The Effect of Looping Strategy on Students Writing Descriptive Text at SMP Negeri 2 Tapian Dolok

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Strategi Looping Pada Siswa Menulis Teks Deskriptif Di Smp Negeri 2 Tapian Dolok. Penelitian ini dilakukan dengan menggunakan metode kuantitatif. Eksperimen semu adalah studi prospektif atau retrospektif di mana pasien memilih sendiri kelompok pengobatan yang berbeda untuk membandingkan efektivitas dan keamanannya. Penelitian ini dilaksanakan di SMP Negeri 2 Tapian Dolok kelas VIII yang terletak di Jalan Radjamin Purba. Penelitian ini akan dilaksanakan pada tahun ajaran 2023/2024. Subyek penelitian ini adalah siswa kelas VIII-1 dan VIII-2, dan objeknya adalah proses pembelajaran di kelas. Kelas eksperimen merupakan kelas yang mendapat perlakuan atau menggunakan strategi Looping ketika membaca teks narasi. Dua kelas yang digunakan untuk pengambilan sampel, yaitu: VIII-1 dan VIII-2. Kelas utama VIII-1 diambil dari 31 siswa sebagai kelas kontrol, dan VIII-2 diambil dari 31 siswa sebagai kelas eksperimen. Kemudian sampel penelitiannya adalah VIII-1 (sebagai kelas kontrol) dan VIII-2 (sebagai kelas eksperimen). Berdasarkan temuan penelitian ini, peneliti menyimpulkan bahwa strategi Looping efektif dalam meningkatkan kemampuan menulis teks deskriptif siswa di SMP Negeri 2 Tapian Dolok. Hal ini terlihat dari rata-rata skor kelompok eksperimen yaitu sebesar 49,61 pada saat pre-test dan meningkat menjadi 79,61 pada saat post-test. Sedangkan kelompok kontrol memperoleh skor rata-rata pada pre-test sebesar 48,09. Terdapat peningkatan skor pre-test ke post-test (69,74). Hasil uji t sebesar 2,235. Peneliti memperoleh nilai sebesar 1,671 mengacu pada t tabel dengan tingkat signifikansi 5% (0,05). Artinya hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak.

Kata kunci: *Strategi Perulangan, Tulisan Siswa, Teks Deskriptif*

Abstract

The purpose of this research is to find The Effect Of Looping Strategy On Students Writing Descriptive Text At Smp Negeri 2 Tapian Dolok. The research was conducted using quantitative methods. A quasi-experiment is a prospective or retrospective study where patients self-select into different treatment groups to compare their effectiveness and safety. This research is held in SMP Negeri 2 Tapian Dolok at grade eight, which is located at Jalan Radjamin Purba. This research will be carried out in the academic year 2023/2024. The subject of this research is the students at grades VIII-1 and VIII-2, and the object is the learning process in the classroom. Experimental class is a class that gets treatment or uses Looping strategy when reading narrative texts. Two classes are use for sampling, namely: VIII-1 and VIII-2. The main class VIII-1 is taken from 31 students as a control class, and VIII-2 is taken from 31 students as an experimental class. Then, the sample of the research was VIII-1 (as control class) and VIII-2 (as experimental class). Based on the findings of this research, the researcher conclude that Looping strategy is effective in improving students'

ability to write descriptive text at SMP Negeri 2 Tapian Dolok. It can be seen from the average score of the experimental group, which is 49.61 at the pre-test and increase to 79.61 at the post-test. While the control group obtained an average score of 48.09 on the pre-test. There is increase score of pre-test to the post-test (69.74). The t-test result is 2.235. The researcher obtain a value of 1.671, referring to the t table with a significance level of 5% (0.05). It means that the alternative hypothesis (Ha) is accepted and rejected the null hypothesis (H0).

