



The Effect of Using What Is It? Technique on Students' Writing Achievement and Their Motivation

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Abstract

The purpose of the study was to find out the effect of using What is it? Technique on students' writing achievement and their motivation on descriptive paragraphs at state Junior High School 1 Kampar. This study was an experimental research which was intended to find out the effect of using What is it? Technique on the students' writing achievement and their motivation. The participants of the study comprised 57 students found in 2 classes randomized from seven classes. Treatment by using What is it? Technique was given to an experimental class (n=29) but a control class (n=28) was not given treatment by using What is it? Technique. Data were collected using a writing test for writing achievement and a questionnaire for writing motivation. The data were analyzed by using inferential statistics. The findings showed that there was a significant effect of using What is it? Technique on their achievement in writing descriptive paragraphs and there was a significant effect of using What is it? Technique on their motivation in writing descriptive paragraphs.

Keywords: What is it? Technique, writing achievement, and writing motivation

1. Introduction

Nowadays, English becomes a language that is expected to be mastered by students for the sake of their success. Even though English is not a language that has many native speakers, it has become a lingua franca in many countries. Lingua franca can be defined as a language adopted for communication between two speakers who have different first language or between two speakers who use English as their second language (Harmer, 2001, p. 1). English as a subject is one of the important subjects to learn, since English is a global language. The role of English as a global language gives

many reasons for learners to learn it well. Mastering English helps students to get more knowledge. In line with this statement, Crystal argued that English is a medium of the world's knowledge, especially, in term of science and technology (Crystal, 2003, p. 110).

The role of English in Indonesia is as a foreign language that is included in national curriculum as a subject that must be learnt by students since they were in elementary school until they were in University. English as a foreign language means this language is not being used in a country as daily or formal languages but foreign languages are typically taught as school subjects for the purpose of communicating with

foreigners or for reading printed materials in the language (Richard & Schmidt, 2002, p. 206).

In teaching learning process of educational system, the four language skills are taught to the students. They should be mastered by the students in learning process. There are four skills which the students should master at the end of their learning process; they are speaking, listening, reading, and writing (Brown, 1994, p. 217).

Writing is one of productive skills which has important role in communication. Writing skill is needed by all people, especially for students in learning language. Because the purpose of learning language is to enable him or her to make good communication. As one of productive skills, it is needed by the students to express their ideas. Dealing with this, Hughey states that through writing the students express their feelings-their hopes, dreams, and joys as well as fears, angers, and frustrations (Hughey, et al., 1983, p. 33).

Writing, as the productive language skill, requires students to produce written text. It cannot be produced without mastery of grammar, verb tenses, vocabulary, and etc. Without mastering of some aspects above, the writing which is produced by the writer will be difficult to be understood by the readers. Hughey points out that sentences structure and patterns must be carefully formulated, word choice more precise, and ideas organized in a manner readily coherent to the reader (Hughey, et al., 1983, p. 33). A writer must be able to communicate in written language by using the appropriate tenses and choosing the words in logical order, so that the readers are able to catch the point or message in writing of a writer. In other words, it is very crucial for the

students to obey the rules of writing in order to produce the qualified writing.

Writing is not an easy task for the students. The students must know and understand the components that involve in writing, such as content, organization, vocabulary, language use and mechanics in order that these components are employed by them correctly (UR, 2003, p. 163). Furthermore, the students must be able to construct idea, to share information, to describe, to explain, to restate texts, to enquire, to express attitude, to persuade, to entertain, to argue, and to offer more complex analysis in their writing.

In line with this idea, Sturm and Koppenhaver in Peter Westwood, states that composing for writing involves complex thinking that must integrate multiple component including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription (Westwood, 2008, p. 56). It means that, learners cannot produce writing without knowing and understanding the components of writing itself. In short, writing is not an easy activity for students.

The successful learning activity or process is determined by the achievement reached by the students. Because achievement is a measurement or the guideline of students' success in learning. Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students (Gieve & Miller, 2006, p. xi). In other word, achievement is the result that is reached by accomplishing a task or an activity given after a learning process.

