CHAPTER I

INTRODUCTION

A. Background

English is a language that must be mastered by students because it is part of a language that is in great demand by teenagers, adults, or the surrounding community to learn this language. In our country, English is our second language, so most people in Indonesia, be it children, teenagers, adults, or the surrounding community, take English courses or hire private tutors to learn this foreign language. Therefore, people who have mastered this language can realize their dreams of studying abroad or just having a vacation without fear of making mistakes in speaking English.

In our knowledge, English is not our mother tongue, and it is a fact that it is not easy to master it. Components and language skills that are very important for students, as well as components in English that must be learned, which include grammatical structures, phonology, vocabulary, and pronunciation, can affect students' English skills and practice, such as speaking, listening, reading, and writing.

Writing ability is one of the skills that must be mastered by students learning English. The definition of writing ability is the ability to express or issue ideas that are used in a sentence or essay. Language skills are divided into four aspects, namely listening, speaking, reading, and writing. Learning how to write is also one of the language skills in learning. Therefore, this writing ability is very important for students in practicing their skills by providing ideas in each piece of

writing that refer to the ability to communicate by reading and writing. Listening is the ability of students to listen to and understand spoken language. Reading is an ability that produces spoken language. Speaking is a productive language ability where the pronunciation refers to spoken language. Speaking ability can also provide or confirm information to listeners.

In mastering writing ability, students must know about vocabulary, grammar, sentence structure, sentence order, and the relationship between these sentences. Because sometimes students can speak English fluently but are unable to understand or produce narrative texts, such as descriptive texts, exposition texts, and others.

From the results of observations that have been carried out by researchers at UPT SMPN 3 ENREKANG, the researcher gave a questionnaire which contained questions about the students' writing skills via Google form and sent it through the students' WAG (WhatsApps Group) group. But on average, students have many problems with writing using English, namely, *first, a* lack of knowledge of teaching methods or techniques in writing, because some teachers only provide discussions and practice questions, so students are easily bored and less interested. *Second,* students have difficulty gathering ideas or stringing words together in developing or explaining the topic that will be used as a story. *Third,* students are confused about changing their minds when writing narrative texts, descriptive texts, exposition texts, and other texts. As a result, students needed some time to consider what ideas they were going to write about the poetry.

This can prove that the results of the observation of students' writing ability are still low, and the researcher found the score of students was 40%. This happens because of the students' lack of interest in writing English. The method used by the teacher does not attract the attention of students, so students feel bored, bored, unmotivated, and do not maximize learning in writing. It makes students not care about what is being explained or given by teachers and researcher. This is evidenced by the results of the questionnaire that has been given to the students by the researcher. It shows that 40% of students are not interested in the media, 20% of students are not interested in the strategy, and 40% of students are not interested in the method used in learning to write. With different answers from students, researchers can conclude the problems that exist in students.

A researcher conducted observations at UPT SMPN 3 ENREKANG. Researcher found several problems that exist in students related to their English writing ability. The problem is that students have low writing ability, a lack of student response or motivation in learning English, and teachers who still use the same techniques, strategies, and methods in every meeting, making students feel bored. So the researcher wants to apply different techniques to improve students' writing abilities. One way to improve students' writing abilities in English is to re-learn the lessons that have been given by the teacher, be active in asking questions using English, and others. Researcher used quantitative research based on the experiment method, where this method is divided into two parts, namely, the

control class and the experimental class. The researcher wants class IX of UPT SMPN 3 ENREKANG as the control class and experimental class.

The acrostic technique is one way that a teacher can make it easier for students to remember a material that is to be remembered by using an initial, middle, or ending letter in a particular sentence or phrase, according to (Taoziri, 2013).

Based on the problems mentioned above, the researcher tried to improve students' poetry writing ability by using the acrostic technique, with the title "The Use of the Acrostic Technique to Improve the Students' Poetry Writing Ability."

B. Problem Statement

Based on the results of the researcher observations, it was found that students' writing abilities were still low. The problem that was discussed in the study is how students can get good and correct memorization, vocabulary, and grammar methods to improve their writing ability at UPT SMPN 3 ENREKANG.

Therefore, the researcher formulates the following interrogative sentences: "Does the use of the acrostic technique improve the students' poetry writing ability at UPT SMPN 3 ENREKANG?"

C. Objective of the Research

The objective of the research is to find out whether the acrostic technique can improve students' poetry writing ability in class IX of UPT SMPN 3 ENREKANG.

D. Significance of the Research

1. Theoretical Benefits

The results of this study are expected to be useful and add insight to students' writing learning, especially in assembling and developing the topic of innovative, creative, and fun poetry. In order to help students overcome their difficulties in writing poetry, the acrostic technique can be used as an alternative learning method.

2. Practical Benefits

a) For students

By using this acrostic technique, the researcher hopes that students can be motivated to create and develop the topic of a poetry using the acrostic technique, so that students can write a story according to the imagination that comes to their mind to the fullest.

b) For Teachers

This research is expected to help or provide an alternative learning technique that can be used by teachers in writing poetry so that writing difficulties for students can be a solution to problems faced by some students in learning to write and developing the topic of a story.

c) For School

With this research in schools, it is hoped that students' difficulties in writing can be overcome by the use of the acrostic technique, which can foster motivation for teachers to develop this learning technique in an innovative and creative way

for students and the growth of interest and ability to speak Indonesian literature in the classroom.

