

**USING TELEVISION TALKSHOW PROGRAM “THE ELLEN SHOW”
ON NBC CHANNEL TO IMPROVE DESCRIPTIVE WRITING
ACHIEVEMENT OF THE TENTH GRADERS OF SMA N 1 TANJUNG
RAJA**

A Thesis

By

ROGANDA

Student Number: 06011181419025

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2018

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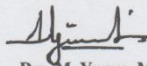
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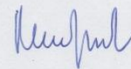
Approved by

Advisor 1,

Advisor 2,



Dr. M. Yunus, M.Ed.
NIP. 195401271986031001



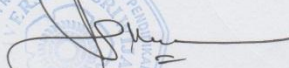
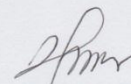
Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002

Certified by,

Head of Language and Arts Department,

Head Of English Education Study

Program,


Dr. Didi Suhendi, S.Pd., M.Hum
NIP. 196910221994031001

Hariswan Putera Java, S.Pd., M.Pd.
NIP. 197408022002121003

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ROGANDA

Student Number: 06011181419025

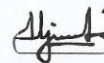
This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday


Date : May 3rd, 2018

EXAMINATION COMMITTEE APPROVAL:


1. Chairperson: Drs. M Yunus. M.Ed.



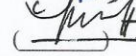
2. Secretary : Dr. Rita Inderawati, M.Pd.



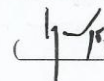
3. Member : Eryansyah, M.A., Ph.D.



4. Member : Drs. Muslih Hambali, MLIS.



5. Member : Dr. Ismail Petrus, M.A.



Inderalaya, May 3rd, 2018

Certified by,

The Head of English Education Study Program



Hariswan Putera Jaya S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Roganda

Student's Number : 06011181419025

Study Program : English Education Study Program

Certify that this thesis entitled "Using Television Talk show Program "The Ellen Show" on NBC Channel to Improve Descriptive Writing Achievement of the Tenth Graders of SMA N 1 Tanjung Raja" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education, therefore, I deserve to face the court if I find to have plagiarized this work.

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The Undersigned,


METERAI
TEMPEL
M981CAFF129489024
6000
RUPIAH
Roganda
06011181419025

THESIS DEDICATIONS

I sincerely dedicate this thesis to:

- ❖ My two important people in my life, Bapak Jontoro Sirait and Ibu Exandiana Br. Purba.
- ❖ My little sister, Dranianta Br. Sirait and My little brother, Jendiro Sirait and Puadin Rey Sirait, keep your spirit high!

MOTTO

“Don’t delay what you can do today”

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The writer would like to express her great gratitude to her advisors, Drs. M. Yunus, M.Ed. and Dr. Rita Inderawati, M.Pd. for their encouragement, advice, and guidance during the process of writing this thesis.

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The last, the writer would like to say her respect and deepest love to her beloved parents and friends for their help, support, prayer, and togetherness.

Inderalaya, May 2018

The writer,

Roganda

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USING TELEVISION TALKSHOW PROGRAM "THE ELLEN SHOW" ON NBC CHANNEL TO IMPROVE DESCRIPTIVE WRITING ACHIEVEMENT OF THE TENTH GRADERS OF SMA N 1 TANJUNG RAJA