Keywords : *Looping Strategy, Students Writing, Descriptive Text*

INTRODUCTION

English is an International language. English is widely used in international trade, diplomacy, entertainment, telecommunications, scientific publications, and scientific publishing (Sari, 2018). In Indonesia, English is used as the foreign language. English has been taught in Indonesia since the 1994 curriculum was implemented, from elementary to high school. Students' EFL success is determined by language accuracy. The four skills that EFL students need to learn are reading, listening, writing, and speaking. Addressing skills such as listening and speaking are essential for students to foster effective oral communication, while reading and writing form strong relationships and are tools for effective written communication. Students need opportunities to develop these skills by exposing them to challenging reading materials and writing assignments that enable them to read and write effectively (Lestari et al., 2018).

Writing is an essential English language skill for students to improve their thinking and communication ability. This involves words, sentences, and large chunks of writing, allowing students to express their feelings, knowledge, and ideas (Oktarina et al., 2022). Writing requires good grammar and spelling to convey ideas, which involves gathering ideas, perfecting them, and presenting them to the readers. Writing is highly regarded as an EFL skill. Writing involves three stages: prewriting, drafting, and revising. Pre-writing involves generating ideas, while drafting involves putting them down on paper. Revising ensures that the final product is polished (Sholikhin, 2021). However, this does not mean that writing skills can be learned easily. Teacher have a professional duty to encourage student writing growth.

Teaching writing to EFL learners presents challenges due to developing linguistic and communicative competence. Teachers must possess proficiency in English, knowledge of local curriculum, and relevant techniques for effective writing development. Teachers serve as facilitators and coaches, offering guidance and respecting student opinions while avoiding imposing their thoughts on student writing. Teachers face challenges in teaching writing due to internal factors like students' mother tongue, English competence, motivation, and reading habits (Hidayati, 2018: 23&26). In line with the statement above, problems from internal factors were also found through teaching experiences in schools (Sholikhin, 2021).

Experience during practice in class shows that there are problems with students' writing assignments. Students get a score below 50. Some students find it difficult to write a sentence in English. Writing involves vocabulary, spelling, punctuation, and grammar, which students should focus on to produce accurate and detailed texts. Students have difficulty generating and selecting ideas for writing assignments, especially in descriptive texts. Most problems are caused by students' lack of focus in writing texts, and some students may have a limited vocabulary. This problem proves that students rarely explore their thoughts in written text. In line with this, students also spend a lot of time describing animals, people, or even places (Jalaluddin, 2019).

The strategies promote critical thinking, research, and evaluation skills in students (Harahap, 2017). Teaching strategy is one way to overcome the above problems. A strategy that allows students to delve deeper into the details and provide a more comprehensive understanding to the readers. Thus, students become focused on their assignments with a specified time limit. One way to achieve this is through the implementation of a looping strategy.

The looping strategy is part of prewriting, where students can write and develop a topic freely. In line with this a research by Rahayu in 2022 found that students face difficulties in writing, including disconcentration, lack of vocabulary, confusion about text structure, difficulty providing sentences, and determining titles. Looping strategy in the classroom can enhance students' writing abilities. The looping strategy aids students in focusing on a subject, identifying the core, and elaborating on main ideas, enabling them to explore their thinking through writing (Primasari et al., 2021).

Additionally, looping is a useful strategy that helps students transition from confused to focused writing. When students are attempting to write down everything that is on their minds, the looping strategy's outcome is helpful. The students can write from a general paragraph to a specific paragraph using this technique. Therefore, this research aims to determine the effect of the looping strategy on students writing descriptive texts at SMP Negeri 2 Tapian Dolok.

METHOD

The research was conducted using quantitative methods. Quantitative research is a deductive technique that focuses on links or cause and effect, large samples, the use of numbers in presenting data, and statistical analysis (Ary et al., 2014:27). In line with that, quantitative research analyzes numerical data using simple mathematical methods to determine percentages for research purposes (Silalahi, 2020: 196). This quantitative research uses a quasi-experimental study to assess the effectiveness of looping strategy in teaching descriptive text to second grade junior high school students (Timperley & Parr, 2009).

