

## **NING AS MEDIA IN TEACHING WRITING DESCRIPTIVE TEXT TO TENTH GRADERS IN SMAN 1 CAMPURDARAT TULUNGAGUNG**

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### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan penggunaan *NING as Media* pada siswa kelas X SMAN 1 CAMPURDARAT TULUNGAGUNG dalam proses pembelajaran selama kelas menulis bahasa Inggris teks deskriptif berlangsung, untuk mendeskripsikan ketrampilan menulis bahasa Inggris siswa ketika *NING as Media* diterapkan pada proses belajar mengajar, dan untuk mendeskripsikan respon siswa setelah diajar dengan menggunakan *NING as Media*. Penelitian ini dirancang sebagai sebuah laporan dalam bentuk deskriptif qualitative tanpa ada perhitungan statistic. Hasil penelitian ini menunjukkan bahwa aktifitas dari *NING as Media* telah diterapkan di dalam kelas dan sebagai sebuah media, hal ini sangat efektif membantu guru dan siswa dalam proses belajar mengajar dalam konteks 'knowledge of language, comprehension, performance, organization of the text, and overall impression.' *NING as Media* juga mampu memotivasi siswa bergabung dalam proses pembelajaran di kelas.

**Kata Kunci:** *NING as Media*, ketrampilan menulis bahasa Inggris, teks deskriptif, siswa kelas sepuluh.

### **Abstract**

This study is conducted to describe the use of *NING as Media* to tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG in learning process during writing descriptive class, to describe the students' writing ability when *NING as Media* use in teaching and learning process, and to describe the students' responses after being taught by using *NING as Media*. This study was designed as a report in the form of descriptive qualitative without any statistical calculation. The result of this study showed that *NING as Media* was successfully implemented in class and it was very effective as media to help both teacher and students in teaching and learning process of writing descriptive text in term of 'knowledge of language, comprehension, performance, organization of the text, and overall impression.' It could motivate the students to join the learning process as well.

**Keywords:** *NING as Media*, writing skill, descriptive text, tenth graders.

### **INTRODUCTION**

People need to communicate with others in order to deliver their idea, mind, and thought. One of the ways to communicate is writing. It is a kind of communication which is often given less attention by people. Unlike speaking, which could be clarified immediately, writing could not be clarified immediately. Writing should give clear meaning since the readers are unclear. The readers do not have chance to get clarification whether their understanding on the written words are correct or not. As a result, the writer has to write everything in detail unless there will be misunderstanding.

Moreover, writing has an important role in many walks of life. In education, writing is needed to make report or papers. Halliday (1985) in Nunan (1999:275) notes that writing has a number of functions in daily life, they are (1) for action, for example, public signs, traffic symbols, product labels, television and radio guides, and

any instructions; (2) for information, such as in newspaper, magazine, non-fiction story, scientific paper, advertisement, politic pamphlets, etc.; (3) for entertainment, for example, fiction books, comic strips, poetry, drama, newspaper features, etc.

Due to the importance of writing, people need to learn how to write. Teaching writing is not easy to do for English teacher, because it is considered as complex skill. Nunan (2003:88) points out that writing is not only the activity of producing words into paragraph or essay but there are also many aspects included in it. Writing requires good ability of grammar, vocabulary, organization, and other aspects in written form in order to create a communicative written text.

In fact, however, students get some difficulties in writing. There are three reasons which are commonly faced by them. First, the students are lack of ability to create certain text in their class. Reid (1993:105) notes that writing is perhaps the most demanding skill, it is often found that students lose their ideas whenever they

are expected to write. Second, most of the students have lack of grammar mastery. Arranging sentences by sentences into paragraph may not be easy for them. Third, the students feel bored and think that the activity of writing is not interesting.

Furthermore, writing class still occurs in traditional way in which it seems monotonous and not interesting for students. Nguyen (2004) states that foreign classes happened because of two reason. The first is from the part of the student's characteristic; they have low proficiency levels, lack of motivation, and prefer the traditional learning style. The other reason is the teacher's way in teaching. The teachers even just ask the students to write short paragraph without giving any explanation and ask them to submit it. The teacher does not give more explanation or give the students feedback after they submit their writing.

Nunan (2003) claims that when assigning the whole composition, the teacher asked the students to write on a topic only once. It means that the teachers only give the instruction to students to write without guidance, motivation or revision. This causes why the students feel bored and not motivated in the process of writing. They think that their task only submitting their writing without knowing the process of writing itself.

The students do not know the process of writing, because the teacher does not give them longer explanation about writing and ignores it. It makes the students ignore the quality of the text which they make too. Sometimes they only copy and paste from the internet, print it, and submit it. It makes writing become difficult and is not important for them. However, writing can be seen as a developmental process of inquiring and problem solving rather than single action resulting in a finished product (Wennerstorm, 2006). Hyland (2003) notes that students do a number of activities in writing, such as setting goals, generating ideas, organizing information, setting appropriate language, making draft, reading and reviewing it, then revising and editing it. This process encourages teachers to support and motivate their students through multiple draft by providing feedback and suggesting revision during the process of writing rather than at the end of it.

