

**THE EFFECT OF USING HAIKU IN TEACHING DESCRIPTIVE TEXT
FOR SENIOR HIGH SCHOOL**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor
Degree of Education (B.ed) in English Education Program*



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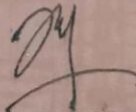
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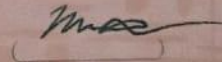
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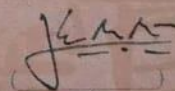
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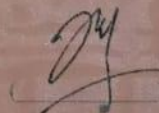
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ABSTRACT

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This research is motivated by the lack of mastery writing descriptive text in students' ability. This is because in the learning process is still not varied. This study aims to determine the better from the use of Haiku in teaching descriptive text for senior high school. This research uses a qualitative with experimental method "pre-test and post-test control group design". The populations in this study were first year students on SMAN 8 Muara Bungo who were registered in the January-June period of the 2020/2021 school year. The research sample was 32 students of class X4 as the control class and X5 as the experiment class. The data of this study are the scores of the final test result of descriptive text writing without and using Haiku first year of SMAN 8 Muara Bungo.

Key words: Haiku, Learning, Descriptive text

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CHAPTER I

INTRODUCTION

A. Background of the problem

English has been widely used in various fields such as education, technology, the world of working, even as a medium for socializing and for establishing cooperation between countries many more. For this reason, English is one of the subjects that must be studied by students. In learning the English, students need to master the four components of language skills, namely listening, speaking, reading, and writing. Based on the aspects of its use, listening and reading skills are receptive language skills, while speaking and writing skills are productive. Therefore, students who have productive skills will easily give thoughts, ideas, and feelings to their written ability.

Writing activities is one of the most recent language skills and abilities that must be mastered by students after listening, reading and speaking (Munirah, 2019). Writing activities require students to be able to express their ideas, opinions, thoughts, and feelings. So that, in learning to write students can also develop their thinking and creativity in language. Compared to the three other language competencies, writing competence is generally more difficult for students to master..This is because in producing a writing, students not only have to master various linguistics elements but also master background knowledge about text they are going to work on.

Learning to write has been taught from elementary high school. Writing materials are taught in stages, starting from writing descriptive, explorative, and narrative essays. Description is a form of writing related to the author's attempt to provide details of the object being discussed. In the description, the writer transfers his impressions, his observations and feelings to the readers. The author conveys the nature and all the details of existence that can be found in these objects. The goal is the reader can imagine thing which is describe by the writer as he saw and experienced it directly.

An essay description cannot stand alone, but an essay that forms the basis of exposition, argumentation, and narrative essays. Thus, a description essay can only be a tool for exposition, narrative and argumentation essays. For this reason, so that students can master the skills of writing exposition, narrative, and argumentative essays, students must first have the skills to write good descriptive essays.

Once the importance of mastery of the ability to write descriptive essays for students, the skills to write descriptive essays are continuously taught starting from the elementary school level, up to the high school level. Lessons in writing descriptive essays in high schools have a high level of difficulty. Students are given the task to describe simple objects to more complex objects. Even at a higher level, students are assigned to describe an event.

Mastering descriptive text writing skills for high school students becomes increasingly difficult, because writing descriptive paragraphs require accuracy, coherence and logic between one sentence to another so that it will form a good

and complete essay. For this reason, in teaching descriptive text process, the teacher is required to present the object to be described because it will be easier for students to describe it in written form by seeing the object directly.

In line with the above opinion, Sidik (2018) explained that, learning to write a description essay should not only focus on theoretical problems, but rather emphasize efforts to build student imagination, and process the imagination into a coherent framework. Imagination can be built by presenting the object described or by using the help of images, while the systematic composition of the composition can be built using the outline framework.

Rhisma (2017) in her research entitled *Improving the Ability to Write a Description Essay based on the Haiku Poetry Framework* revealed that Haiku poetry contains two things at once, namely a description of an object or event, and poetry text that can be used as a skeleton. Essay framework can be further developed by students into a whole composition. In her research, the researcher concluded that using Haiku poetry, the ability of students in writing descriptive essays increased to reach 49%. Whereas in conventional learning the ability of students only increased by 12%.