E. Scope of the Research

The scope of this research focuses on the use of acrostic techniques to improve poetry writing ability at the UPT SMPN 3 ENREKANG school. This study limits the research to only applying the use of acrostic techniques in improving writing ability at the UPT of SMPN 3 ENREKANG. In this case, this research is limited by discipline, content, and activities as follows:

1) Disciplinedly, this research is limited to subject areas in terms of the process of teaching English, especially English by using acrostic techniques with poetry material.
2) Based on the content, this study aims to determine the ability of students to write. At this stage, the researcher gave a pre-test to the students before being given treatment, and the researcher used acrostic techniques in making poetry texts to improve the students' writing ability.
3) In terms of activity, this research applies acrostic techniques in teaching where students try to generate ideas or imagine. In this case, the researcher gave the students the topic of the poetry text. Then the students began to pay attention to the steps taken in making the poetry text, and the students began to develop the poetry text according to the ideas or imaginations that crossed their minds.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are some sections that was explained. They are some previous research findings, some pertinent ideas, conceptual framework. The following is explained as follows.

A. Some Related Research Findings

Ratmiati., et al (2019) "This study aims to enhance poetry writing skills with an acrostic technique in fifth grade students of elementary school . This research is descriptive qualitative. This sort of research is classroom action researcher (CAR) which contains two cycles with the intensive of every cycle administered three times. Research procedures include planning, implementing actions, observing, and reflecting. The themes during this study were 34 grade V elementary school students. The results of this study indicate that within the first cycle individually of 34 students only 21 students met the minimum completeness criteria, with a mean of 72.35 within the Low qualification. Meanwhile, within the second cycle all students reached of minimum completeness criteria with a mean of 80 in the High qualification. From the results of this study, it is sufficient to prove that the appliance of the acrostic technique in learning to poetry in grade V grade school is extremely appropriate because the technique can improve students learning outcomes in writing poetry.

Appriliany L., et al. (2021) stated in her research that "Acrostic Technique as an attempt to extend the motivation and skill to write poetry for VIII Grade Students of SMP Negeri 14 OKU. This study involved 24 eighth grade students

who had different backgrounds and skills in writing poetry. By using acrostic techniques, this classroom action research is planned to use two research cycles with a KKM value of 75 and a hit rate of above 75%. From the results of the info analysis of the first cycle, it has been found that the teacher's observation score was good, with a worth of 3.33, the worth of student observation also reached 62.5%, and therefore the student's poetry writing score reached 66.6%. Within the second cycle, there was a really significant increase. The teacher's observation value increased to 3.55, and the student's observation score also increased, making the success rate 100% and therefore the value of writing poetry, all students succeeded in exceeding the KKM score of 75 in order that the success percentage was 100% . Thus the classroom action research was declared successful and was stopped within the second cycle. From these results, it is often concluded that acrostic techniques can improve students' ability to write down poetry.

Rahayu S (2018) on her thesis: "This study deals with the effect of using acrostic technique on the students' achievement in writing poems. The target of the study was to research the effect of using acrostic techniques on students' achievement in writing poems. The study applied experimental research that specializes in one-group pre-test and post-test design. The population of this research was the tenth grade of SMA Muhammadiyah 12 Binjai in the school year 2017/2018.

B. Some Pertinent Ideas

1. Writing Ability

a. The Nature of The Writing

Writing ability is an ability that must be mastered by students. The ability to write is also used to communicate indirectly with other people and express everything that is in the mind either in written form or in written form. Writing ability is an activity that requires or requires the ability to express opinions, ideas, ideas, and imagination in writing something that comes to mind. As for the opinion of several experts who can describe the ability to write this.

Writing can be broadly defined from several points of view. In the perspective of language learning. Writing can be classified as a productive skill other than speaking. Nurjamal in Sumirat, Darwis (2011: 69) suggests that writing as a language skill is a person's ability to express his ideas, feelings, and thoughts to other people or parties using written media.

According to Tarigan (2013:13) writing is a language skill that is used to communicate with other people indirectly, not face to face with other people. writing is also described as being productive and expressive. Writing activities are also beneficial for someone, one of which is motivation to stay interested in writing activities. The existence of motivation that arises from a person is the most important thing so that someone can continue to practice writing. Writing skill can be continuously honed and developed because this writing skill is not an ability that you are born with. Udiyani Ida Ayu (2017) states that writing is a language skill productive because it will produce a product, namely writing.

Through writing someone will become more creative and critical. Iskandarwassid (2010) argues that writing skills, as one of these productive language skills, it encourages someone to convey ideas, thoughts, desires and feelings to others through written language. Zulkarnaini (2011) stated that when compared to other language skills, it is often Writing is considered to be the most difficult skill. Writing is a process lowering graphic symbols and activities giving birth to ideas, thoughts, feelings, to readers through the medium of language in the form of writing. Good writing can be understood and understood content ideas or thoughts to the reader.

From some of the definitions above, it can be said that writing is the process of pouring or expressing the results of thoughts into written form, it can be seen the language skills of a writer. Apart from being a means of communication, writing is also a way of remembering and thinking. Therefore, it is very important to learn to write.

b. The Purpose of Writing

According to Dalman (2012: 24-25) namely: 1) the purpose for the assignment (Assignment Purpose),that is, the author writes something on the basis of an assignment, not of his own volition; 2) Artuistic purpose The author aims to please reader; 3) persuasive purposes, aims to convince /influence the readers on the truth of the ideas expressed; 4) Purpose information aims to provide information or 18 description/explanation of the author to the reader; 5) purpose of self-statement, aims to introduce or declare oneself author to reader; 6) creative purpose, the goal is to writing can achieve artistic values and artistic values; 7)

goal problem-solving, writing that aims to solve the writer's problem. Another purpose of writing is to instill strong intentions to grow motivation, for example, wanting to be famous, earn a lot of money from his writing royalties, teach the public, educate the nation, or just satisfy yourself because you have express their ideas.