Moreover, achievement is a key in judging students' potentialities in

certain subject and their capacities in learning it. In line with this statement, Karthigeyan and Nirmala argues that achievement is a key of criterion to judge one's total potentialities and capacities (Karthigeyan & Nirmala, 2012, p. 144). Furthermore, students' English achievement can be measured by assessing their abilities of listening, speaking, reading, and writing at various proficiency levels (Khodadady & Mirjalili, 2013, p. 192).

Reaching achievement is not easy for the students. Because many students do not master some aspect of English achievement. Besides, many students are passive and unconfident in the class. So many students do not good outcome at the end learning process.

State Junior High School 1 Kampar conducts teaching English to the students, especially writing skill. School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) provides writing as one of the skills in English mastery that must be taught and learned in State Junior High School. Based on School-Based Curriculum, there are two basic competences that must be achieved by the students, they are as follows: 1) The students are able to express their thoughts in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society, 2) The students are able to express the rhetoric steps in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society (BSNP).

It is clearly many aspects that should be mastered by students in learning English especially writing. They are not only required to master about vocabulary and grammatical rules but also ability to express their ideas in written form.

Based on preliminary study in the school on Wednesday 23st September 2015, the teacher explained about teaching and learning process in the class, students' achievement in writing and some factors that teacher looked at students' condition in teaching learning process. Besides, the teacher told about the standard score of English (KKM) at State Junior High School 1 Kampar is 78.

Moreover, the teacher said about some phenomena happen in the class that make students got low score especially in writing. One of them was some of students were not able to write a paragraph correctly. Many students did not master grammatical rules in English, so they wrote sentences in ungrammatical rules. For example, when the teacher asked students to write descriptive paragraphs, they used past tense and simple present tense in their sentences. Besides, many students wrote the students write verbal sentence by using TOBE such "I am go to school with my mother". Furthermore, when the students wrote nominal sentence they did not use appropriate TOBE in their sentences such "my mother are a beautiful and kind woman.

Furthermore, some students were not able to express their ideas. It was caused by lack of ideas for developing in a paragraph, so they were difficult to express their ideas in written language. The students would spend many time to develop their ideas in a paragraph. Besides, their writing was not coherent each other. So their writing were difficult to be understood by the readers. In other words, the students' writing were not clear.

Another phenomena r faced by students was the students had lack motivation in writing activity. Some students felt writing was very difficult to be learned. Many students felt that

writing was a bored activity in learning process. So, they did not have high motivation to follow writing activity in the classroom. It caused students were lazy to write a paragraph.

Based on explanation above, one of the important factors caused students' poor writing achievement was the technique used by the teacher. The teacher used inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students had difficulty developing themselves in teaching and learning process.

Considering the problems above and helping students to improve their writing skill, teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. To solve these problems, Nation offers one of technique, What is it? technique, which helps teacher in teaching descriptive paragraph. So, the researcher was expected to apply this technique in this research.

According to Nation, What is It? Technique is part of substitution technique, which is the students replace one or more parts of a word, sentence, passage, picture, story, etc (Nation, 2009, p. 106). Furthermore, What is It? Technique is true communicative situations and very important for foreign language learning. It is generally liked by the students of all ages because it combines language practice with fun and excitement (Klippel, 1994, p. 31). In applying this technique, firstly teacher gives example how to write a descriptive paragraph. Then students will change the sentences

with appropriate topic given in writing. Then other students who read paragraph try to guess what is being described.

The Formulation of the Problem

- a. Is there any significant difference of students' writing achievement on descriptive paragraph before being taught by using What is it? Technique?
- b. Is there any significant difference of students' writing achievement on descriptive paragraph after being taught by using What is it? Technique?
- c. Is there any significant difference of students' motivation before being taught by using What is it? Technique?
- d. Is there any significant difference of students' motivation after being taught by using What is it? Technique?
- e. Is there any significant effect of using What is it? technique toward students' writing achievement on descriptive paragraph?
- f. Is there any significant effect of using What is it? technique toward students' motivation?