In order to help students in the process of writing, the teachers should have a different way and it must make the students interested and not only copy and paste. The teacher must know some ways which make the students interested, and this way also makes the students write by nature. The teacher can use this way to make the students stimulated to write. One of the ways to do this is by using technology. Nowadays, in globalization era technology is very important and familiar to students. The students use this technology in every aspect of their life. For example, they use mobile phone or personal computer such as computer, laptop, or tablet.

There are many features in this technology which can be used in the process of teaching writing and this technology can be connected with internet and the students can use it for the process of writing. The internet can be used in a variety of ways to support writing process as the students develop their writing skills in

various genres. Although internet is naturally motivating tool and many young learners are familiar with it, it is important for the teachers to be active facilitators when internet is used for language learning.

A kind of internet that will be used for teaching is social media. This is because social media are oftenly used by the people in the world and the students also use it in their daily activity and they are familiar to use it. Dealing with this, the teachers think that social media can be used to stimulate the students in the process of writing. There are a lot of social media, for example, facebook, twitter, mig33, NING, blog, etc. Among those kinds of social media, NING is the social media that can be used for teaching writing since it has several features that support teaching writing. NING can also be used in groups and it can be used in the classroom. The teacher can make a group in one classroom and another group in another classroom.

NING is online service that allows users to create their own networks and join and participate. NING includes features such as photos or videos. NING provides an avenue for instructors to take advantage of social networks in a neutral setting, offering functionality and experience that are familiar and comfortable for students. It makes the students interested to use these social media in their learning process. They can communicate and share their description in the social media. It is similar when they use other social media like facebook or twitter.

NING can be applied in any types of texts. However, the researcher applied these media on descriptive text. Descriptive text, one of the text types in English, is a clear description of people, places, objects, or events using appropriate details. The researcher applies NING on descriptive text because through one of its features, that is photo or video, the students can describe the subject or object shown in the photo or video in detail. They can give clear and detailed description based on the photo or video uploaded.

Based on the fact above, in this study, the researcher wants to know whether the implementation of NING as media in the process of teaching writing descriptive text deeper to the eleventh grade students of SMAN 1 CAMPURDARAT TULUNGAGUNG.

Based on the background of the study above, the research questions can be formulated as follows:

1. How does the teacher implement "NING" as media in teaching writing descriptive text to the eleventh graders in SMAN 1 CAMPURDARAT TULUNGAGUNG?
2. How is the students' writing descriptive text result during the implementation of "NING" as media in teaching writing descriptive text?
3. How are the students' responses toward the use of "NING" as media in teaching writing descriptive text?

In line with the research questions above, the objectives of the study are:

1. To describe how the teacher implements "NING" as media in teaching writing

descriptive text to the eleventh graders of SMAN 1 CAMPURDARAT TULUNGAGUNG.

2. To describe the students' writing descriptive text during the implementation of "NING" as media in teaching writing descriptive text.

3. To describe the students' responses toward the use of "NING" as media in teaching writing descriptive text.

The researcher conducts this study in order to give some input to the teacher and students who are directly involved in the process of teaching and learning English, especially in teaching and learning writing. This study is expected to give input to the teacher in choosing media in teaching writing descriptive text. Besides, it can also help the teacher to teach more creative and innovative. For students

It is expected that the result of the study can stimulate the students in writing descriptive text and help them to express their idea and encourage them when they are writing. Besides, it also gives them different situation in learning English.

This study is conducted to describe the use of NING as Media in teaching writing descriptive text to tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG, to describe the students' writing ability when NING as Media is used in teaching and learning process, and to describe the students' responses after being taught by using NING as Media.

According to Chastain (2003:363), writing is recognized objective among most language teachers, and as such, it should be emphasized in the classroom. This makes teachers must encourage their students to be active writer by applying some media, technique, as well as teaching aid to teach how to write correctly. According to Nunan (1991:88), writing is the mental work of inventing ideas, thinking of how to express them, and organizing them into statements and paragraph until that it is clearer to the readers. Writing is one of the productive skills in English. Different from speaking, which could be clarified immediately, writing could not be clarified immediately. Writing should give clear meaning since the readers are unclear. The readers do not have chance to get clarification whether their understanding on the written words are correct or not. As a result, the writer has to write everything in detail unless there will be misunderstanding. Writing is regarded as a complicated activity, because consequently the written product may not match with the writer's original intention. This related to the limited linguistic knowledge.

Although, its main purpose is communication, writing is not just one important thing. It varies in form, structure, and production process according to its audience and purpose. Based on (Jenkin :2008), purposes for writing include developing social networks; engaging in civic discourse; supporting personal and spiritual growth; reflecting on experience; communicating professionally and academically; building relationships with others, including friends, family, and engaging in aesthetic experience.

In educational environment, writing can be the main activity for students to catch the material that they

get from their study. Note taking, summarizing, and reporting some activities of the students are mostly done with writing. Teachers always do writing down the steps of the teaching activity for preparation. Sometimes the teachers need to report the class activity or the research which they have done. LaRoche (2004) said that writing as a skill ensures students success in every aspect of learning. It means that by learning writing or mastering writing, people will ease themselves to pass their life.

Ning is an online service that allows users to create their social media and join and participate in other social media. Ning lets creators of networks determine whether the site is public or private. Most networks include features such as photos or videos, list of network members and events, groups within the network, and communication tools such as forums or blogs. No technical skill is required to set up a social network, and there are no limits to the number of networks a user can join.