The conclusions that can be drawn from the purpose of writing are to express feelings, solve problems, provide information to readers, convince readers, provide entertainment to readers, and train for creative writing. In addition, the author must also pay attention to writing so that it becomes interesting and can be understood by others who read it.

c. Writing Process

Process writing is an approach to writing, where language learner focus on the process by which they produce their written product rather than on the products themselves According to Onozawa (2010).

The writing process as a classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting) and editing. Three other stages are also externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Furthermore, Richards and Renandya (2002; 316) state that there are four stages of writing process. Those stages are planning , drafting, revising, and editing. Every stages of writing process can be explained as below:

1) Planning

Planning which is also referred to as a preliminary activity to prepare students to write in this stage and there are several activities that can be done to encourage students to be able to write. The activities include exchanging ideas, grouping, free writing, and using the right questions.

2) Compilation

At this stage, the activities focused on writing fluency which means that students must write fluently without considering grammatical accuracy or sentence neatness at this stage. The students have the opportunity to write everything that comes to their mind according to the topic they want to write about.

3) Revising

In the revising stage, students re-examine what they have written to see how effectively they have conveyed their ideas to the reader. This is not only to check for language errors but also to improve global content and organization of ideas.

4) Editing

At this stage, the students are involved in tidying up their text and they prepare the final arrangement for evaluation. The activities that students do at this stage are editing their mistakes in grammar, spelling, punctuation, sentences, diction, binding sentences, and others.

As a summary, the purpose of writing consists of planning, rearranging, and editing the progress of this proposal. Even messed up. The important point is that

each stage of the writing process can help and guide students to be able to write effectively.

d. Components of Writing

There are five components of writing from Shchadeh (2011), namely:

1) Content of subject knowledge: thesis development, topic coverage, relevance of detail, substance, and quality of details.
2) Organization: mixing of expressions, clarity in the expression of ideas, support, organization of ideas, sequencing and development of ideas.
3) Grammar: use of sentence structure and arrangement, accuracy and precision in the use of agreement, number, tense, grammar, articles, pronouns, prepositions, and negotiation.
4) Vocabulary: coverage, accuracy of word/idiom choice, mastery of word forms, appropriateness of registers, and effectiveness of word delivery.
5) Mechanism for writing conventions of spelling, punctuation, capitalization, paragraph binding, and others.

Based on the above, the researcher took two of the five components to be assessed on the students' writing competence at UPT SMPN 3 ENREKANG.

e. The Role of Teacher

The ability to write does not occur naturally due to the need for several factors such as the availability of teachers and involvement in an educated society. In order of words during the process of teaching and learning to write. The teacher plays an important role, but the role of the teacher can differ according to several situations and contexts. The teacher's role includes:

1) Motivator

In writing practice, the teacher acts as a motivator. This means that the task of the teacher is to motivate students to write. To motivate students, teachers can take advantage of these activities and encourage them to try their best for maximum benefit.

2) Resources

When students do writing assignments, teachers should be ready to provide and give advice or suggestions. This kind of role can help students to that they are always amazed by their teacher because they have progress in doing the given task.

3) Feedback provider

Teachers should respond positively and encourage the content of what students have written. Teachers must also know how to provide corrections that will make them better and will not discourage them.

In short, teachers play an important role in teaching writing. They can play the role of motivator, resource, and feedback provider. This role should be performed by teachers to facilitate and help students learn better.

f. Type of Writing Skill

There are four types of writing styles that are generally used. To know all these four different types of writing styles and their usages are important for any writer. A writer's style is a reflection of his personality, his unique style, his voice and his ways to approach audience and readers. Generally, there are four different types or styles of writing, following:

1) Expository writing

Expository writing is a subject oriented writing style, in which the main focus of the author is to tell us about a given topic or subject, and leave out his personal opinions. That is usually explains something in a process, its often equipped with facts and figures, and also usually in logical order and sequence.

2) Descriptive writing

Descriptive writing is type of writing which focuses on describing to character, an event or a place in great details. It often poetic in nature, it can describe place, people, events, situation or locations in highly detailed manner. The author visualizes what the sees, hears, tastes, smells, and feels. In this writing. We can make the sentences more detailed and makes the descriptions clearly.

3) Persuasive writing

Persuasive writing is a type of writing which contains justification and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view.

4) Narrative writing

Narrative writing is a type of writing in which the author place himself as the character and narrates you to the story. It is has define and logical beginnings, intervals, and endings, and it has situation like disputes, conflicts, actions, motivation events, problem and their solutions.

From these all, the writer will choose narrative writing in conducting the research using of the lotus technique. Students' will get the use of the lotus technique from the teacher and the students describe the situation feeling of them.

2. Poetry

A. Poetry

Poetry is written to share ideas, express emotions, and create imagery. Poets choose words for their meaning and acoustics, arranging them to create a tempo known as the meter. Some poetry incorporate rhyme schemes, with two or more lines that end in like-sounding words. According to Chamcharatsri P. B (2013) writing poetry is helpful in creating venues for L2 writers to become aware of linguistics, cultural, and emotional use of their first (Thai) and second (English) language. According to Habibi & chandra (2018) “writing poetry is a language skills needed to improve the quality of learning. Writing poetry needs to be introduced since elementary school, because writing is one of the tools/media communicate thoughts and feeling.

B. Types of poetry

Poetry has two general types, namely old poetry and modern poetry.

1) Old Poetry

Old poetry is a mantra which is a type of poetry created in animist beliefs, usually recited in cultural rituals and using words that can cause magical sound effects. The types of old poetry are as follows:

a. Pantun: a type of poetry with the rhymes a, b, a, b, with each line consisting of four lines, two sampiran lines and two content lines.
b. Poetry: a type of poetry that has an array of four stanzas and rhymes with a, a, a, a, and the contents tell a story.

c. Talibun: a type of poetry that is included in the type of rhyme and consists of an even number in every one stanza.
d. Mantra: a type of poetry that has words or sayings that are believed to have supernatural powers.
e. Gurindam: a type of poetry that has characteristics, namely there are stanzas consisting of two lines and rhyming a, a, a, a.

