Collecting

There are any kinds strategic or technique of collecting data in research.

The researcher in collecting data uses:

³⁵ Ibid, 91

³⁶ Vicki Urquhart and Monette McIver, Teaching Writing In The Content Areas (United States of America: ASCD, 2005), 127

1. Test

Test is some of material who uses to analyze the students' writing skill. In this research the researcher applies the test.

a. Validity

Valid means correct. The correctness of the assessment is called validity and the evidence to support the correctness the assessment is called validity evidence.³⁷ Validity use technique of correlation product moment by Karl Pearson was used.³⁸ The formulation is as follow:

$$R_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Notes:

r_{xy} = The correlation coefficient between X variable and Y variable.

$\sum x$ = the total Number of score multiplication of X variable (student's Linguistic intelligence) and Y variable (English Speaking ability).

$\sum y$ = the total number of scores of Y variable.

$\sum x^2$ = the total number of square score X variable.

$\sum y^2$ = the total number of square score Y variable.

³⁷ Mohammad Adnan Latief, Research On Language Learning AN Introduction (Malang: UM Press, 2014), 223.

³⁸ Retno Widyaningrum, Statistik: Edisi Revisi (Yogyakarta: Pustaka Felicha, 2013), 105.

The steps of the data analysis applied in this research are:

- a. Determining Σx , Σy , Σxy , Σx^2 , Σy^2 .
- b. Computing by applying the formula of product moment correlation.
- c. Determining of significant standart 5% and 1%.
- d. Determining the correlation criteria by applying the indexes of corellation as follow:³⁹

Scale	Interpretation
0,800 – 1,000	High correlation
0,600 – 0,800	Sufficient correlation
0,400 – 0,600	Fair Correlation
0,200 – 0,400	Low correlation
0,000 – 0,200	Very low correlation

- e. Making conclusion by comparing the second, third, and fourth steps.

The calculation validity of the instrument item is 5 items and the students are 21 students. As statements above the test are called valid if the result $> 0,444$ (“r” 5%), but if $\leq 0,444$ the item in instrument is declared invalid.

Table 3.1

Recapitulation Test Item Validity

Item	“r” calculated	“r” index	Notes
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³⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 276

Organization	0.762	0.444	Valid
Logical Development	0.800	0.444	Valid
Grammar	0.762	0.444	Valid
Punctuation	0.534	0.444	Valid
Style	1	0.444	Valid

According to the table above, the items test called valid if the score of validity test more than 0,444. The first item was organization; the result was 0,762 that can call valid. Logical development got 0,800 point that bigger than 0,444 and it mean valid. In grammar item test, the test of validity item got 0,762 and its mean that the item or test was valid. Punctuation item test was valid too, because the item of validity got 0,534 point. The last was valid too, the style item test got 1 point validity test.

b. Reliability

A second element that determines the quality of our measurement instruments is reliability.⁴⁰ Allen and Yen said, as a reliability of a test increases, the error score variance becomes relatively smaller. When error variance is relatively slight, an examinee's observed score is very close to his or her true score. However, when error variance is

⁴⁰ Daniel Muijs, *Doing Quantitative REsearch in Education with SPSS* (London: SAGE, 2004), 71

relatively large, observed scores give poor estimates of the scores.⁴¹ To measure reliability used rank method of correlation (Spearman Method). The step are below:

1. Formulated H_a (Hypothesis alternative) and H_o (Hypothesis nol).
2. Find $df/db = N$.
3. Find standart rank order correlation in the standart table ρ_o (rho) = ρ_1 at the degree significant 5% or 1%.
4. If $\rho_\theta \geq \rho_t$ H_a is gotten/ H_o is rejected.
If $\rho_\theta < \rho_t$ H_a is rejected/ H_o is gotten.⁴²

The formula as below:

$$Rho = \rho_\theta = 1 - \frac{6\Sigma D^2}{N(N^2-1)} \text{ or } 1 - \frac{6\Sigma D^2}{(N^3-N)}$$

Notes:

ρ_θ = Index rank order correlation

6 and 1 = number constant.

D = different (different both R_1 and R_2)

N = number of cases.⁴³

The result of the data on SPSS is below:

⁴¹ Mohammad Adnan Latief, Research on Language Learning an Introduction, 213

⁴² Retno Widyaningrum, Statistik: Edisi Revisi, 122.