Although Ning does not provide usage statistics or numbers of registered users, the company does highlight the number of networks on its platform. It focuses on a broad range of topics and are used for activities ranging from news, current events, and professional development to entertain, dating, and support groups. Some networks focus on particular commercial products, and in some of these cases, product representatives are active members of the networks, which become a vehicle for social advertising. Another clear trend is that many alumni groups, formal and informal, from high schools as well as students, colleges and universities use Ning to develop networks where graduates can reconnect and stay in touch.

Eli (2008) stated that Ning provides an avenue for teacher to take advantage of social networks in a neutral setting, offering functionality and an experience that are familiar and comfortable to students. By creating social media around academic topics, or even about specific projects for a course, the teacher can facilitate a strong sense of community among the students, encouraging personal interactions that can lead to the creation of new knowledge and collective intelligence. Students can also use Ning to create networks that help current or incoming students build connections with the institution. Ning provides an opportunity for students to create their own social media and learn how to cultivate and sustain a community of users that might resemble professional and relationship.

To encourage process writing, teachers can use Ning as media for teaching writing descriptive Text. Boas (2011) stated that there are 6 steps of writing descriptive text by using Ning which are discussed as follows:

1. Selecting Topic

For this step, students are required to study about the topic of descriptive. There are several topics in descriptive text which can be used for students. For the example the teacher give them the topic about description of people, places, and thing.

2. Pre-writing activity

After the students choose the topic, the teacher asks them to find the supporting information based on the



topic which they have chosen. In the end of the class, each student posts their supporting information of their topic.

3. Drafting the identification and description paragraph.

The third meeting the teacher and students log on to Ning and students read all the comments from previous day. Then the teacher gives the students guidelines on how to write identification and description paragraph. After that, the teacher asks the students to write their descriptive text based on the guidelines. After they write their paragraph, the teacher asks them to post paragraph on the Ning.

4. Composing descriptive text

In this stage the students compose descriptive text based on their draft.

5. Revising identification and description paragraph

For the next step, after students post their work and correcting by whole class, the students revise their identification paragraph and description paragraph.

6. Publishing the whole descriptive text

As the final step, students prepare to publish their text on the Ning network. However, this time, the idea is to explore the multimodal capabilities of social networking on the internet and have students share their ideas online with a wider community.

## METHODS

The study attempted to figure out the implementation of "NING" in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG. It also took the students' composition after the implementation of "NING" and the students' responses toward the implementation of "NING" in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG into consideration. The researcher decided to conduct a descriptive qualitative study in her research due to several explanations delivered by some experts. A descriptive qualitative study inquires a case in depth. It tries to describe the implementation of particular technique, media, approach, and method in several situations; including region, school, college, etc. (McMillan, 1992:144).

The researcher has decided to choose the tenth grade students, especially the students of class X-G in SMAN 1 CAMPURDARAT TULUNGAGUNG as the subjects of her research. The researcher chose them because they have different background and intelligence. Besides, they also have high discipline in the process of teaching and learning English.

Besides the students, the researcher also chose the English teacher who teaches in this class as the subject of the study. The researcher chose this teacher because she is accustomed to use NING when she teaches writing descriptive text. She implements NING as the media to help students in writing descriptive text. She

believes that these media are suitable for teaching writing descriptive text.

This research was conducted in SMAN 1 CAMPURDARAT TULUNGAGUNG which is located at JL. Raya Popoh Indah, Ds. Ngentrong, Kec. Campurdarat, Tulungagung. This school has implemented the recent KTSP curriculum which gives the school an authority in designing the syllabus based on the school vision and missions. SMAN 1 Campurdarat is one of the popular Senior High Schools in Tulungagung. This school is a good place for the researcher to conduct her research because this school has a lot of facilities and gadget to help the students in teaching and learning English.

Referring to the first research question, the data for this research are the teacher and students activities during the implementation of NING in teaching writing descriptive text to the tenth graders of SMAN 1 CAMPURDARAT TULUNGAGUNG. The sources of data are from the result of observation checklist and field notes.

For the second research question, the data are the students' opinions and feelings toward the implementation of NING in teaching writing descriptive text. To get these data, the researcher gave questionnaire to the students in the end of the activity after the teacher implemented NING in teaching writing descriptive text.

Meanwhile, for the third research question, the data come from the students' descriptive writing task. They are words, phrases, and sentences which are written in the students' descriptive writing task.

The researcher made an observation checklist in order to obtain information related to the implementation of "NING" in the process of teaching writing descriptive text. Nunan (1991:89) states that an observation checklist will collect the data toward any activities that happen in the classroom during the implementation of the technique. It covers anything the researcher would see or hear inside the classroom. The form of the observation checklist itself would be the table of questions about teacher's and student's activities during teaching and learning process of writing descriptive text. To know whether the activity is held or not during the teaching and learning process, the researcher put the tick in the column of "yes" and "no".

To make the data more complete, the researcher also made field note about all the activities in the teaching and learning process. Field notes is a brief note to add information during the observation which may contain the main information in this study. In this study, field notes was used to take a note on the activity during the observation from the beginning until the end of the class. Further, this study field notes are in the form of word or sentence, the researcher taken a note during the process of teaching and learning writing descriptive text. Besides, she also wrote the setting, people, reaction, and account of events (who, when, what was done) personal feeling and comments about the events.