2) Modern Poetry

This type of poetry is usually called free poetry because it is not bound by rhyme, number of lines and so on. The types of modern poetry are as follows:

a. Narrative poetry: poetry used to tell a story.
b. Lyric poetry: poetry used to express the poet's ideas.
c. Descriptive poetry: poetry that expresses the opinion and impression of the poet.

3. The Concept of the Acrostic Technique

a. Definition of the Acrostic Technique

The acrostic technique is one way that a teacher can make it easier for students to remember a material that is to be remembered by using an initial, middle, or ending letter in a particular sentence or phrase. According to Taoziri (2014) suggests that the use of acrostic techniques can improve the free writing skills of class VIII students. The research that was implemented was used the media-based acrostic hero image archipelago but in class V. Use the media to grow student character. According to Nugroho A.R. and Wiyatmi (2018), acrostics are a language game that can be applied to the learning of writing poetry.

That is, by describing the initial letters of each line, if arranged vertically, they form a person's name, animal name, object name, and so on.

Using the acrostic technique as an alternative solution based on ploblems cases encountered in class, based on observation. This acrostic poem is suitable for use among students because acrostic poetry tends to be simple, so it helps students as beginners in writing poetry. The application of the acrostic technique in learning to write poetry can be carried out in several stages as follows: a) deciding on a title for the poemb) Sorting the title of the poetry vertically, c) Writing the poetry diction into the letters that have been written, d) Editing stage according to (Ernawati, 2017; Fitri, 2017; Huliatunisa, 2020). According to Hidayat & Indihadi (2018) and Habibi et al. (2019), the benefits of the acrostic technique are as follows: 1) Guiding students through the stages of writing poetry; 2) Assisting students in finding the idea of something known and loved; 3) Assisting students in enriching their treasury vocabulary; 4) Assisting students in finding words first in their poetry; 5) Can help students remember more information faster and retain it longer. And according to Mudjiyanto & Ivana (2019), the acrostic technique is one of the learning techniques that can be applied to learning to write. Basically, the word acrostic comes from the French word acrostiche and the Greek akrostichis, which means a poem that starts with the first letter of each line, composing one or a few words, according to Melasarianti et al., (2019) and Rohika et al., (2014).

b. Steps in Making Acorostic Poetry

There are six step in making acrostic poetry according to (Mualana I et. al, 2021) as follows:

1) Choose a name or phrase to be conveyed.
2) Ordering words vertically
3) Complete line by line of every letter that has been collected vertically.
4) Find the right phrase, idea, or imagination in developing the word.
5) Focus on the five senses.
6) Revising poetry for better

c. The Procedure of Acrostic Technique

The Procedure of Accrostic Technique There were some processes of using Accrostic Technique according to (Rahayu S, 2018) as follows:

1) The teacher determines the expected goals and achieved by the students, and students are told the purpose of the learning so that students understand the the purpose to be done.
2) Students looking for a topic (can be a place name, people or about the natural beauty that will be an idea). At this stage students perform the stage of determining the idea. The idea can be derived from the experience, ie all events captured by the senses .
3) The student lists the appropriate diction as a supporter of the topic according to the pre-selected and written into a word list (on this stage is alsocalled brainstorming stage).

4) Student sorting through or selecting diction in the list of word to be a proper composition of poem. At this stage students perform the deposition phase or the process of maturation of ideas

C. Conceptual Framework

The conceptual framework the represent the content of this research can be presented as the following:

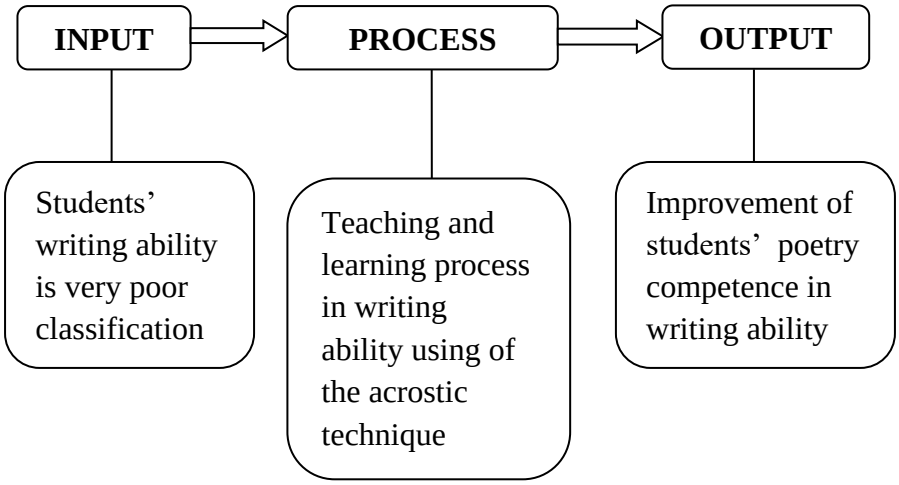


Figure 2.1 Conceptual Framework

The diagram above was described as follows:

1) Input

The purpose of the study in class XI students of UPT SMPN 3 ENREKANG was to find out whether the techniques used by the researcher was can improve students' writing ability. So, before the researcher conducted research and applied techniques that were used to improve students' writing ability at UPT SMPN 3 ENREKANG, the researchers gave a pretest to the students first.