⁴³ Ibid.

Reliability Statistics

Cronbach's Alpha	N of Items
.781	5

Based on result of SPSS 19 program the data is about 0.781 > than 0.444 for 5% significance. It means the items of Organization, Logical Development, Grammar, Punctuation, Style test is reliable.

2. Documentation

Documentation uses to know and analyze the students' task result. It is a piece of students writing task result.

E. Technique of Data Analysis

After the data had been collected, the research analyzed the data by quantitative data. The result of analysis was to see the high and an effectiveness of the diorama media in students' writing skill.

Student's involvement and test were classified as quantitative data. The data from the test were analyzed by using calculating use the "t" test statistics analyze. The all of data was analyzed by SPSS 19 program. The manual formulas are as follow:⁴⁴

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Steps :

⁴⁴ Retno Widyaningrum, *Statistik* (Ponorogo: STAIN Ponorogo Press, 2009), 161

1. Account the mean from variable I Variable II

$$M_x = M' + i \frac{\sum fx}{n_x} \qquad M_y = M' + i \frac{\sum fy}{n_y}$$

2. Account The Standart Deviation from variable I and Variable II

$$SD_1 = i \sqrt{\frac{\sum fX'^2}{N_1} - \left(\frac{\sum fX'}{N_1}\right)^2}$$

$$SD_2 = i \sqrt{\frac{\sum fY'^2}{N_2} - \left(\frac{\sum fY'}{N_2}\right)^2}$$

3. Account mean standart Error from variable I and Variable II

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

4. Account Correlation Coefisation "r" Product moment

$$r_{xy} = \frac{\frac{\sum XY}{N} - (C_x)(C_y)}{SD_x \cdot SD_y}$$

5. Account the Different Error Standart between Variable I Variable II

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2 - 2r_{xy} SE_{M_1} SE_{M_2}}$$

6. Measure t_0

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

CHAPTER IV

RESEARCH FINDING

This chapter presents general data and the result of research that has been collected and analysis, and discussion.

A. General Data

Teaching writing of eight grade students at Mts Ma'arif Klego is use traditionally technique. In pre activities, the teacher give simulation related the materials will be explained. Second, in whilst activities, the teacher gives explanation about material to students without using media. Then, teacher gives test to students related the topic material. The all of students writing test are checked by teacher. In fact, the results of the students test are not get maximally score. The last is post activity, in this step the teacher give evaluation about the material.

Based on statements above, in this research the researcher is teach A and B class by different processes. In A class as a control class, in all of the steps teaching process the researcher teach same as the English teacher at MTs Ma'arif Klego that do not use media. Then, in B class as an experiment class, different with control class in whilst activity, researchers use diorama as a media to teach English writing.

B. Data Description

The steps were, in the first meeting, the students were given a task about narrative text and fill the blank of the text to measure students' writing skill and analyze validity and reliability of the text. All of the students were not taught by dioramas media. Second, the students were given same text that to pre-test the students in writing skill. Then, the last meeting the control class was not taught by using dioramas media in teaching writing process before given post-test. But, in A class as, an experimental class were taught by using dioramas media. In this case, researcher taught writing by displaying the diorama of Cinderella story and given some informations related to diorama. In this step, the students can observe diorama before post-test to measure whether using dioramas media gives good influences or not in teaching writing.

1. Data of Test Result

In this research, test is applied to measure of writing to the Eight Grade at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic year 2015/2016. The following scores of test:

Table 4.1 Control Class is not Taught by Diorama Media

NO	NAME	Pre-Test	Post-test
1	Abdullah Sahroni	46	58
2	Ahnad Tohari	43	60
3	Arian Febrianto	58	58
4	Bibit Santoso	52	61

5	Ficka Rohmatullah	49	64
6	Harist Setiawan	70	55
7	Imam Rohmad S	58	58
8	Muhammad Milham S	64	70
9	Nur Rohman	46	58
10	Taufik Hidayatur R	53	61
11	Wahyu Dani Saputra	49	64