ABSTRACT

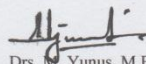
Writing skill is more complicated than other skills because it needs extra thinking for making sentences and paragraph in English. Thus, the use of television talk show program "The Ellen Show" was proposed to be implemented in teaching descriptive writing text to help students solve the problems. The objectives of the study were to find out: (1) whether or not there was a significant difference in descriptive writing achievement of the Tenth Grade Students of SMAN 1 Tanjung Raja after they were taught by using Television Talk Show Program "The Ellen Show". (2) Whether or not there was a significant difference in descriptive text writing achievement of the Tenth Grade Students of SMAN 1 Tanjung Raja between the students who were taught by using Television Talk Show Program "The Ellen Show" and those who were not. The sample of this study was 61 of the tenth graders of SMAN 1 Tanjung Raja chosen by using purposive sampling method. This study was conducted by using pretest-posttest non-equivalent control group design. To collect the data, the experimental group (31 students) and the control group (30 students) were given a pretest and posttest. The data were analyzed by using paired samples t-test and independent samples t-test using SPSS version 22. The results of this study showed that (1) the mean difference in posttest and pretest of experimental group was 20.596 and p-value $0.00 < 0.05$. It means that there was a significant difference in descriptive text writing achievement of experimental group, and (2) the mean difference between posttest of experimental group and control group was 12.836 and p-value $0.00 < 0.05$. It means that there was a significant difference in descriptive text writing achievement between the students who were taught by using Television Talk Show "The Ellen Show" and those who were not. Therefore, the result of this study showed that Television Talk Show Program "The Ellen Show" can improve the Tenth graders' descriptive writing text achievement.

Keywords: Television Talk Show Program "The Ellen Show", Descriptive Text Writing Achievement, Tenth Graders.

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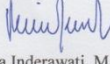
Name : Roganda
Student's Number : 06011181419025

Advisor 1,

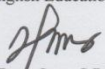

Drs. M. Yunus, M.Ed.
NIP. 195401271986031001

Approved by,

Advisor 2,


Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002

Certified by,
Head of English Education Study Program


Hariswan Putra Jaya, S.Pd., M.Pd.
NIP 197408022002121003

CHAPTER I

INTRODUCTION

This chapter describes: (1) the background, (2) the problems, (3) the objectives, and significance of the study.

1.1 Background of the study

Writing is an important skill to learn and it becomes the most difficult skill to be learnt because it needs extra thinking for making sentences and paragraph in English. Richards and Renandya (2002) state that writing is the most difficult skill to master for the second language learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. To start writing, someone needs knowledge, ideas, and background. According to Heaton (1975), writing skill is more complicated than other skills because writing skill contains grammar and vocabulary as well as concept and idea. Harmer (2004) defines that writing is one of four language skills and becomes a difficult skill because it needs some parts of writing such as content, purpose, vocabulary, organization, punctuation, and spelling. Therefore, students need to think what to write as well as how to write. Teaching writing needs extra effort and it needs to use media, technique, or strategy. According to Reichelt (1999), teachers are uncertain about the role of writing in EFL classroom. In addition, based on writer's experience when she was in high school in 2013-2014, the teacher almost never taught students to write full writing texts, the teacher just let the students know the organization and just focus on translating the texts. That is why students are still not sure about how to write a good text. Writing becomes a problem for English language learners. In *Kompas* Online Newspaper, Khak, the Head of Language Institute Bandung, defines that writing habit in Indonesia is lower than reading habit, especially in young generation; this is because of the lack of interest in reading (*Tradisi Menulis*, 2011). The students will not be participating actively in writing class; it is because their mind cannot concentrate well when they have to construct a text. Moreover, it has become a habit when the

students are asked to write paragraphs, they will scratch their hair, lower their head, make a sigh, and even cover their face with a book.

Based on the Education First-English Proficiency Index (EF EPI, 2017) Indonesia was happened in the 39th rank out of 80 countries in the world with EF EPI score of 52.15. It means that Indonesia has a low level in proficiency category. Moreover, the result achieved by Indonesia International English Language Testing System (2017) test takers in 2015 showed that proficiency in writing English skill was the lowest score compared with other skills. Mean score for Indonesia test takers in academic purpose is only 6.4. However, Inderawati and Hayati (2011) say that most English teachers in Indonesia teach English without being aware of their writing skill. Therefore, if the teachers rarely expose their students to writing activity, it will make the students do not understand how to create a good writing. On the other hand, Brown (2007) states that some students are not confident and they think that they do not have anything in their mind and it makes them difficult to build the idea in writing.