The researcher explained how she obtained the data in order to figure out the students' responses toward the implementation of "NING" in teaching writing

descriptive text. She spread out questionnaire which contains several questions to the students in the form of multiple choices at the end of the observation after implementing "NING".

Writing task is a student's work sheet. It was used as an instrument. The researcher used it in order to analyze whether the implementation of "NING" helped the students in the process of writing descriptive text. Then the results of the task were used as an instrument to collect the data. To know the ability of the students in writing descriptive texts, the teacher used ESL Composition Profile. It is a kind of rubric which consists of the score of content, organization, vocabulary, language use, and mechanics. It helped the teacher to give the students score in writing skill. Moreover, it was used to cross check the result of questionnaire.

## **RESULT AND DISCUSSION**

### **The Result of Study**

This section will talk about the data presentation. The data comprises the five meeting observation, the score of students' performance and the students' questionnaires. The result of observation is presented in the form of paragraph below.

#### **1. The First Meeting**

The first observation was conducted on Tuesday, May 7<sup>th</sup>, 2013. The English lesson was on the third period, so the class started at 08.30 am. The classroom was crowded when the teacher entered the classroom. She made the students quiet first and began the teaching and learning process by greeting the students. Then she continued it by asking the students' feeling at the time.

After greeting the students, she checked the students' attendance list and organized the classroom first as the way to convince her that every student was inside the classroom and ready to start learning. Next, the teacher told the students about the material on that day. She stated that they would learn descriptive text. After explaining about description, the teacher reviewed briefly about the linguistic features used in descriptive text, namely adjectives, noun phrases and simple present tense. She delivered the explanation through the slide. She emphasized the explanation on simple present tense because usually most of students still forgot to put s/es in V1 if they used subject; he, she, and it in their sentences.

Next, the teacher gave the students an example of descriptive text entitled "Natural Bridge National Park". In this activity, students were asked to identify the identification and the description of the text orally.

Thirdly, the teacher prepared her laptop to connect into internet connection. After the internet connection connected to the laptop, the teacher can open the sources. She opened NING network, and showed to the students the layout of NING network. She explained to her students about NING. She said that NING can be used in the teaching and learning process in writing descriptive text. She also explained how to make NING account. Then she asked the students to open the students own laptop and try to make their own account. She also asked the students to make their NING account in to group.

After she showed NING and how it worked in the teaching and learning process, she asked to the students to make a short descriptive text. The first part, she gave the topic to her students and asked them to make the first draft of identification and definition paragraph. She gave the instruction to the students to publish their writing descriptive text to the NING.

The teacher ended the lesson by giving conclusion dealing with the material delivered on that day. She traced the students' comprehension about the materials on that day by asking some questions about descriptive text, including its means, its purpose, its component, and its linguistics features. Then she remained them to prepare themselves for the next meeting. Finally, she greeted her students after giving explanation.

#### **2. The Second Meeting**

The second observation was conducted on 11<sup>th</sup> May, 2013. The English lesson started on the fifth period, so the class started at 10:20 am. The teacher began the teaching and learning process by greeting the students first. Then she continued it by asking the students' feeling at that time.

After greeting her students, she checked students' attendance list and organized the classroom first as the way to convince her that every student was inside the classroom and ready to start learning. All students attended the lesson on that day. Next, the teacher told the students to prepare their laptop to continue their lesson.

But some students explained that their work having finish yet. The teacher understood about this condition, and she was not angry for this. She reminded the students to publish their work now.

Then, she showed one of the students' writing. She opened the discussion too discuss it in the class. She asked them some questions about the students' composition.

While the students were giving the comment for their friend's work, the teacher watched them and helped the students if they have any questions related to this activity. Not only the students, but also the teacher gave opinion for the students work. They communicate and give each other by using NING networks. Sometimes, the teacher asked the students about this activity.

After they gave comment to each other, the teacher asked them to revise their work based on the feedback from their friends and the teacher herself. But, the time was up and they must continue the next lesson. The teacher asked them to revise their work at home and warn them to post their work before Sunday at 00:00 pm.

The teacher ended the lesson by giving conclusion dealing with the material presented on that day. She reexamined the student's understanding about the materials on that day. Then she reminded them to prepare themselves for the next meeting. Finally, she greeted her students after giving conclusion.

#### **3. The Third Meeting**

The third observation was accomplished on 14<sup>th</sup> May, 2013. The English lesson was on the third period,

so the class started at 08:30 am. The students and the teacher prayed first before beginning the lesson. The teacher began the teaching and learning process by greeting the students first. Then she continued it by asking the student's feeling at that time.

After greeting her students, she checked students' attendance list and organized the classroom first as the way to convince her that every students were inside the classroom and ready to start learning. None students were absent today. The students also cleaned up the classroom first because it was routine daily activity before starting the first lesson in order to make sure that the classroom was ready to start the lesson.

Then the teacher gave further explanation about NING and asked the students to make the second text of descriptive text by using NING.

The teacher walked around the class and gave some suggestions for her students. After she gave suggestions for her students, she sat down on her desk and checked the students' work. She never forgot to give feedback and comment for the students' work. But the class was ended and they must stop this activity.

The teacher ended the lesson by giving conclusion dealing with the material delivered on that day. She explored the students' comprehension dealing with material on that day. Before leaving the classroom, she reminded the students to do their second text at home and she waited their work until Thursday before 00:00 pm.