Table 4.2 Experimental Class Without Taught and Taught by Dioramas Media

NO	NAME	Pre-Test	Post-test
1.	Dyah Ayu	58	76
2.	Eka Sulistyawati	58	76
3.	Hanif Maulana	64	70
4.	Hanik Rista	82	76
5.	Huda Maris Sofia	55	67
6.	Hesty	55	73
7.	Kammaya	49	70
8.	Luluk	52	70
9	Sulis Binti	55	80
10.	Wahyu Setyaningrum	67	73

2. Data Analysis

After collecting data, the data analysis by SPSS 19 program as the result as follows:

a. Frequency

Table 4.3 Frequency Distribution of Pre Test in Control Class

Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49.00	1	9.1	10.0	10.0
	52.00	1	9.1	10.0	20.0
	55.00	3	27.3	30.0	50.0
	58.00	1	9.1	10.0	60.0
	64.00	1	9.1	10.0	70.0
	67.00	1	9.1	10.0	80.0
	73.00	1	9.1	10.0	90.0
	82.00	1	9.1	10.0	100.0
	Total		10	90.9	100.0
Missing	System	1	9.1		
Total		11	100.0		

From table above, could be seen that the students writing score was various. There is 1 student got 49 writing score and the calculation is 10%. As same as first calculation, there is 1 student whose got 52 score. There are 3 students got whose 55 score then its calculation is 30%. The next is 1 student got score 58 score by calculate 10%. There is 10% or 1 student got score 64, 10% or 1 student got score 67, 10% that 1 student got score 73, 10% or 1 student with writing score 82.

Based on the table above, the histogram can be seen as follow:

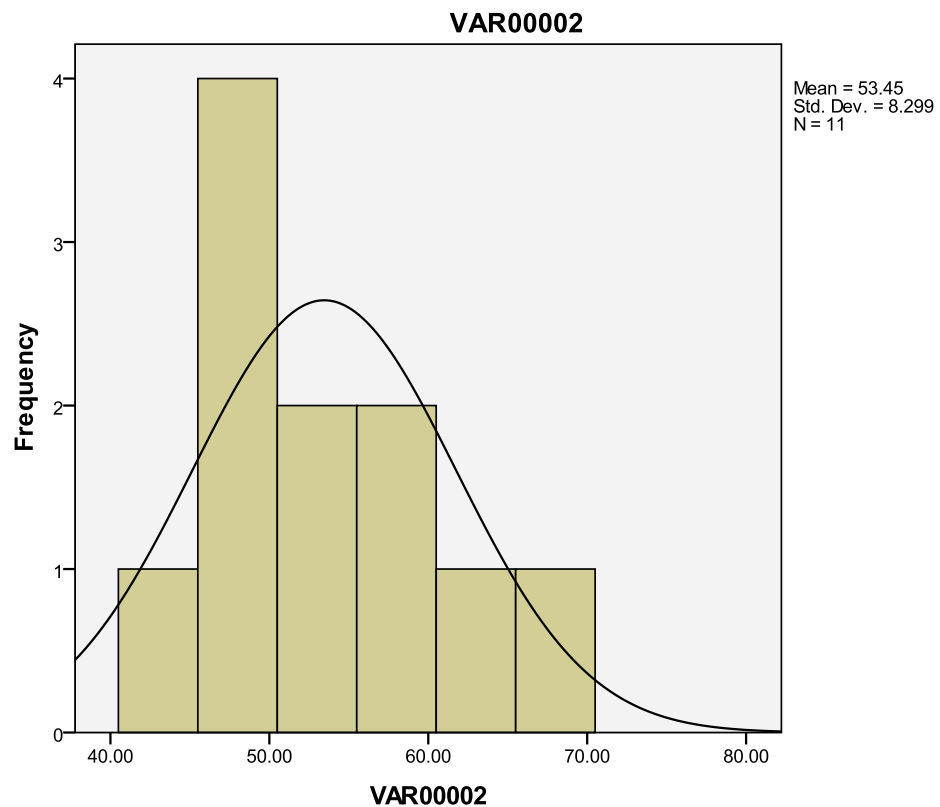


Figure 4.1 Histogram for the Pre test in Control Class

From the histogram above, it is stated $M = 53,45$ and $SD = 8,299$.

There are any criteria of group scores:

- 1) More than $M + 1.SD$ ($53,45 + 8,299 = 61,749$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- 3) Less than $M - 1.SD$ ($53,45 - 8,299 = 45,151$) is categorized into

low.