According to the 2013 Curriculum, there are three kinds of texts that have to be mastered by the tenth graders of SMA. They are descriptive text, narrative text, and recount text. Therefore, in this research the focus is on the descriptive text. Descriptive text is one genre that must be learned by students in learning English. Descriptive text is difficult for students to understand well. Wardiman, Jahur, and Djusma (2008) define that descriptive text is a text that describes a particular people, places or things. Oshima and Hogue (1999) state that writing in academic form is not easy because it needs practice and study for knowing this skill. Therefore, students have to prepare the best strategy to improve their skill in writing. The simple present tense is a tense that is used in descriptive text. Descriptive text consists of general statement and description. General statement describes information about the topic to be described and description describes the character in the paragraph. Descriptive text is similar to report text. Both of them almost have the same generic structure, using the simple present tense, and explaining the description of thing.

Based on the personal conversation with English teacher of SMAN 1 Tanjung Raja, the student's writing achievement was still low. The students faced some difficulties in writing such as generating and organizing the idea. The teacher said that writing is one activity that is difficult to be taught. They were difficult to write in grammatically. Furthermore, grammar becomes a problem that the students have in writing activity. In addition, she said that the result of their writing achievement in average is around 60 whereas the expected score based on Standard of Minimum Completeness (KKM) in SMAN 1 Tanjung Raja is 75.

By considering this fact, there should be a strategy in teaching for helping students to solve their problems in writing. A research conducted by Istiawan (2012) the tenth graders of SMA Muhammadiyah Kutoarjo, found that the mean result of pre-test and post-test was not too significant from 68.5 to 71.62. Eventhough most of students have learned writing English from Elementary School up to Senior High School, most of them cannot write well. Javed, Juan, and Nazli (2013) cite that researcher has a medium and method in teaching writing skill. Hart and Hicks (2002) define that using media in the classroom is appropriate for giving ideas, making difficult subjects become easy to understand, and giving attention on important ideas. Ivers and Barron (2002) state that media is part of teaching that support the teaching learning process. Forms of media contain of text, graphics, animation, pictures, sound, and video. Media used in different situation can increase students' interest in the lesson. Media can be used by both teachers and students. It gives the teachers and students occasion to do activity together. Then, teacher has to know the best media for the students.

Other study which was done by Berk (2009), found that television is an effective strategy in teaching writing text. He suggested that the teacher should engage television as a media in helping students to write well. Another research which was done by Rahila (2009), found that television program can be used as inspiration in teaching writing text. Besides that, in study conducted by Cruse (2006), found that television program is more accessible in motivating students in teaching writing text. As the documented strength of television, it can access the potential for learning. She found that using television program in the classroom

could generate their ability in writing text and it becomes an efficient system for helping teachers in teaching writing text.

In line with explanation above, the writer was interested in conducting the experimental study entitled as **“Using Television Talk show Program “The Ellen Show ” on NBC Channel to Improve Descriptive Writing Achievement of the Tenth Graders of SMA N 1 Tanjung Raja”**.

1.2 Problems of Study

The problems of study were formulated in the following questions:

1. Was there any significant difference in descriptive writing achievement before and after the tenth graders of SMA N 1 Tanjung Raja were taught by using Television Talk Show Program?
2. Was there any significant difference in descriptive writing achievement between the tenth graders of SMA N 1 Tanjung Raja who were taught by using Television Talk Show Program and those who were not?

1.3 Objectives of the Study

Based on the problems above, the objectives of study were to find out whether or not:

1. There was any significant difference in descriptive writing achievement before and after the tenth graders of SMA N 1 Tanjung Raja were taught by using Television Talk Show Program.
2. There was any significant difference in descriptive text writing achievement between the tenth graders of SMA N 1 Tanjung Raja who were taught by using Television Talk Show Program and those who were not.

1.4 Significance of the Study

Hopefully, the result of this study will be beneficial for the English teachers, students and the writer. Firstly, the result of this study will give a useful contribution to English teachers to use television talk show program as a medium to write and support the students to enjoy English class. Secondly, the students can improve the skill of English particularly writing with television talk show program. Lastly, for the writer herself, this study gives her meaningful knowledge in teaching English in the future.

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