2) Process

Based on the assessment (Direktorat Pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018), the writing ability of students in class IX UPT SMPN 3 ENREKANG is very poor classification. This data was collected by the researcher through a pre-test before the researcher gave treatment to the students. This is because the media, strategies, methods, or techniques used by the teacher are always the same, so that students are less interested in participating in learning, especially in learning English. Therefore, the researcher tried to use the acrostic technique, whereby this technique can make students issue ideas or imagine things according to what comes to their mind. At this stage, the researcher carried out the learning process with poetry material. Then the researcher taught students to write poetry texts using acrostic techniques, explaining the steps that must be taken before making poetry texts. This can make students express ideas, criticism, suggestions, opinions, and imaginations in the form of poetry texts.

3) Output

At this stage, the researcher expected that there were a comparison between before being given treatment (pre-test) to students and after being given treatment (post-test) to students. So it can be seen whether the techniques used can improve students' writing abilities and make students interested and motivated.

D. Hypothesis

The students' writing ability of UPT SMPN 3 ENREKANG is better than after they are taught using acrostic technique to improve the students' writing ability.

The hypothesis of this research are:

1. H_0 (Null Hypothesis) = The students' poetry writing ability is not better after being taught by using acrostic technique in writing.
2. H_1 (Alternative Hypothesis) = The students' poetry writing ability is better after being taught by using acrostic technique in writing.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research variables and operational definition of variable, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The design of this study was a quantitative research method based on pre-experimental research. The design used in this experimental study was a one-group pre-test and post-test design. This study measured before and after treatment. Thus, the result can be known to be more accurate by comparing the circumstances before treatment (Sugiyono, 2014:74). The design was used according to the intended goal of the students' poetry writing ability before using the acrostic technique and after using the acrostic technique. Here is the research design table for one group pre-test and post-test design:

Table 3.1 Pre-Experimental Research with One Group Pre-test and Post-test Design

Pretest	Treatment	Posttest
O_1	X	O_2

(Sugiyono, 2014:74)

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

B. Research Variables and Operational Definition of Variables

1. Research Variables

There were two variables in this research namely independent variable and dependent.

a. The independent variables : The Acrostic Technique was a technique used to improve the writing ability of the students UPT SMPN 3 ENREKANG.

b. The dependent variables : Improved writing ability of students UPT SMPN 3 ENREKANG after researcher used the Acrostic technique.

2. Operational Definition of The Variables

a. Writing is the process of pouring or expressing the results of thoughts into written form, it can be seen the language skills of a writer.

b. The use of Acrostic techniques is a form of writing learning that focuses on students' understanding in making texts by issuing ideas, imagining, opinions, etc..

C. Population and Sample

1. Population

The population in this study was the students' of class IX UPT SMPN 3 ENREKANG, academic year 2021/2022 consist of one class. There are class IX

which normally each classes consist of 35 students. So the total of population are 35 students.

2. Sample

This research used the total sampling method, the researchers selected classes IX UPT SMPN 3 ENREKANG as a sample research. For example, the researchers choose class IX as a sample of 35 students.

D. Instrument of the Research

In collecting data, the researcher uses one kind of instrument namely writing test which consisted of a poetry test where the students given topics to be developed into poetry and the students write poetry. The pre-test was given before treatment and the post-test was given after treatment.

E. Procedure Data Collection

The procedure of collecting data presented in the chronological order as follows:

1. Pre-test

Before being given treatment, the researcher gave the pre-test as a sample. The researcher asked students to write poetry about “Father”. This aimed at identify the students prior knowledge of writing ability.

2. Treatment

After being given the pre-test, the researcher conducted treatment for the one class. The researcher given treatment for four times. Each meeting runs for 40 minutes.

3. Post-test

After treatment, the researcher being given the post-test to find out the value or students achievement in writing ability. It was done to know the students achievement before and after given treatment by using of the acrostic technique to improve the students writing ability. After giving was the post-test, the researcher find out the differences between students score before and after treatment.

F. Treatment

Poetry is written to share ideas, express emotions, and create imagery. Poets choose words for their meaning and acoustics, arranging them to create a tempo known as the meter. Some poetry incorporates rhyme schemes with two or more lines that end in like-sounding words. This poetry material was conducted from the first meeting to the fourth meeting. The types of poetry used by the students were old poetry and modern poetry, and the researcher gave the students the freedom to determine for themselves what type of poetry they used. The steps given by the researcher to students in making poetry using acrostic techniques with different materials were as follows:

At the first meeting, the researcher determined the goals that were expected and achieved by the students, and the students were told the learning objectives so that they understood the objectives to be carried out.

At the second meeting, the researcher asked the students if they were looking for a topic (it can be the name of a place, a person, or the beauty of nature that was used as an idea). At this stage, students carry out the stage of determining ideas.

Ideas can be derived from experience, namely all events that are caught by the senses.

At the third meeting, the researcher asked the students to make a list of appropriate words to support the topic according to what had been previously selected and write it down into a word list (at this stage, it is also called the brainstorming stage).

At the last meeting, the researcher asked the students to sort or choose the words in the word list to make the right poetry composition. At this stage, students carry out the deposition phrase, or the process of maturation of ideas.