Thus, it can be seen that the scores which are more than 62 is considered into good, while the scores which are less than 45 is

categorized into low and the score between 45-62 is categorized into medium. That categorization can be clearly seen in the following:

Table 4.4 The Categorization of Students' Writing Score

No	Score	Frequency	Percentage	Category
1	More than 62	4	36,36 %	Good
2	Between 45-62	7	63,64%	Medium
3	Less than 45	0	0%	Low
Total		11	100%	

From the such students' writing score categorization can be classify that the students' score on the school showed divided into good and medium category. Because, there is 36,36% students got high writing score that more than 62 point. Then 63,64% students in a medium category with get the writing score between 45-62.

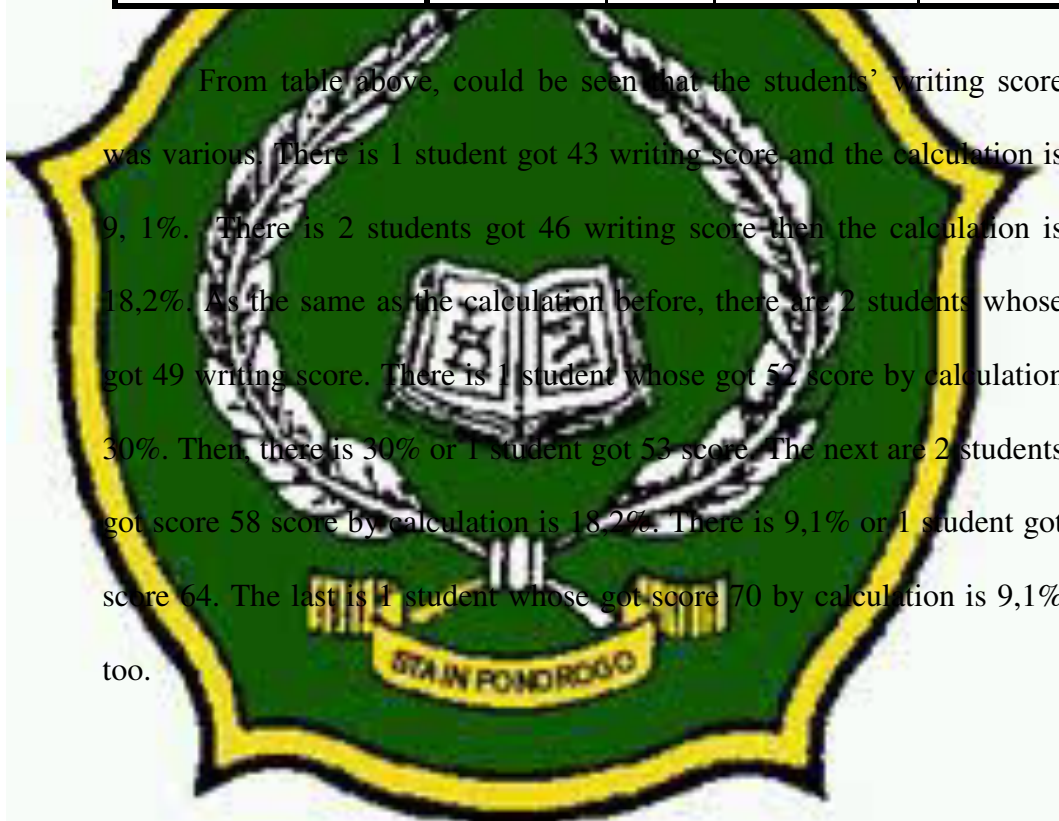
Table 4.5 Frequency Distribution of Pre Test in Experiment Class

		Experiment Class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43.00	1	9.1	9.1	9.1
	46.00	2	18.2	18.2	27.3
	49.00	2	18.2	18.2	45.5
	52.00	1	9.1	9.1	54.5
	53.00	1	9.1	9.1	63.6
	58.00	2	18.2	18.2	81.8
	64.00	1	9.1	9.1	90.9
	70.00	1	9.1	9.1	100.0

Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43.00	1	9.1	9.1	9.1
	46.00	2	18.2	18.2	27.3
	49.00	2	18.2	18.2	45.5
	52.00	1	9.1	9.1	54.5
	53.00	1	9.1	9.1	63.6
	58.00	2	18.2	18.2	81.8
	64.00	1	9.1	9.1	90.9
	70.00	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

From table above, could be seen that the students' writing score was various. There is 1 student got 43 writing score and the calculation is 9, 1%. There is 2 students got 46 writing score then the calculation is 18,2%. As the same as the calculation before, there are 2 students whose got 49 writing score. There is 1 student whose got 52 score by calculation 30%. Then, there is 30% or 1 student got 53 score. The next are 2 students got score 58 score by calculation is 18,2%. There is 9,1% or 1 student got score 64. The last is 1 student whose got score 70 by calculation is 9,1% too.



Based on the table above, the histogram can be seen as follow:

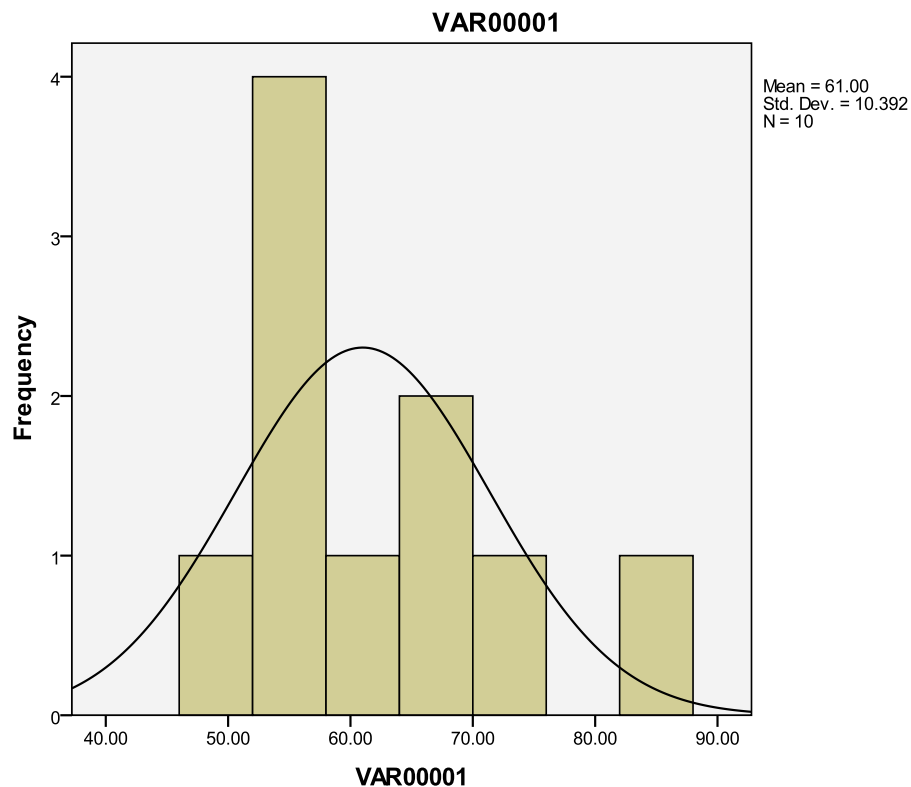


Figure 4.2 Histogram for the Pre Test in Experiment Class

From the histogram above, it is stated $M = 61,00$ and $SD = 10,392$.

There are any criteria of group score:

- 1) More than $M + 1.SD$ ($61,00 + 10,392 = 71,392$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- 3) Less than $M - 1.SD$ ($61,00 - 10,392 = 50,608$) is categorized into low.

Thus, it can be seen that the scores which are more than 72 is considered into good, while the scores which are less than 51 is

categorized into low and the score of between 51-72 is categorized medium. That categorization can be clearly seen in the following:

Table 4.6 The Categorization of Students' Writing Score

No	Score	Frequency	Percentage	Category
1	More than 72	0	0 %	Good
2	Between 51-72	7	70%	Medium
3	Less than 51	3	30%	Low
Total		11	100%	

From the such students' writing score categorization can be seen that the students' score on the school showed 3 categories. In first categories is good by percentage 0%. In medium categories the students whose get score between 51-72 by calculation is 70%. The last the category is low category, the students whose got score less than 51 who there are 30%.