A quasi-experiment is a prospective or retrospective study where patients self-select into different treatment groups to compare their effectiveness and safety (Maciejewski, 2020: 38). In this research, there are two classes: the experimental class and the control class. The control class, where the teacher taught the descriptive text using the traditional method, and the experimental class, where the looping strategy was used. The purpose of the research, which employed an experimental design with a pre- and post-test to assess the impact of the looping strategy on eighth-grade students at SMP Negeri 2 Tapian Dolok's learning of descriptive text, was to be aware of threats to both internal and external validity and take these factors into consideration.

This research is held in SMP Negeri 2 Tapian Dolok at grade eight, which is located at Jalan Radjamin Purba. This research will be carried out in the academic year 2023/2024. The subject of this research is the students at grades VIII-1 and VIII-2, and the object is the learning process in the classroom (Niño & Páez, 2018).

A population encompasses people, events, objects, organizations, animals, human works, and natural objects. It encompasses all characteristics or traits possessed by a subject, not just the number of subjects being studied (Amin et al., 2023: 18). The populations of the study are Eighth Grade of SMP Negeri 2 Tapian Dolok. There are seven classes in second grade; VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, and VIII-7 (Magnifico et al., 2019).

A sample is a group selected from a population for observation in a study. This research using purposive sampling. Purposive sampling is the selection of elements from the population that are thought to be typical or representative. The presumption is that selection-related errors of judgment will cancel each other out. The sample technique will use purposive sampling technique, to take similar number of students. One class is select as the experimental class and the other class is selected as the control class (Ary et al., 2010: 156).

Control class is a class that gets different treatment, is treated as usual or does not use Looping strategy. Experimental class is a class that gets treatment or uses Looping strategy when reading narrative texts. Two classes are use for sampling, namely: VIII-1 and VIII-2. The main class VIII-1 is taken from 31 students as a control class, and VIII-2 is taken from 31 students as an experimental class. Then, the sample of the research was VIII-1 (as control class) and VIII-2 (as experimental class).

A test will be used to collect data for this study. A test is a tool used to evaluate a person's skill, knowledge, or performance in a particular area (Brown, 2003:3). The test is divided into two parts: the pre-test and the post-test.

Pre-test is prior to starting treatment, a pre-test assesses a characteristic or feature of the individuals being examined. A pretest is an assessment conducted before a study or experiment to gather information about participants or subjects before an intervention or treatment. It serves as a baseline to compare changes or differences in subsequent treatments (Irsa, 2019).

A post-test is an evaluation of a specific attribute or characteristic that is analyzed for effectiveness in an experiment following a treatment (Creswell, 2012: 297).

A post-test is an assessment conducted after an intervention, treatment, or study, comparing data collected after the intervention with baseline data from a pretest. Its primary function is to determine the intervention's impact on participants or subjects, allowing researchers to evaluate its effectiveness and draw conclusions about the relationship between the intervention and observed outcomes. Post-tests are commonly used in experimental and research studies to assess the effectiveness of interventions and draw conclusions about the relationship between the intervention and observed outcomes.

RESULT AND DISCUSSION

Research data is collected to answer research problems. The pre-test and post-test were given to the research samples, namely the experimental class (VIII-2) and control class (VIII-1), each consisting of 31 students. The test given is about descriptive text. The assessment is carried out by focusing on 5 aspects of writing assessed include content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M). it can be observed that the students' scores in clarity, organization, grammar, vocabulary, and mechanics range from 1 to 4. The highest score achieved in any aspect of writing is 4, while the lowest score is 1.

Content (30%)

The content aspect of the rubric evaluates the topic and details presented in the writing. A score of 4 indicates that the topic is complete, clear, and well-supported by relevant details. The details provided should directly relate to the topic at hand. A score of 3 suggests that the topic is complete and clear, but the details may only partially relate to the topic. A score of 2 indicates that the topic is complete and clear, but the details do not effectively support the topic. Lastly, a score of 1 implies that the topic is unclear, and the details provided do not relate to the topic.