2. Theoretical Review

The Nature of Achievement

The result of learning can be seen by the achievement of someone in acquiring something. Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students (Gieve & Miller, 2006, p. xi). In this case, teacher has an important role in order to know the degree of students' achievement. Teacher can measure the

achievement of students by giving test to them after finishing one or more materials. Moreover, achievement is a key in judging students' potentialities in certain subject and their capacities in learning it (Karthigeyan & Nirmala, 2012, p. 144). Officially, an achievement is symbolized with a mark whether it is an alphabet or number that is reached by the students after accomplishing a task by doing some activities.

Achievement is the result of students' action by using their own ability to do the test giving by teacher. The test can be in written, spoken or practiced form. In line with Underwood, achievement is a measurement of students' comprehension a language that someone has learnt with reference to a particular course of study or programmed instruction (Underwood, 1989, p. 3). Based on the greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement (Collins & O'Brien., 2003, p. 4). It means that the achievement of learning process is measured by the knowledge, and skills that the learner has after being taught by teacher.

In teaching learning process, achievement is not only as an output but also as a guideline for teacher in determining knowledge, and skill that should be mastered by the students in the end of the process. Regarding with this idea, Farr states: "Achievement is defined by learning standard-guidelines that set out what knowledge and skills students are expected to demonstrate, grade by grade and subject by subject (Farr, 2010, p. 21)."

Achievement is also known as a product of teaching learning process that is

conducted by educators with curriculum as the guidelines. This achievement is gotten from the students' result of continuous examination of the material that has been learnt by students. In line with this statement, Joyce and Showers states that achievement is a product of formal study by educators (Joyce & Showers, 2002, p. 33). The study oriented directly toward improvements in curriculum and instruction are accompanied by continuous examination of student learning.

The Nature of Writing

Writing is an activity that cannot be separated from our daily life. Writing is one of four language skills, and it is an important process in learning English. In line with this idea, Hughey states that writing does not just happen. It involves our intense participation, engagement, even immersion in the process (Hughey, et al., 1983, p. 6). Writing cannot be produced without process because writing is not a spontaneous product. In other words, there are many things that should be done by a writer in writing activity.

Furthermore, Westwood says that writing is a complex skill involving multiple processes (Westwood, 2008, p. 58). A writer needs to reinforce many more skills in writing. In addition, a writer also needs to go through the stages in writing activity. In line with this idea, Westwood wisely remarks that good writing is not only hard work; it is an extremely complex and challenging mental task (Westwood, 2008, p. 58). To produce a good writing, a writer has to think harder and need to prepare mental readiness because there are many things that happen in process of writing itself.

Besides, writing is not only as a process, but also as a product. In line with this idea, Wallace states that "writing is the final product of several separate acts that are hugely challenging to learn simultaneously (Wallace, et al., 2004, p. 15)." In other words, writing is the result of the activities that have been done by the

writer. Nunan also states that writing as a process and as a product (Nunan, 1991, p. 86). The process of writing means an action to gather ideas which will be presented to the readers. In other side, writing as a product means that the final pieces of writing such as a book, has grown out of many steps which make up the process (Linse, 2005, p. 98). It is clear that writing cannot be separated from the terms of process and product, because the writers have to pass the process of writing itself in order to produce the product.

Considering writing is a process, it is not an easy activity. Because a writer needs to master other skills in the process of writing itself. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009, p. 1). Furthermore, writing is also a means of reinforcing other language skills. Writer gather information by reading, observing, talking with others, synthesizing and evaluating data (Hughey, et al., 1983, p. 6). The writer should have information as much as possible. All of the writer's reading can be made as references for supporting all of ideas stated in his writing. A good writer is usually a good reader (William, 2003, p. 165). Writing cannot be separated from other skills and a writer should master those skills, for instance, collecting and looking for information about the issue or topic that writer wants to write about. In other words, a writer needs to gather ideas which will be presented to the readers. Briefly, it can be stated that writing is a process.