According to research conducted by Aji (2018) with the title *Use of Haiku to Generate Student Imagination in Writing Essays*, explains that Haiku is a short poem that uses sensory language to capture the characteristics of an object. Haiku's poetry is very short but a condition with meaning, every word used is chosen appropriately to describe an object or an event. In addition, Haiku poetry is accompanied by a picture that is described through the poem. By reading the

Haiku poem, students can see the picture, as well as being guided through a series of words and short sentences that briefly explain the picture.

An example of a Haiku poem by American novelist Jack Kerouac (2015) follows:

Dog barks
Wake up deep sleep
Lost shoe

The poem Haiku by American novelist Jack Kerouac above guides the imagination of the reader in describing a lonely and vulnerable situation of thieves. The barking dog indicates the presence of strangers into the yard, the sound of the dog waking the occupants who are sleeping soundly; the residents wake up and find their shoes missing. This example of Jack Kerouac's Haiku poem shows that Haiku's poem is very easy for readers to understand. That according to Stephen (2015) is caused by the characteristics of the Haiku poem, namely haiku poetry is intended to describe an object or a situation. Haiku poetry is always accompanied by pictures, even Haiku poetry is generally written on a painting. Haiku poetry consists of only 3 lines, the second line describes the first line, and the third line describes the second line.

So far, in learning to write descriptive text, the teacher only implements theories related to writing descriptive text, then students see examples of a complete descriptive text and finally students are given the task of writing descriptive texts. Teachers mostly use learning sources from English textbooks and worksheets. The learning model is not in accordance with the objectives of learning to write which must be able to build students' imaginations, if students' imaginations are not raised, the atmosphere of teaching and learning to write

becomes boring, so that students feel bored during the learning process. Without imagination, students will face difficulty in identifying an event or object to be assembled into written form.

Research that examines the ability to write descriptive texts has been carried out, including research conducted by Trawoco (2016) with the title "Improving the Ability to Write Descriptive Paragraphs of Japanese Poetry Assisted in Vocational High School Students". The results of the study concluded that, using image media in Japanese poetry could improve students' attitudes in learning to write descriptive paragraphs and the ability to write descriptive paragraphs of class XI KP SMK Murni 1 Surakarta.

Subsequent research was conducted by Putrayasa (2015) with the title "Learning to Write Descriptive Paragraphs Based on the Haiku Framework for Class VII Students of Undiksha Laboratory Middle School." The results show that (1) The teacher's learning to write descriptive paragraphs using the Haiku Framework is in accordance with the existing theory. (2) The ability of grade VII students of Undiksha Laboratory Middle School in writing descriptive paragraphs is good.

Research conducted by Wulandari (2017) entitled "Exploration of Haiku Poetry to improve the ability to write paragraph descriptions of class X SMA Plus Darul Hikmah." Based on these results, it can be concluded that the exploration of Haiku poetry can improve students' ability in writing descriptive paragraphs. Widiarti (2013) conducted a study entitled "The Effectiveness of the Synectic Model in Teaching Descriptive Text Writing". This research concludes that the

synectic method in learning to write descriptive texts has increased compared to conventional models.

Yossy Idris (2014) conducted a research entitled "Improving Descriptive Writing Skills through the Discovery Method Using Image Media for Students of the 2011/2012 Indonesian Language and Literature Education Study Program". Based on these results, it is concluded that the use of image media-assisted discovery methods can improve the ability to write descriptive text.

Some of the above studies are studies that examine the ability to write descriptive texts. Some of these studies have similarities with this research in terms of the problem under study, namely writing descriptive texts. However, this study has several differences with previous studies in several ways, namely:

1. The approach method used in previous research is more emphasized on classroom action research, while in this study the method used is the experimental method.

2. Several previous studies examined the use of methods and image media, while in this study the media tested was Haiku which consisted of two elements, namely pictures and poetry texts.