#### 4. The Fourth Meeting

The fourth observation was conducted on Saturday, May 18<sup>th</sup>, 2013. The English lesson was on the fifth period, so the class started at 10:20 am. The classroom was crowded when the teacher entered the classroom. She made the students quiet first and began the teaching and learning process by greeting the students. Then she continued it by asking the students' feeling at the time.

After greeting the students, she checked the students attendance list and organized the classroom first as the way to convince her that every students was inside the classroom and ready to start learning. Next, the teacher told the students about the material on that day. She stated that they would learn about descriptive text.

They continued their discussions about second text of descriptive which they have made on the previous lesson. The result of their activity on the NING will be discussed today. The teacher reminded them about the generic structure and language features of descriptive text, because some of the students made the same mistakes.

To make the students remember about the generic structure and language features of descriptive text, the teacher gave the questions about this to the students.

The teacher and students were doing activity by giving feedback and comment to each other and sometimes the students raised their hand to give the teacher questions related to their work. The teacher also gave further explanation about the students' question.

When they concerned in the process of writing descriptive text they did not realize if the time is up and they must end their lessons. In the end of the lesson, the teacher asked them to revise their work and reminded them to post their work. The teacher also asked them to post their previous text.

#### 5. The Fifth Meeting

The fifth observation was conducted on 21<sup>th</sup> May, 2013. The English lesson started on the third period, so the class started at 08:30 am. The teacher began the teaching and learning process by greeting the students first. Then she continued it by asking the students' feeling at that time.

The teacher gave the comment on the students' compositions of descriptive text. She said that their work was quite good and better than their first text. The teacher put the students' writing in her NING account and showed to their students in slide. The teacher also gave their score under their text. In addition, all of students know their score. Some of the students get good score, but some others get bad score. But all of the students were not too sad, because they still learned.

On this day the teacher gave them questionnaire which was made by the researcher about using "NING as media" in teaching writing descriptive text. The students give their comment by put cross sign (X) on the answer sheet.

The teacher ended the lesson by giving conclusion dealing with the material presented on that day by asking some questions about descriptive text and "NING as media". Firstly, she asked any information about descriptive text; including its means, its purpose, its components, and its linguistic features. Secondly, she delivered some questions related closely to the "NING as media", including what it means, what the purpose of the media was, and how to use it when composing a descriptive text. She also shared with the students about their feeling when they were using "NING as media" to write descriptive text. Then, she reminded them to prepare themselves for the next meeting. Finally, she graded her students after giving conclusion, feedback, and re-explanation.

#### The Result of Students' Writing Ability

In writing composition, content is an important aspect. It describes the main idea of the writer. To show the result of the content of students' writing compositions, the researcher collected the data from the third and fifth observation. Then, all the data were analyzed using Jacob's theory and here the researcher explained that students' score would be categorized in the very good if they had complete important idea, perfectly accurate. For good category if they had an adequate important idea. Fair category if the students had lack of important idea, not accurate but communicative. The last was poor category if the students had wrong ideas, not accurate.

Next, is the students' knowledge in organization criteria. In this criterion, the aspects that have to be



mastered by students are logical sequencing, a well organized, and ideas clearly supported. Thus, after knowing the result of the students' compositions, the researcher classified the level into four, they are very good, good, fair, and poor.

Then the aspect describes the students' knowledge in vocabulary mastery. To be more specific, it would be presented how far students have mastered new words in their writing. Thus, it was classified into four criteria, they are very good (effective word choice and usage), good (adequate, range, occasionally errors of word/idiom form and choice), fair (limited range, frequent errors, of word/idiom), and poor (confusing meaning and little knowledge of English vocabulary).

Language used in writing describes the tenses, number, word order or function, article, pronouns, and preposition which were important in supporting good writing. The result of the language use analysis in each observation showed that the researcher found some errors in the students' works.

Then, the next aspect is the mechanic. This part describes spelling, punctuation, and capitalization of writing. It is needed in order to support the writing product readable. Thus, it is important for the students to be able to write in the correct order. The students' mechanics ability would be classified into four levels and it would be categorized into each criterion, there are very good (VG), good (G), fair (F), and poor (P). The examples below would give the analysis of the student's works in the mechanics from the third and fifth observation.

### **The Result of Students' Responses**

In order to support the data, the researcher collected the data through questionnaire. The researcher gave the students sheets of the questionnaire in the end of observation. The result of the questionnaire was used to figure out the students' responses during the implementation of NING as media in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG. The questionnaire consists of seventeen questions in the form of multiple choices. Here, the students had to cross one of the options based on their own opinion. Then the researcher analyzed after all data had been collected. The researcher classified the result of the questionnaires, each opinion was calculated by the number of students who answer each question.

According to the result obtained, most students enjoyed learning English. There were twenty two students who chose answer A, it means that English is very important lesson for students. It showed that almost students placed English lesson as the second language they had to master. On the other hand, there were three students put English aside, while the rest delivered opinion that English did not flame their desire in learning

Calculating the answer achieved in the second question, there were nine students who answered A, it shows their necessity at learning writing. Furthermore, the same result presented that writing is an ability that they had to comprehend. In contrast, there were four

students who answered B, it expresses that writing is not necessary for them but they need. Then two students chose C (less important), while the rest of them showed that learning writing was not more but a dull activity for them.