b). Post-Test Frequency

Table 4.7 Frequency Distribution of Post Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67.00	1	9.1	10.0	10.0
	70.00	3	27.3	30.0	40.0
	73.00	2	18.2	20.0	60.0
	76.00	2	18.2	20.0	80.0
	80.00	1	9.1	10.0	90.0
	85.00	1	9.1	10.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		

Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67.00	1	9.1	10.0	10.0
	70.00	3	27.3	30.0	40.0
	73.00	2	18.2	20.0	60.0
	76.00	2	18.2	20.0	80.0
	80.00	1	9.1	10.0	90.0
	85.00	1	9.1	10.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

From table above, could be seen that the students' writing score was various. There are 10,00% calculation of 1 students whose got score 67. In 30% calculation there are 3 students whose got writing score 70. Then, 2 students whose got 73 writing score by calculation is 20%, and 20% of 2 students whose got 76 point writing score. The last, 10% calculation of 1 student whose got writing score 80 and 85.

Based on the table above, the histogram can be seen as follow:

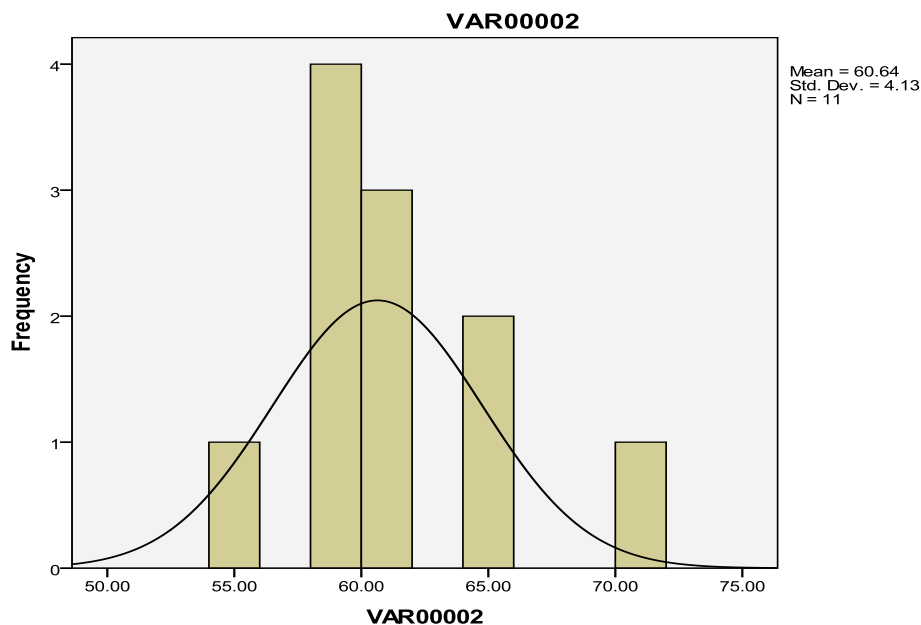


Figure 4.3 Histogram for the Post Test in Control Class

From the histogram above, it is stated $M = 60,64$ and $SD = 4,13$.

There are any criteria of group score:

- 1) More than $M + 1.SD$ ($60,64 + 4,13 = 65,77$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- 3) Less than $M - 1.SD$ ($60,64 - 4,13 = 56,51$) is categorized into low.

Thus, it can be seen that the scores which are more than 66 is considered into good, while the scores which are less than 57 is categorized into low and the score of between 57-66 is categorized medium. That categorization can be clearly seen in the following:

Table 4.8 The Categorization of Students' Writing Score

No	Score	Frequency	Percentage	Category
1	More than 66	11	100 %	Good
2	Between 57-66	0	0%	Medium
3	Less than 57	0	0%	Low
Total		11	100%	

From the such students writing score categorization can be seen that the students' score on the school showed that 100 % in the good category, 0% in a medium and low category.