Organization (20%)

The organization aspect focuses on the identification and description of ideas within the writing. A score of 4 suggests that the identification of ideas is complete, and the description is well-arranged using appropriate connectives. Connectives help establish logical connections between sentences and paragraphs, enhancing the overall flow of the writing. A score of 3 indicates that the identification of ideas is almost complete, and the description is mostly well-arranged with appropriate connectives. A score of 2 suggests that the identification of ideas is incomplete, and there may be a few misuses of connectives. Lastly, a score of 1 implies that the identification of ideas is incomplete, and there are significant misuses of connectives, hindering the overall organization of the writing.

Grammar (20%)

The grammar aspect evaluates the correct usage of present tense and adjectives within the writing. A score of 4 indicates very few grammatical or agreement inaccuracies, demonstrating a strong command of grammar rules. A score of 3 suggests that there are a few grammatical or agreement inaccuracies, but they do not significantly impact the overall meaning of the writing. A score of 2 implies numerous grammatical or agreement inaccuracies, indicating a need for improvement in grammar skills. Lastly, a score of 1

indicates frequent grammatical or agreement inaccuracies, which may hinder the reader's understanding of the content.

Vocabulary (15%)

The vocabulary aspect assesses the word choice and effective use of words and word forms. A score of 4 suggests an effective choice of words and word forms, showcasing a wide range of vocabulary. A score of 3 indicates a few instances of confusing words or word forms, but they do not significantly affect the meaning of the writing. A score of 2 implies a limited range of vocabulary, leading to confusion or ambiguity in the writing. Lastly, a score of 1 suggests a poor knowledge of words and word forms, making the writing difficult to understand.

Mechanics (15%)

The mechanics aspect focuses on spelling, punctuation, and capitalization. A score of 4 indicates the correct usage of spelling, punctuation, and capitalization throughout the writing. A score of 3 suggests occasional errors in spelling, punctuation, or capitalization, but they do not significantly impact the overall quality of the writing. A score of 2 implies frequent errors in spelling, punctuation, or capitalization, which may distract the reader. Lastly, a score of 1 indicates a dominance of errors in spelling, punctuation, or capitalization, hindering the reader's comprehension.

Hypothesis Testing by using t-test

Hypothesis test used to know how the answer of problem formulation of the research whether there was significant different between students' writing descriptive text achievement in experimental and control group. But before doing the t-test, the standard deviation needs to be found first in the experimental and control class scores. The standard deviation in the experimental class data indicates the level of dispersion or variability in the students' pre-test and post-test scores

Table 1. The Standard Deviation of Experimental Group

No	Students	Pre-Test	Post-Test	x	X^2
1	AP	59	87	28	784
2	AD	55	71	16	256
3	BD	37	80	43	1849
4	BP	30	80	50	2500
5	BA	46	79	33	1089
6	CFA	25	80	55	3025
7	DWS	79	85	6	36
8	FNA	46	80	34	1156
9	FJP	35	80	45	2025
10	F	46	79	33	1089
11	FSS	50	80	30	900
12	GJ	25	80	55	3025
13	GPS	66	80	14	196
14	IGP	35	80	45	2025
15	JHP	46	79	33	1089
16	JGL	69	79	10	100
17	KP	61	75	14	196
18	K	34	80	46	2116
19	MAY	46	87	41	1681
20	MHS	79	85	6	36
21	NDR	79	85	6	36

No	Students	Pre-Test	Post-Test	x	X^2
22	NAC	61	80	19	361
23	OU	35	80	45	2025
24	RP	25	70	45	2025
25	RAD	54	71	17	289
26	RMS	61	80	19	361
27	SSD	71	85	14	196
28	SAT	45	66	21	441
29	TK	71	85	14	196
30	VVA	32	80	48	2304
31	WWD	35	80	45	2025
Nx =31		SUM = 1538 Mean = 49,61	SUM = 2468 Mean =79,61	$\sum x$ =930	$\sum X^2$= 35432