In accordance with these similarities and differences, the position of this research in the realm of science is to complement previous studies. Previous research was more directed at using image media to arouse students' imaginations. The use of image media might increase students' imagination, however, in writing descriptive text students not only need imagination, but students must pour that imagination into a descriptive text. Some of the studies above also emphasize the

use of learning methods. The use of learning methods emphasizes the learning process, not on students as learning subjects, meanwhile in learning to write descriptive texts, the focus of problem solving is the students, not the process. For this reason, this study emphasizes the combination of the use of learning methods and modified image media with a simple outline in the form of poetry. With the right combination of methods and media, it is expected that an alternative to learning to write descriptive texts is more effective and efficient.

Based on the explanation above, it can be understood that Haiku poetry is an appropriate medium to be used in the learning writing descriptive text process. This is based on several assumptions, namely Haiku poem consists of two parts; form of a picture and a 3-line poem that explains the picture. The images in Haiku poetry can be used as a medium to arise students' imagination, while the poetry text can be used as an outline that will make students easier to develop a descriptive text.

Based on the background explanation above, in this study the researcher will conduct research under the title *The Effect of Using Haiku in Teaching Descriptive Text in Senior High School Students*.

B. Identification of Problem

Writing is one of the language skills that must be mastered by Senior High School students. One form of writing is descriptive. Descriptive essay is a writing that describes an object. In the process of learning to write descriptive essays by the teacher, there are still some problems, namely:

1. The teacher explains more theories about writing descriptive essays, and then the teacher gives the task to students to make a descriptive essay.
2. Students have difficulty writing descriptive essays, because students' imagination is limited to describing objects that will be described in an article. In addition, students also have difficulty making texts because there is no guide in the outline.

C. Limitation of Problem

Based on the identification of the problem above, the researcher limits the problem in this study that the media use in the descriptive text learning process is haiku poetry. The sample studied was tenth grade high school students at SMAN 8 Muara Bungo. The subject of the research is about descriptive text writing.

D. Formulation of the Problem

Researcher formulated the problem into "is there any effect of using Haiku to the teaching of descriptive text in Senior High School students?".

E. Research Questions

Based on the problem formulation above, the problem questions in this study are as follows:

1. How is the ability of senior high school students in writing descriptive text?
2. How is the use of haiku affect the ability of senior high school students in writing descriptive text?

F. Research Objectives

The research objectives to be achieved in this study are as follows:

1. Knowing the ability of high school students in writing descriptive texts.
2. Knowing the effect of using haiku on the ability of high school students to write descriptive text.

G. Significance of the Research

This research is important to do because it can fit the learning process of writing descriptive texts that were previously more oriented towards theory. In addition, although haiku theoretically has various advantages as a medium in learning writing descriptive text, but the use of haiku in the learning process is very rarely done so that its effectiveness needs to be studied scientifically. After going through scientific studies, it is expected to provide the following benefits:

1. Theoretical

The results of this study can be used as:

A. Study material in improving the quality of the process and learning outcomes of writing descriptions.

B. Contributing insight and knowledge about learning to write descriptions.

2. Practical

A. For student

- 1) Students are easier to write descriptive texts.
- 2) The learning atmosphere becomes more fun.
- 3) Students' ability to write descriptions better.

B. For teachers

- 1) The teacher can use haiku as an alternative media in learning to write descriptive texts.
- 2) Teachers gain insight into a variety of more innovative and creative learning alternatives.

C. For researchers

- 1) This research is a vehicle to train researchers in applying the theory obtained in tertiary institutions.
- 2) This research can add to the experience and insight of researchers in teaching and learning activities in schools.

H. The Definition of Key Terms

This study is entitled the effect of using haiku in teaching descriptive text in Senior High School students. In accordance with the title of the research, then in this study two keywords can be defined, namely:

1. Haiku is a poem originating from Japan with the intention of describing an object or an event consisting of two parts, namely the picture and the text of the poem.
2. Description essay is an article intended to describe an object or an event.