Table 4.9 Frequency Distribution of Post Test in Experiment Class

		Experiment Class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67.00	1	10.0	10.0	10.0
	70.00	3	30.0	30.0	40.0
	73.00	2	20.0	20.0	60.0
	76.00	2	20.0	20.0	80.0
	80.00	1	10.0	10.0	90.0
	85.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

From table above, could be seen that the students writing score was various. There were 10% or 1 student whose got score 67. In 30% calculation or 3 students whose got score 70. Then, 20% calculation or 2 students whose got score 73 point. Next, 2 student whose got score 76 by the calculation is 20%. There is 1 student got 80 writing score and the calculation is 10%. As same as the calculation before, 1 student whose got 85. Based on the table above, the histogram can be seen as follow:

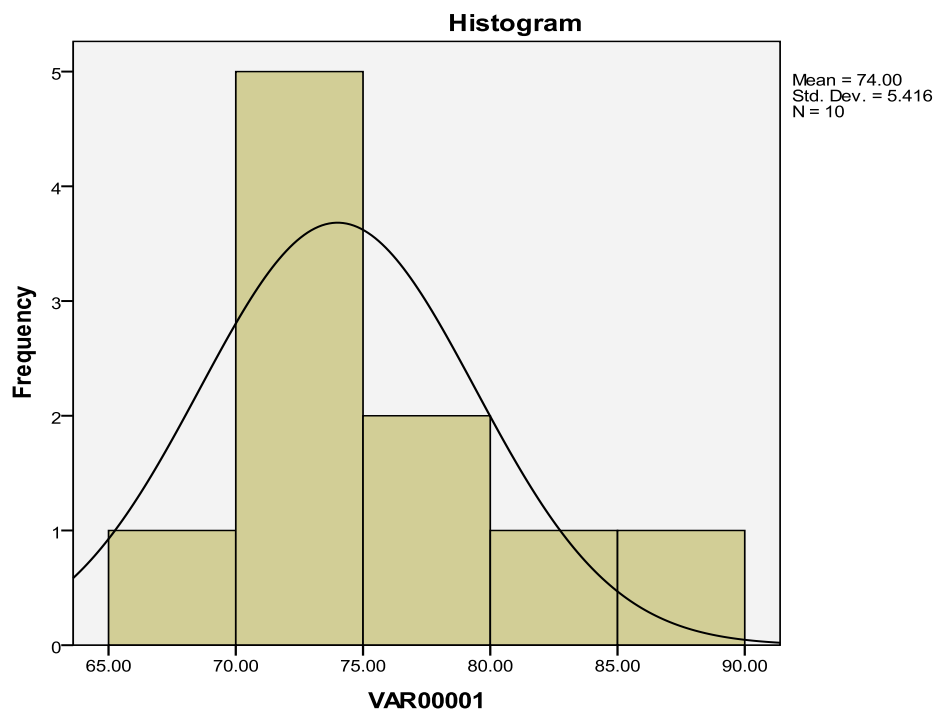


Figure 4.4 Histogram for the Post Test in Experimental Class

From the histogram above, it is stated $M = 74$ and $SD = 5,416$.

There are any criteria of group score:

- 1) More than $M + 1.SD$ ($74 + 5,416 = 79,416$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- 3) Less than $M - 1.SD$ ($74 - 5,416 = 68,584$) is categorized into low.

Thus, it can be seen that the scores which are more than 74 is considered into good, while the scores which are less than 69 is categorized into low and the score of between 69-74 is categorized into medium. That categorization can be clearly seen in the following:

Table 4.10 The Categorization of Students' Writing Score

No	Score	Frequency	Percentage	Category
1	More than 74	4	40%	Good
2	Between 69 -74	5	50%	Medium
3	Less than 69	1	10%	Low
Total		11	100%	

From the such students' writing score categorization can be seen that the students' score on the school showed that 40% in the good category by got more than 74 writing score, 50% in a medium category by score between 69-74 and the student got writing scoreless 69 point by percentage 10% in a low category.

b. Normality

The output of normality SPSS19 program analyze as follows:

Table 4.11 The Results of Normality Analyze by SPSS19.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Class	.173	10	.200	.926	10	.414
Control class	.234	10	.130	.862	10	.080

Based on calculation using Kolmogorov-Smirnov and the calculation by using SPSS 19 program, the result of the test explained in table 4.11. Referring to the table 4.11 above, it can be concluded that the data is normally distributed. The data is normally distributed if the significant value > 0.05 . In the Kolmogorov-Smirnov column, we can view that the significant value for the experimental class is 0,200. Therefore, the significant value is greater than 0,05. Moreover, the result of Kolmogorov-Smirnov column for students' writing score on control class as following table showed 0.130, it indicated that the data for students' writing score is normally distributed.