Moving to the next question, there were eighteen students who answered A, it considers that writing as an important lesson in learning English. Moreover, there were seven students answered B, the students stated that writing is quite important. On the contrary, there were eighteen students expressed that writing is too necessary in learning English, while the rest of them presented that writing is necessary at all toward the teaching English.

According to students' opinion toward question number four, there were thirteen students who state that "NING as media" is totally very important during the teaching of descriptive text. In addition, it showed that twelve students showed their necessity in using such media when composing descriptive text. Then the researcher can conclude that implementation of "NING as media" in teaching writing descriptive text is important for the students, and it helps them in learning writing.

Comparing the media, technique, or strategies the teacher has taught to the students during the teaching of writing, there were twelve students agreed that "NING as media" is fully very important than others they have ever learned from the teacher. About such ten students added that these media successfully affect their writing. In contrast, there were only three students who answered that "NING as media" is less important, while the rest of them even considered the uselessness of these media.

The following answer proved that there were twelve students accepted that "NING as media" contributed a lot to them especially in teaching writing descriptive text. Moreover, there were eleven students felt that these media are important during the teaching of writing descriptive text. On the contrary, there were only 3 students who answered that they found only lack contribution of these media in their writing.

Moving along into the students' responses toward the "NING as media", there were seventeen students noticed that their friends considered the importance of the media. Besides, there were five students witnessed that these media could be the important media for their classmates especially during teaching writing descriptive text. However, there were three students stated that their friends traced less important during the implementation of the media, while the rest viewed that this technique could never contribute to their mates' writing at all.

From the question number eight, there were thirteen students concluded that the teacher's performance is very important when implementing "NING as media". There were eight students feel important about the teacher's performance during the implementation of "NING as media" in teaching writing descriptive text. In contrast, four students answered that the teacher's performance is less important during

teaching writing descriptive text by using “NING as media”.

According to question number nine, there were seventeen students observed that their teacher plays very important role during the implementation of “NING as media”. Then eight students also reported that their teacher plays important role during the implementation of “NING as media”. In addition, the students put their teacher’s attitude ahead during the teaching and learning process. There were fifteen students observed that her guidance and explanation were very important in order to plant good knowledge to their mind, and there were ten students reported that it is important for the teacher to give guidance and explanation to students during the implementation “NING as media”.

Moreover, there were nineteen students stated that their teacher’s feedback; including comment and correction toward their writing is very important in order lead them to have better understanding about both the materials and media. Then there were six students feel important about the teacher’s feedback toward their writing descriptive text by using “NING as media”. Furthermore, there were fifteen students delivered opinion that the reward their teacher addressed to them for their writing was very important in order to keep flaming their spirit in learning, and ten students also stated that the reward was important for them.

Analyzing the result of the questionnaire, there were five students argued that the use of “NING as media” in teaching writing descriptive text was very important. Furthermore, there were twenty students stated that the existence of these media during the teaching of writing descriptive text was pretty important. In contrast, there were n students who delivered opinion that these media could not help them during teaching writing descriptive text.

Changing the direction to the importance of “NING as media”, there were five students who exactly accepted to use these media in writing descriptive text. In addition, there were eighteen students stated that the media was important for them in creating descriptive text. Nevertheless, there were two students argue that these media gave less contribution to them.

Finally, the last question presented that there were fifteen students answered that “NING as media” ahead despite difficulties they faced during the implementation of the media. In contrast there were ten students considered “NING as media as an appropriate media when composing descriptive text even though they faced full awkwardness in implementing it.

## Discussion

In this part, the researcher will discuss the implementation of “NING as media” in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG, the students’ compositions after the implementation of “NING as media” in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG, and the students responses toward the implementation of “NING a s media” in teaching

writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG. They are explain further on several subtitles underneath.

### The Observation Checklist

In this discussion, the researcher will answer the first question on her research question. It is about the implementation of “NING as media” in teaching writing descriptive text to the tenth graders of SMAN 1 CAMPURDARAT TULUNGAGUNG. The implementation of “NING as media” can be figured out from the result of observation checklist and field notes. There were five steps dealing with the implementation of “NING as media”.

In pre teaching, the teacher asked the students their knowledge about descriptive text. The teacher stated the material to learn on that day. It assisted both teacher and students in achieving the goal of the learning process. This activity clarified the learning objectives and would contribute a lot to build the students’ background knowledge about the material on that day. It covers the description of the material which is about “NING as media” at glance. This activity would come to a conclusion that the students’ comprehension about them will be better.

Furthermore, the teacher was really careful in guiding the students to learn about the technique. She presented the introduction about “NING as media”; including what it means, what the purpose of the media is, and how to use it during composing a descriptive text. In addition, she shared with the students about their feeling when they were using “NING as media” in writing descriptive text. The existence of this activity assisted the students in composing their writing more properly and effectively.

Moreover, after they discussed about the use of NING, the teacher guided the students to make draft of identification and description paragraphs. It is in line with was stated by Boas (2001) that to help the students write an essay, the teacher should provide guidelines on how to write the introduction, the body of the essay and the conclusion. Then the teacher asked the students to post their writing in their own NING account. The teacher helped the students in the process of drafting and making the descriptive paragraph. She also helped the students when they post their writing into the NING. After they gave feedback and comment in the NING, the teacher asked them to revise their work based on their friends’ and the teacher’s feedback and comment.