G. Technique Data Analysis

The data is collected through the data analysis, the quantitative analysis employed statistical calculation to test the hypothesis. The use of percentage technique is to know of the use of the acrostic technique. The data was analysis by employing the following procedures:

1. Scoring the Result of the Students' Test

Table 3.2 The Assessing Writing

Component	Assessment Component	Score
Writing	**Content:** Content of subject knowledge: thesis development, topic coverage, relevance of detail, substance, and quality of details.	0-25

	Organization: Organization: mixing of expressions, clarity in the expression of ideas, support, organization of ideas, sequencing and development of ideas.	0-20
	Grammar: Grammar: use of sentence structure and arrangement, accuracy and precision in the use of agreement, number, tense, grammar, articles, pronouns, prepositions, and negotiation.	0-15
	Vocabulary: Vocabulary: coverage, accuracy of word/idiom choice, mastery of word forms, appropriateness of registers, and effectiveness of word delivery.	0-15
	Mechanics: Mechanism for writing conventions of spelling, punctuation, capitalization, paragraph binding, and others.	0-15

(Heaton in Amir, 2012)

2. The Score Classifies Base on Components Observed

$$\text{Students}'\text{score} = \frac{Students'achivement\ score}{maximum\ score} \text{ x } 100$$

(Direktorat pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018)

3. Classifying the Score of the Students

The data are classification by referring the scoring system as follow:

Table 3.3 Scoring classification

No.	Predicate	Classification	Score
1.	A	Very Good	86-100
2.	B	Good	71-85
3.	C	Poor	56-70
4.	D	Very Poor	0-55

(Direktorat pembinaan, S. M. A., Pendidikan, J., & Pendidikan, M. K., 2018)

4. The Mean Score of the Student Achievement

$$\bar{x} = \frac{\Sigma x}{N}$$

Where:

$\bar{x}$: Mean score

Σx : Total of low score

N : Number of students

(Mills & Gay, 2019)

5. The Formula of Standard Deviation

$$SD = \sqrt{\frac{SS}{N_1}} \; Where \; SS = \sum x^2 - \frac{(\Sigma x)^2}{N}$$

SD: Standard deviation

SS: Sum of squares

N_1: Total number of subject

Σ : The sum of the squares; square each score and add up all the squares

N : Total number of students

(Mills & Gay, 2019)

6. The Test of Significant

The formula that use to calculate the of t-test value to identify the difference between pre-test and post-test the presented as follow:

$$t = \frac{\Sigma D}{\sqrt{\frac{n\Sigma D^2 - (\Sigma D)^2}{n-1}}}$$

Where:

t : Test of significant

Σ : The sum of the squares, square each score and add up all the squares

N : Number of students

D : The difference between the paired score

(Mills & Gay, 2019)

7. N-Gain Score

$$\text{N-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

(Sya'bani E, 2021)

Criteria N-Gain Score:

Criteria I	g > 0.7	High
	0.3 ≤ g ≤ 0.7	Medium
	G ≤ 0.3	Low
Criteria II	< 40	Ineffective
	40 – 55	Less Effective
	56 – 75	Quite Effective
	> 76	Effective

8. Criteria of Testing Hypothesis

To test hypothesis, the researcher used one-tail hypothesis with =0,05 and degree of freedom (df) = n – 1. The use statistical hypothesis in this research as follows:

$$H_0 = \mu 1 \ngtr \mu 2$$

$$H_1 = \mu 1 > \mu 2$$

(Mills & Gay, 2019)

Where:

H_0 : Null Hypothesis

H_1 : Alternative Hypothesis

μ1 : The average score of students' writing before being taught by using the acrostic technique in writing

μ2 : The average score of students' writing after being taught by using the acrostic technique in writing

1. $H_0 = \mu 1 \not> \mu 2$: The students' poetry writing ability is not better after being taught by using acrostic technique in writing.
2. $H_1 = \mu 1 > \mu 2$: The students' poetry writing ability is better after being taught by using acrostic technique in writing.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings are the students' scores obtained through the test. In the discussion stage, the researcher describes the interprestation of the findings.

A. Findings

As has been explained previously, in collecting data, the researcher administered a test that had a pre-test and a post-test. The pre-test was administered before giving treatment, and the post-test was administered after treatment.

After calculating the results of the students' pre-test and post-test scores into percentages, they were then classified as the students' pre-test and post-test.

1. Pre-test

Pre-test conducted by the researcher to know how the students' skill in writing especially poetry text before gave treatment in the class. Based on the results of the pre-test in the class, the researcher provided the following frequency and percentage analysis:

Table 4.1 The Percentage Students' Score of Writing Skill in Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	86-100	-	0%
2.	Good	71-85	3	8,57%
3.	Poor	56-70	8	22,86%

4.	Very Poor	0-55	24	68,57%
TOTAL			35	**100%**

Table 4.1 shows the low ability of students in terms of writing ability. From the table above, it can be seen that the number of students who scored below the average in the pre-test before being given treatment. Students fail in making poetry with their own ideas or imagination, and the highest scores are below the school's minimum passing standard (KKM) in English subjects. This is because students are less interested in the techniques, methods, strategies, or media commonly applied by teachers.

2. Post-test

The post-test was conducted by the researcher to find out how students felt about poetry after being given treatment in the class. Based on the post-test in the class, the researcher provided a frequency and percentage analysis as follows:

Table 4.2 The Percentage Students' Score of Writing Skill in Post-test

No.	**Classification**	**Score**	**Frequency**	**Percentage**
1.	Very Good	86-100	7	20%
2.	Good	71-85	25	71,43%
3.	Poor	56-70	3	8,57%
4.	Very Poor	0-55	-	0%
TOTAL			**35**	**100%**

Table 4.2 shows that there is an increase after being given treatment by applying acrostic techniques to students' writing abilities, especially poetry. There

are 7 students who get very good marks, 25 students who get good marks, and 3 students who get sufficient marks. This can be seen in the table above, where students show an increase in the minimum standard of completeness (KKM) in UPT SMPN 3 ENREKANG students..

3. The Mean Score and Standard Deviation (SD) of the Students' Pre-test and Post-test

Table 4.3 The Mean Score and Standard Deviation (SD) of the Students

Sample	Mean Score	SD
Pre-test	52,14	12,32
Post-test	80,23	6,86

Table 4.3 showed the mean score, standard deviation, and mean difference of the students' writing ability after being treated by the acrostic technique. In the table above, it can be seen that the mean score and standard deviation of students in the post-test were higher than the mean score and standard deviation of students in the pre-test.