The given data presents the pre-test and post-test scores of 31 students in the experimental class. The pre-test and post-test scores of the students are provided, along with the corresponding values of x and X2. The mean pre-test score is 49,61, while the mean post-test score is 79,61. To calculate the standard deviation, it is necessary to consider the individual scores of each student and their deviation from the mean as per the formula in Chapter 3. The calculation (in appendix) results of experimental group were:
1. Total number of students (Nx) = 31
2. Mean of variable (Mx) = 30
3. Standard deviation (dx2) = 7532

The pre-test scores range from 25 to 61, with a mean score of 48.09. The post-test scores range from 50 to 100, with a mean score of 69.74.The calculation (in appendix) results of control group were:
1. Total number of students (Ny) = 31
2. Mean of variable (My) = 21,64
3. Standard deviation (dy^2) = 5509,1

The significantly higher standard deviation observed in the experimental class (7532) compared to the control class (5509,1) suggests that the implementation of the experimental loooping strategy can lead to greater variation in student performance, indicating both potential benefits and challenges associated with this approach.

The t-table, also known as the student's t-distribution table, is a fundamental tool used in hypothesis testing. The 0.05 level of significance, often denoted as α (alpha), is a commonly used threshold in statistical analysis. It represents a 5% chance that the observed results occurred due to random chance alone. In other words, if the p-value (probability value) associated with a statistical test is less than 0.05, the results are considered statistically significant.

The t-table consists of critical values associated with different degrees of freedom and levels of significance. In this case, with a level of significance of 0.05, the critical value from the t-table is 1.671. This means that if the calculated t-value from the statistical test exceeds 1.671, the results are statistically significant at the 0.05 level. The t-table's significance at the 0.05 level allows researcher to confidently accept or reject their hypotheses.

The mean of the experimental class (x) is 30, and the mean of the control class (y) is 21.64 (the calculation can be seen in appendix). Thus, the numerator is calculated as (30 – 21,64) = 8,36. Finally, divide the numerator (8,36) by the denominator (3,74) to obtain the t-value:

t-test = 8,36 / 3,74
t-test = 2,235

The degree of freedom (df) (calculation in appendix): 60. t-table at 0,05 level of significant is 1,671.

t-test > t-table

2,235 > 1,671. Hypothesis testing to be carried out:

H_a :There is an effect of Looping strategy on students writing descriptive text at SMP Negeri 2 Tapian Dolok. "The value of t-test was higher than value of t-table (t-test > t-table)".

H_0 :There is no effect of Looping strategy on students writing descriptive text at SMP Negeri 2 Tapian Dolok. "The value of test the same or less than the value of t-table (t-test = t-table or t-test < t-table)".

Findings

Data analysis and calculation results are presented to answer the research problem. The data analysis provides pre-test and post-test scores for both the experimental and control groups, along with corresponding values of x and X2. The mean pre-test score for all students is 49.61, while the mean post-test score is 79.61. The calculation results for each group:

1. Experimental Group: The mean pre-test score for all students is 49.61, indicating a moderate level of academic achievement before the implementation of the experimental looping strategy. However, after the strategy was implemented, the mean post-test score increased to 79.61, showcasing a substantial improvement in student performance.
2. Control Group: The pre-test scores ranged from 25 to 61, with a mean score of 48.09. On the other hand, the post-test scores ranged from 50 to 100, with a mean score of 69.74.
3. Upon analyzing the data, it is evident that the experimental group experienced a significantly higher standard deviation (7532) compared to the control group (5509,1).
4. Based on the statistical analysis using the t-test, with a t-value of 2,235 compared to the t-table value of 1,671 at a significance level of 5% and a degree of freedom of 60, therefore the alternative hypothesis (H_a) is accepted and rejected the null hypothesis (H_0).