Finally, after they finished their drafting, making, and revising their work, the teacher asked the students to post their work and the teacher gave the score. And in the end of the activity, the teacher delivered conclusion about the material and reminded the students to prepare for the next meeting. These two contributed fully to the students. The conclusion would strengthen their understanding about the technique. On the other side, preparation could keep their knowledge, both for the previous material and following material, because they always rechecked the latest material and were aware of the next material.



### **The Students' Writing Ability**

Analyzing the obtained data, the content of the students' composition after the implementation of "NING as media" could be considered as the good one. As what has been noted in the previous subtitle, using "NING as media" in the process of writing descriptive text like the students chat with their friend in their other social media which they have been used. They gave feedback and comment for their friend work. It means that this media help the students in the process of writing descriptive text.

This would affect the students' composition because the students gave feedback and comment for their friend. This process needed the students to make their writing in good criteria. It has proven by students' composition after using "NING as media". Most students successfully presented an understandable writing by giving feedback and comment related to their topic.

In term of content, it could be seen that the number of students who are in very good criteria increased. In the third meeting, there are three students who reached very good category, and in the fifth meeting there are seven students who reached very good category. It means that the students held a lot of knowledge about the subject of their writing, were able to develop the thesis statement, and handwriting compositions which relevant to the topic. On the other hand, students who got good in content category were fifteen students in the third meeting and seventeen in the fifth meeting. Students who got fair category were five students in the third meeting and two students in the fifth meeting, and two students did wrong ideas and inaccurate information in the third and fifth meeting.

Composing a written product in teaching and learning foreign language should cover several salient aspect existed in the writing components; including the process of exploring ideas, the management in arranging the ideas, and the follow-up step to write the ideas down in fine order so that it will successfully result in a good and clear paragraph.

Ideas organization influences the success in transferring the ideas themselves. Finding the result of the students' composition, "NING as media" helped the students in organizing their ideas. The use of "NING as media" in composing descriptive text could aid the students in progressing their writing properly and completely because they start composing their writing in detailed so that there will never be left information in their writing.

In addition, the students' ideas could be well-organized because they started arranging their writing in order. In this case, they composed writing descriptive text by following all the steps teaching writing descriptive text by using "NING". Meanwhile, the students use this media in simple way like they chat in other social media which they have. The organization developed as careful as possible start from the head until the toe; start from one side until another edge. Therefore, the organization would be in logical order.

In the term of organization, there were three students who got very good score in third meeting and six students in fifth meeting. It meant that the students could show fluent expressions; make a well-organized composition, and make logical sequencing. Then the students who got good category were ten students in the third meeting and twelve students in the fifth meeting. For fair category there were ten students in the third meeting and five students in the fifth meeting. In the second meeting there were two students got poor category while in the fifth two students got this category.

Composing a good piece of writing puts ahead good ability of word mastery too. It will assist the writer in developing their writing. Examining the obtained data, "NING as media" affected the students' vocabulary. Although there were several mistakes and errors dealing with word choice, the students were still able to select the correct word to share their ideas.

In the term of vocabulary, there were three students who got very good category in the third meeting. It meant that they could produce effective word or idiom choice and usage. Not only that, students could be said good in vocabulary aspect if they could complete some new words which was different with the example of their composition. Next, the students who got good category in their writing were twelve students in the third meeting and seventeen students in the fifth meeting. While, students who got fair category were four students in the third meeting and three in the fifth meeting, and two student in the third and fifth meeting got poor category.

Most language learner put forward grammar in order to comprehend the L2 better and more effectively. It avoid misunderstanding during foreign language learners' effort in using the L2. The result of the students' result of the students composition showed that "NING as media" contributed to the students' grammar comprehension. In spite of few grammatical mistakes the students did, but they presented quite effective construction by arranging number, articles, pronouns, and conjunction properly.

In the term of language use, from the result of data, students got very good in their writing were three students in the third meeting and six students in the fifth meeting. It means that the students did few errors of agreement, tenses, number, word order or function, articles pronoun, and preposition. While, students who got good in language use category were eleven students in third meeting and sixteen students in the fifth meeting, students who got fair category were seven students in the third meeting and five in the fifth meeting, and two student got poor category.

Composing a writing product should also take the mechanical skill into consideration. The ability and awareness of spelling, capitalization, and paragraphing can become a dangerous snare for foreign language learners especially when composing a handwriting product. Slipping on this phase could probably make the students' composition become illegible or even cannot be evaluated at all.

Fortunately, the students writing after the implementation "NING as media" presented that most

students faced no problem about this. Most of them successfully demonstrated mastery of convention. They rarely presented errors and mistakes of spelling, punctuation, capitalization and paragraphing.

In the term of mechanic, it could be seen that the number of students who were in very good category increased. In the third meeting, ten students reached very good category. In the fifth meeting there were fourteen students who were very good category. Therefore, it could be concluded that many students were mastery in writing convention. The students had few errors of spelling, punctuation, and capitalization. While students who got good category were seven students in the third meeting and five students in the fifth meeting. Students who got fair category were four students in the third meeting and five students in the fifth meeting, and the last, two students got poor category because his composition had been dominated by errors of spelling, punctuation, and capitalization in the third and fifth meeting.