c. Homogeneity

The output of homogeneity SPSS19 program analyze as follows:

Table 4.12 The Results of Homogeneity Analyze by SPSS19
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
5.734	2	4	.067

Based on calculation using SPSS 19 program, the result of the test explained in table 4.12, it can be concluded that the data is homogenous. The data is homogenous if the significant value $> 0,05$. In the column, we can view that the significant value for the experiment class is 0,067. Therefore, the significant value is greater than 0,05. So the sample data of experiment and control class is homogenous

d. T-Test

The output of T-test SPSS19 program analyze as follows:

Table 4.13 The Results of T-TEST Analyze by SPSS19

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment – control class	13.70000	5.35516	1.69345	9.86915	17.53085	8.090	9	.000

Referring to the table 4.13 above, it can be concluded that the in 5% significant $0,000 < 0,05$. Therefore, the significant value is greater than 0,05. In 5% significant t value is greater than t table, there is t table was 2,09 and t value 8,090. So the researcher conclude if the diorama media is effective in developing students' writing score, because there is a significant difference about students' writing score on control class that do not teach by diorama and experiment class that teach by diorama media.

C. Discussion

From the computation above, it is shown that the difference coefficient of the students' writing using diorama media and without diorama is 10.959. It is used to find out whether the difference coefficient is a significant coefficient or not, and furthermore it can be used as a basic to generate the population.

To determine the t_0 is by checking db and consulting with the t_t score. To measure reliability used rank method of correlation (Spearman Method).⁴⁵

$$\begin{aligned} db &= (N_x + N_y) - 2 \\ &= (11 + 10) - 2 \\ &= 21 - 2 \\ &= 19 \end{aligned}$$

From the db score, the researcher can know that in 5 % signification level, $R_{19} = 0,444$. Based on this statement, the researcher can interpret that there is a significant correlation between both writing achievement using diorama (X) and writing achievement without diorama (Y) variables.

The result of T-Test is significance among 0.000 or is lower than 0.05. It means that hypothesis which states there is any difference between students writing score who are using diorama media and who are not is rejected. From the data above, the researcher can conclude that there is a significant difference between students' writing score using diorama media and without diorama media. In other word, diorama give a significant difference for

⁴⁵ Mohammad Adnan Latief, Research on Language Learning an Introduction, 213

students' writing score at eight grade students in Mts Ma'arif Klego in academic year 2015/2016.

The design of the diorama has also demonstrated a clear evidence of the power of diorama as a three-dimension art form to tell effectively a vital story.⁴⁶ Its mean that diorama media is an efficient way of make student more easily in comprehends writing especially in narrative text. In fact, many students can comprehend the story of the text by diorama than not. Moreover, students are enjoying in writing class.



⁴⁶ M. Enti, Diorama Art- A Potential Medium for Museum Education, (KNUST August 2010), 9.
<http://www.google.com/m?hl=inID&ie=UTF8&source=androidbrowser&q=journal+of+science+and+technology+diorana+arta+potential+medium+for+musem+education+by+M.enti%20pdf>
Accessed on November 10th, 2015.

CHAPTER V

CLOSING

A. Conclusion

According to analyzing data and calculation in chapter IV, it has been found that the comparison value (t_0) between students' writing score who are taught by diorama media and who are not taught is 8,090. This is greater than "t" value in the table (t_t), which is 2,09 at 5% and 2,88 at 1% significant level, with $db=19$. The researcher concludes that there is significant difference in students' writing score between students who are taught and taught without using diorama media. In other word, diorama media is effective to gain better score in writing skill to the Eight Grade Students at Mts Ma'arif Klego, Mrican, Jenangan Ponorogo in Academic year 2015/2016. The index of t_0 is 8,090 and the index of t_t is 2,09 at the level significant 5%.

B. Suggestion

Based on the research result, some suggestions can be presented to:

1. Teacher

English teacher are suggested to use suitable media that it is diorama media in teaching writing to make the students more enjoy and get high score.

2. Students

The students are expected to have more concentration with English teacher explanation in teaching writing that it can make student more mastering in writing skill.



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