The Purpose of Writing

Purpose of writing is the reason why a person composes a particular piece of writing. Everyone has purpose in writing. The important things in sharing the ideas in written form is to make readers interested in reading. So the readers will understand what a writer writes. Besides, a writer also has a specific purpose. If the ideas are understandable, the writer's purpose will be reachable. Regarding this statement, Penny states that the purpose of writing, in principle, is the expression of ideas, the

conveying of a message to the readers; so the ideas themselves should arguably be seen as the most important aspect of the writing (UR, 2003, p. 163).

In reference to this idea, Raimes states that purposes of writing are to communicate with readers, to express ideas without pressure of face to face communication, to explore subjects, and to record experiences (Raimes, 1983, p. 4). To communicate in written form, a writer should consider the readers in order that the message that they catch is the same as a writer intends to. A writer is not only sharing ideas when writing, but also making those ideas remembrance to the readers.

Besides, Reid states that writing has purposes to explain or educate, to entertain or amuse, and to persuade or convince (Reid, 1988, p. 23). Furthermore, Coffin also states that writing has several purposes:

- 1) As assessment
- 2) As a facility to critical thinking, understanding and memory
- 3) To extend students' learning beyond lectures and other formal meetings
- 4) To increase students' communication skill
- 5) To train students as future professionalism particular disciplines

Based on the ideas above, it can be concluded that there are various goals in writing. The purpose of writing between a writer to another writer will be different, it depends on the kind of writing itself.

Components of Writing

The existence of other skills in writing activity is not the only reason that writing is known as a complex skill. A writer has to pay more attention in writing skill because it not only consists of other skills, but also consists of some aspects. Pertaining to this idea, Penny states that the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary (Ur, 2003, p. 163). Moreover, Raimes believes

that writing can help everyone reinforce the aspects in language such as: grammatical structure, idioms, vocabulary, etc (Raimes, 1983, p. 3). In writing activity, a writer can apply his knowledge about grammatical structure, idioms, vocabulary, etc.

Talking about the aspects involved in writing process, Broughton states that there are a number of aspects which need to be considered. These are:

- 1) Mechanical problems with the script English;
- 2) Problems of accuracy of English grammar and lexis;
- 3) Problems of relating the style of writing to the demands of a particular situation;
- 4) Problems of developing ease and comfort in expressing what needs to be said (Broughton, et al., 2003, p. 166).

In reference to that idea, Raimes classifies the aspects of writing. Those are (Raimes, 1983, p. 6):

- 1) Syntax
A writer should know about how to construct sentence structure.
- 2) Content
A writer has to pay attention to the relevance, clarity, originality, and logic of writing.
- 3) Grammar
James stated that grammar is about how words fit together in pattern to communicate meaning (Williams, 2003, p. 171). It is very important for a writer because grammar is the tool to organize words becomes a meaningful sentence. In grammar, a writer has to know rules of verbs, article, pronoun, etc.
- 4) Mechanics
It contains about handwriting, spelling, punctuation, etc.
- 5) Organization
In this part, a writer is required to know about cohesion and unity.
- 6) Word choice
A writer should know the way to apply vocabulary, idiom, and tone in writing.

- 7) Purpose
Purpose is used to determine the aim of the writing in the future.
- 8) Audience
Knowing the audience is important because it will make a writer know more about what has to be written
- 9) The writers' process
A writer should be aware of how to get ideas, writes drafts, and revises.

Furthermore, Regarding with ideas stated above, Jacob also suggests writer to pay attention five components of writing while writing; there are as follows:

- 1) *Content*. The writer has an ability to think creatively to develop his ideas.
- 2) *Organization*. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- 3) *Vocabulary*. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and also idioms.
- 4) *Language use*. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
- 5) *Mechanics*. The writer is able to write in appropriate spelling, punctuation, and capitalization (Jacob, 1981, p. 30).

Based on the aspects presented above, it is clear that there are a lot of requirements which have to be supplied by a writer in process of writing. A writer needs to pay attention to all aspects in order that the readers can get the message clearly and easily. In other words, the readers can catch the point of writer's writing if the aspects are involved. It is very meaningless if writer's writing is hardly comprehensible because the first goal of writing is to share the writer's thought. It can be concluded that writing is a way to communicate

between a writer and the readers in written form, so that a writer has to make the communication clearly by supplying and paying attention to the aspects of writing carefully.