From the explanation above, it is clear that the students made progress in their writing. Most of the students could create better composition than their previous writing although there were some students who still have difficulties related to the content, organization, vocabulary, language use, and mechanics, but their writing as not as long their first writing. It happened because their teacher asked him to make short descriptive text. The teacher wanted to show to their students that the important thing to make descriptive text is dealing with detail information about what they want to describe. It is in line with was stated by Wariner and John E (1962:5) that in that composition, nouns and verbs are more important in descriptive writing than adjective or adverbs, and they too, need to be selected carefully if the writer is to give the reader accurate impression of what the writer see and hears.

### **The Students' Responses**

The result of the questionnaire shows that there were twenty two students stated that "NING as media" was totally important during teaching writing descriptive text. In addition, it shows that eighteen students stated that this technique gave pretty contribution to their writing. There were three students who answered that "NING as media" is less important, while the rest of them even considered the uselessness of these media. It proves that these media resulted in positive response.

In addition, comparing the media, the teacher has taught to the students during the teaching writing descriptive text, there were twelve students agreed that "NING as media" gave more influences to their writing than other media they have ever learned from their teacher. Then, ten students added that these media could successfully aid them in composing descriptive text.

Moreover, it proves that there were more than twenty two students accepted that "NING as media" was needed to be implemented during teaching writing descriptive text. Although there were three students

stated that they were not quite agreed about the importance of these media, there were no students who delivered opinion that this media had no contribution to their composition.

Throughout the preceding result, it could be concluded that "NING as media" plays an important role in teaching writing descriptive text to the tenth graders students in SMAN 1 CAMPURADARAT TULUNGAGUNG. It could successfully assist them in comprehending and composing a descriptive text better and more effectively. It also places the students in a situation in which comprehending and composing a writing product would never be a dull activity for them anymore.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This part is summary statements that shows the overall answers to the research questions as follows: 1) How does the teacher implement "NING" as media in teaching writing descriptive text to the eleventh graders in SMAN 1 CAMPURDARAT TULUNGAGUNG? 2) How are the students' responses toward the use of "NING" as media in teaching writing descriptive text? and 3) How is the students' writing descriptive text result during the implementation of "NING" as media in teaching writing descriptive text?

Based on the analysis in previous chapter, the researcher concluded that "NING" is one of the media that is appropriate in teaching writing descriptive text to the tenth graders in SMAN 1 CAMPURDARAT TULUNGAGUNG. The implementation of "NING as media" was done into six phases; they are selecting topic, pre-writing activity, drafting the identification and description paragraphs, composing identification and description paragraph, revising identification and description paragraph, and publishing the whole descriptive text. Selecting topic covers choosing topic which the students will make. The second phase would help the students to make their writing. Then the students composed their writing based on their draft. Then the students posted their writing on to the NING. After that the students and teacher gave comments and feedback. Next, they revised their writing based on the comments and feedback given by the teacher and Students. At the end of the process oof teaching and learning descriptive text by using "NING", the students must publish their writing on to the "NING".

From the result of the students' compositions, it presented that the implementation of "NING as media" in teaching writing descriptive text was useful; It contributes to the writing components; including content, organization, vocabulary, language use, and mechanics. It does not only successfully make the students encourage in writing descriptive text, but it also helps the students improve their writing based on their friends and teacher comment and feedback. Moreover, it proves that the students' compositions showed good word choice due to the appropriate word they used to share their ideas. Furthermore, their compositions show that they

successfully demonstrated mastery of conventions by composing very few errors of spelling, punctuation, capitalization and paragraphing.

The result presented that the students' responses toward the implementation of "NING as media" in teaching writing descriptive text were good. Most of the students stated that the implementation of these media totally attracted them and grabbed their interest. It was logical because it was proven from the students' compositions that such media could successfully assist them in comprehending and composing a descriptive text better and more effectively.

The following suggestions are presented to the teacher and the other researchers which are related to this research.

Realizing the situation and atmosphere the teacher will face in the classroom, he or she needs to implement the most appropriate strategy, media, approach or technique. In the name of heterogeneity, there will never be any strategy, media, approach and or technique which fit any situations inside the classroom and any kinds of students. The "NING as media" is the appropriate media to teach writing descriptive text. The implementation of these media could stand as one of the teacher's efforts in teaching writing descriptive text to her students because it could assist her students in organizing their ideas.

The teacher should pay attention to two aspects. First, she has to avoid dominating the teaching and learning process. Secondly, she is supposed to arise a two-ways corporation during the teaching and learning process. She not only implements technique, strategy, method, and or media which address the students' level and interest, but also regularly delivers comment and feedback; including giving comments and corrections toward what her students have done.

As a matter of fact, teaching writing stands closely with five important components; including content, organization, vocabulary, language use, and mechanics. Paying attention carefully to these components will result in a good writing product. Therefore, the future researcher should concentrate his or her research on the topic that connects closely to them.

Moreover, whenever the future researcher figures out a weakness or fallacies of this research, he or she should conduct a back up research which includes better suggestion and correction than the previous one. It should also be more interesting and motivating, so that he or she will never reinvent the wheel which means his or her research will be no use. He or she should pay attention to which components of writing he or she focuses his or her research.

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