Discussion

Research is being conducted to find the effect of Looping strategy on students writing descriptive text at SMP Negeri 2 Tapian Dolok. The research samples are experiment class (VIII-2) and control class (VIII-1), each consisting of 31 students. Tests are given to each class regarding descriptive text. The test results for each student focus on five aspects of writing descriptive text, namely content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M). It can be observed that the students' scores in content, organization, grammar, vocabulary, and mechanics range from 1 to 4. The highest score achieved in any aspect of writing is 4, while the lowest score is 1.

Research findings are shown in the results of student assessments in the experimental class and control class. In Experimental class, the mean pre-test score for all students is 49.61 before the implementation of the experimental looping strategy. However, after the Looping strategy was implemented, the mean post-test score increased to 79.61, showcasing a substantial improvement in students' writing of descriptive text. The pre-test scores ranged from 25 to 61, with a mean score of 48.09. On the other hand, the post-test scores ranged from 50 to 100, with a mean score of 69.74 after the conventional strategy was implemented. It means there is an effect of Looping strategy on students writing descriptive text at SMP Negeri 2 Tapian Dolok.

The effect of Looping strategy on students writing descriptive text have been found in this research. There were similarities between this research and other theories by Jayanti (2019), Axelrod & Cooper (2010). Jayanti (2019:73) stated that "english descriptive text includes grammatical features, language, vocabulary, and mechanics".In line with that, Axelrod & Cooper (2010: 628) stated that "writing descriptive text can bring back memories or feelings". While the differences can be found in the research findings and previous theories (Febriyanto & Yanto, 2019).

This research also relevance with previous researches by Noviati (2020), Rahayu (2022), Haudina (2020), Nadimi (2020), Yoandita (2019), Ratnasari (2017), Onozawa (2010), Rossa, Maulidiah, and Aryni (2021), Adas & Bakir (2013), Sagita, Jamaliah, and Rahimi (2008). The similarities of previouse researchers and this research are how importance

writing for students. In writing students can unlock their full potential, becoming confident, articulate, and successful individuals. Therefore, it is crucial for educators and parents to prioritize the development of writing skills, providing students with the necessary tools to excel in both their academic and personal lives. The difference can be found from this research findings and previous researchers. Research finding by ten researchers has difference focus of the method, strategy, even media to developed students writing. But two of those ten researchers using Looping strategy for students writing. Rahayu (2022) found that looping strategy was seen as a tool to assist students in finding ideas before writing and making the learning process more enjoyable. Noviati's (2020) finding was that Looping strategy help students to eliminate unnecessary details, ensuring that readers remain focused on the essential steps of procedure text. While this research finding showed that Looping strategy helps students to improve writing skills in developing a topic and can improve previous mistakes in aspects of mechanic and organizations in writing (Sulaiman et al., 2022).

CONCLUSION

The objective of this research is to investigate the impact of using the Looping technique on the development of students' descriptive writing skills at SMP Negeri 2 Tapian Dolok. The data collection instrument employed in this study is a writing test. The examination is comprised of two distinct components, specifically the pre-test and post-test. The aforementioned tests are administered to both the experimental class (VIII-2) and the control class (VIII-I). The writing assessment places emphasis on five key elements in composing descriptive text, including content, organization, grammar, vocabulary, and mechanics. The data analysis processes involve administering a test, identifying the variables, scoring the responses, determining the standard deviation, and drawing conclusions based on the t-test. Based on the findings of this research, the researcher conclude that Looping strategy is effective in improving students' ability to write descriptive text at SMP Negeri 2 Tapian Dolok. It can be seen from the average score of the experimental group, which is 49.61 at the pre-test and increase to 79.61 at the post-test. While the control group obtained an average score of 48.09 on the pre-test. There is increase score of pre-test to the post-test (69.74). The t-test result is 2.235. The researcher obtain a value of 1.671, referring to the t table with a significance level of 5% (0.05). It means that the alternative hypothesis (H_a) is accepted and rejected the null hypothesis (H_0).

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