4. The Gain Score of the Students

Table 4.4 The Gain Score of the Students' Writing Skill

Sample	Pre-test	Post-test	Gain Score
Experimental	52,14	80,23	59,1

Table 4.4 showed the gain score of the pre-test and post-test was 59,1 (fifty-nine point one), which is classified as quite accurate or quite effective according

to Sya'bani (2021). That means the students' writing ability is enhanced after treatment through the use of acrostic technique.

5. The Hypothesis Testing

In hypothesis testing, the researcher used t-test formula the level of significant with $\alpha = 0,05$. The result of the manual calculation is shown as follows:

Table 4.5 The t-test value and t-table value

Variable	t-test value	t-test table value
X1-X2	3,1	1.690

Based on the table above, the t-test value (3,1) is higher than the t-test table value (1.690) with a sample of experimental class (N = 35) and degree of freedom (df) N-1 = 35-1 = 34 at the level of significance (α) 0.05. The mean score of the pre-test was 52,14 and the mean score of the post-test was 80,23. In the calculation result, the t-test value is higher than the t-test table value. It means that there is a significant difference between the students' writing abilities before and after using the acrostic technique in teaching writing. This also means that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted.

B. Discussion

This research was conducted to see whether the acrostic technique is one type of technique that can improve students' writing abilities. This is related to several research results which reveal that when it comes to writing poetry, students are still struggling with the ideas in the poetry they are going to make. This new technique is indeed to stimulate students' imaginations towards the emergence of

poetry-writing ideas. However, the effectiveness of the acrostic technique in poetry learning can be tested because the acrostic technique is a technique that can encourage students to come up with ideas to write poetry. Writing poetry is a writing activity whose main goal is to be able to write poetry according to the elements of poetry such as diction or choice of words, imagination, language, style, mandate, and others. Learning to write poetry is a skill that is taught to students in class IX UPT SMPN 3 ENREKANG every odd semester.

The researcher taught about the poetry text in the pre-test and post-test before and after using the acrostic technique in class. Before the researcher applied the acrostic technique, the researcher conducted a pre-test to the students. The researcher was conducted by the researcher to find out how the students' writing abilities were before being given treatment in class. The mean score of the students on the pre-test was 52.14. This score is below the minimum passing standard (KKM) for school English subjects (75). This shows that the researcher found that students still find it difficult to write without guidance from the teacher, and they are still confused about what they want to write on paper. After the researcher did the pre-test, the researcher then gave treatment to the students by using acrostic techniques to write poetry texts involving the natural environment as the object of the poetry.

At the treatment stage, at the first meeting, the researcher found that students had difficulty making poetry, because most of the students still did not know how to organize their ideas into written form. At the second meeting until the last meeting, the researcher guided the students in making poetry in several stages,

namely: (1) the researcher asked the students to determine the title of their poetry; (2) the researcher gave ideas and suggestions to the students; (3) the researcher asked the students to start developing word by word the idea or imagination that crossed their minds; and (4) the researcher asked the students to start compiling the text that had been developed into a beautiful form of poetry. In this case, the researcher applies the acrostic technique as a lesson that can stimulate and improve students' poetry writing abilities.

Before discussing students' writing abilities, we need to know what writing is. Writing is the systematic activity of pouring one's thoughts into written form, in which there are activities of thinking, exploring, and developing those thoughts into written form. According to Pranata A.K. (2015), writing skills also play an important role in education. The success of students in following school lessons is also determined by their writing ability. Chandra A.H. (2014) argues that writing is the overall activity of a person in expressing his thoughts and conveying them in written language to the reader according to the author's intent. And according to Gusti Y (2014), writing is not only about motor activities but also involves mental processes. Writing is one of the ways to communicate. A person can convey intentions, ideas, thoughts, and feelings through a series of written words. Writing is a skill that can be learned and needs to be practiced, because it is a skill that will improve when training is common.

After that, the researchers treated the students by using acrostic techniques to improve their poetry writing ability, and the researchers described the acrostic techniques. The acrostic technique is one way that teachers can use to make it

easier for students to remember a material they want to remember by using the initial, middle, or final letters in certain sentences or phrases. The researcher asked students to choose a title according to their own wishes, so that the letters from the title they chose could be the key in developing letters into a poetry sentence. This is in line with Markowitz (2017), who stated that the acrostic technique uses key letters to create concepts. So abstract concepts become more concrete, so they are easier to remember. In this case, the researcher provides explanations and stages that students must pay attention to, so that students begin to remember the first, middle, and end letters of the poetry sentences that they make easily. This is in line with Yulia H, et al. (2018). The acrostic method is a technique to help students get information that is more meaningful and easier to remember.

Then the researcher asked the students if the letters of the titles they chose were arranged vertically or line by line and developed into a poetry sentence. This is in line with Bakken (2017). An acrostic is a sentence developed to help people pick up letters. These letters then represent something that the person needs to remember. Sentences are an interesting way to make information more meaningful and easier to remember. According to the experts mentioned above, the researcher can conclude that the acrostic technique was a technique that can assist students in creating poetry. In this case, the researcher explained that there are four (4) stages that students must go through in making poetry, namely: (1) students determine the title of the poetry; (2) students start thinking about ideas or imagining, (3) students develop ideas/imagination word for word; and (4) students compose the text in the form of poetry. By paying attention to the stages given to

students by researchers, the stages given to students are consistent with the stages given to Mualana I et al. (2021).The steps that students must pay attention to in making texts Poetry with acrostic techniques are as follows: 1) determine the name or word to be crossed, 2) sort words vertically, 3) complete line by line, collected vertically, 4) When creating words, look for the right word, phrase, idea, or imagination.5) Concentrate on the five senses; 6) Improve poetry.Researchers provide other techniques in helping students write poetry who are still constrained in this regard, and this technique is one solution, namely using the acrostic technique, where this technique is a solution to the problems experienced by students, and this is in line with Fitri (2017), who stated that the acrostic technique is suitable for use by students because it tends to be simple so that it helps students as beginners to overcome the technical problems they face.

Then the researcher gave an overview of the process of making poetry to the students and asked the students to answer, so that there was feedback between the researcher and the students, so that the researcher was find out the difference between the initial test and the final test from the students, and this is in line with Jamilah M. & Sobari T. (2019) stated that researchers have three research objectives based on this problem, namely to describe teachers' and students' learning activities to write poetry with acrostic techniques, to describe student responses to learning to write poetry using acrostic techniques, and to determine the difference between the results of the initial and final tests on students. The researcher also provide opportunities for students to freely choose the title they was made into a sentence of poetry by expressing feelings of hapiness, sadness,

opinion, criticism and students can imagine everything they were express in a sentence of poetry, this is in line with Sari's opinion (2014) argues that expressing the poet's feelings imaginatively is a literary work that appears because it is a poetic work of art and evokes feelings, attracts attention, and even provokes reader responses. The researcher also explained to students that in making poetry using acrostic techniques, it must be in harmony so that readers or listeners can understand the meaning of the poetry and this is in line with Widyasari's research (2015) which states that acrostic techniques are one of the solutions in the process of writing poetry related to the choice of diction. .

Then the researcher asked the students to start arranging the letters of the title of their poetry by using the acrostic technique and paying attention to the stages that had been given by the previous researcher, and this was in line with the opinion of Melasarianti et al. (2019) & Rohika, et al. (2014) which suggests that acrostic comes from the French word acrostiche and the Greek akrostichis which means, a rhyme that occupies the first letter of each line, composes one or several words.

After the researcher conducted a pre-test for the students, the researcher conducted a post-test after being given treatment by the students. This can be proven by the researcher that the average score of students on the pre-test was 52,14, and after the researcher treated the students using acrostic techniques in making poetry texts, the average score of students on the post-test was 80,23. This is in line with that stated by Appriliany L. et al. (2021), who stated that acrostic techniques can improve students' ability to write poetry based on data analysis of

classroom action research and observations before and after being given treatment using acrostic techniques. This shows that the researcher found that the students' writing abilities improved. The researcher conducted one month of research with four meetings.

This poetry material was conducted from the first meeting to the fourth meeting. The steps given by the researcher to the students in making poetry using acrostic techniques with different materials were as follows:

At the first meeting, the researcher determined the goals that were expected and achieved by the students, and the students were told the learning objectives so that they understood the objectives to be carried out.

At the second meeting, the researcher asked the students if they were looking for a topic (it can be the name of a place, a person, or the beauty of nature that was used as an idea). At this stage, students carry out the stage of determining ideas. Ideas can be derived from experience, namely all events that are caught by the senses.

At the third meeting, the researcher asked the students to make a list of appropriate words to support the topic according to what had been previously selected and write it down into a word list (at this stage, it is also called the brainstorming stage).

At the last meeting, the researcher asked the students to sort or choose the words in the word list to make the right poetry composition. At this stage, students carry out the deposition phrase, or the process of maturation of ideas.Based on the results above, the researcher can prove that the use of acrostic technique can

improve the students' competence in writing ability at UPT SMPN 3 ENREKANG significantly. It is clear that the post-test (80,23) was higher than the pre-test (52,14).

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two sub-chapters namely conclusion and suggestion.

A. Conclusion

Based on the findings and discussions that have been presented in the previous chapter, namely in Chapter 4, the purpose of this study was to determine the students' ability to write poetry before being given treatment and after being given treatment using acrostic techniques. The method used in this research is pre-experimental, with a one group pretest-posttest design.

The researcher gave a pretest to the students before being given treatment, and the average score obtained by the researcher was that the students' poetry writing ability was in very poor classification. However, after the students were taught using acrostic techniques by the researcher, the average score of the students was in good classification. The researcher found that the average score of students from the combination of pretest and posttest (N-Gain Score) was in a quite effective classification, so it can be concluded that the use of acrostic techniques can improve students' poetry writing skills. In addition, on the post-test, the student's score was higher than the student's pretest score, and the researcher obtained hypothesis testing with a t-test value (3,1) greater than the table t-test value. (1,690).

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B. Suggestion

Based on the conclusion above, the researcher was given some suggestions as follows:

1. For Teachers

The researcher expects teachers to be more creative in using media, strategies, methods, and techniques in the teaching and learning process so that students are not too tense in participating in learning. In this case, the teacher can use different techniques, media, methods, or strategies in each meeting so that students do not get bored easily and are interested in participating in learning. Teachers are expected to be able to explore and apply more creative methods, strategies, media, and techniques in creating comfortable learning environments for students.

2. For Students

Students must make the best use of the learning process, such as the current situation where students can meet face to-face but are still limited by the hours of lessons carried out, and students must wear masks and keep their distance from each other. Therefore, students are expected to be able to follow this teaching and learning process as well as possible so that the knowledge gained from learning to write poetry using acrostic techniques can make it easier for students to understand and develop sentences or phrases.

3. For other researchers

The results of this study can be used as a reference for conducting research related to this research, so that further researchers are expected to develop and expand their research objects. The research object is less than the current

researcher's explanation, both regarding the material and other shortcomings, and this information is expected to be useful and provide encouragement for further researchers to conduct other research, especially in English subjects.

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