Process of Writing

Remembering that writing is a process, there are many stages that a writer has to go through. Ron White and Valerie Arndt in Harmer were keen to stress that writing is re-writing; that re-vision-seeing with new eyes- has a central role to play in the act of creating text (Harmer, 2002, p. 258). In addition, they pointed out that the model of writing process is like the following stages:

1. Drafting
Drafting is the writer's first attempt to capture ideas on the paper.
2. Structuring
In this stage, the writer is ordering information, experimenting with arrangement, etc.
3. Focusing
In this stage, the writer has to focus on the point of the writing by making sure that the writer is getting the message across the writer want to get across.
4. Generating ideas and evaluation
In this stage the writer is assessing the draft and/or subsequent drafts.

In addition, Arlov points out that there are five processes in producing a written product. The writing processes that Arlov stated are (Arlov, 2004, p. 4):

1. Prewriting
It is the process to get ideas, in this step a writer makes an illustration on his/her mind about what the writer wants to write.
2. Planning
It is the process to get the main idea which will lead the writer in the further process of writing.
3. Drafting
Drafting is the principal process of writing. In this step a writer arranges the sentences and makes them into a paragraph draft.

4. Revising
In this step a writer does some correction of paragraph that has been arranged in the previous step.

5. Proofreading
In this step a writer ends up his/her writing. A writer will know the result of his/her writing. Stephen Bailey says that proofreading can prevent confusion and misunderstanding of a writer work (Bailey, 2004, p. 48). All of the aspects in writing can be seen by the writer in this step. In other words, spelling, grammar, word choice, content, etc. are clearly observed.

Furthermore, related to the process of writing, Donal Graves, in Andrew, describes them into five steps (Johnson, 2008, p. 179). Those are:

1. Prewriting
The goal of this step is to generate ideas. The way that writer can use to generate ideas, such as listing, brainstorming, outlining, and silent thinking.
2. Drafting
Drafting is the writer's first attempt to capture ideas on the paper.
3. Revising
In this step, a piece is revised and reshaped many times. Revising is the step where a writer adds parts, takes part away, adds part, and continually molding and changing. Here, a writer looks for flow and structure and rereads paragraph and move things around.
4. Editing
In this step, a writer corrects the grammar, spelling, and punctuation errors.
5. Publishing and sharing
This is the step where the writing is shared with an audience. In this point, writing becomes real and alive.

Based on the process presented above, it is outstandingly seen that a writer needs to take long time to finish his or her writing. There are many activities that have to be done by a writer, such as prewriting, outlining, revising, editing, and so forth. To make a good writing, a writer cannot write

at once. Briefly, to make a writing successful, a writer needs to take a process because the essential writing is process.

3. Research Methodology

This research was an experimental research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypothesis to establish cause-effect relationship (Gay & Airasian, 2000, p. 367). The design of this research was quasi-experimental design. According to Gay and Airasian quasi-experimental research is the researcher has to agree to keep the students in existing classroom while doing the research (Gay & Airasian, 2000, p. 394). This design of research used non-equivalent control group design.

Two classes became sample in this research. One class was called the experimental class, while another was the control class. Both classes were given a pre-test and a post-test. Only the experimental class received the treatment by using What is it? Technique. However, the materials that were taught to each group were similar (Creswell, 2008, pp. 313-314).

This research was conducted toward the first year students of SMPN 1 Kampar from March to April 2016. The subject of the research was the first year students of SMPN 1 Kampar, and the object of this study was the use of What is it? technique on students’ writing ability of descriptive paragraph and their motivation. 208 students were the population of this research taken from the first year students of SMPN 1 Kampar and 57 students were the samples of this research taken by using cluster sampling technique.

Technique of Collecting Data

To find out the effect of using What Is It? technique on the first year students’ writing ability of descriptive paragraphs and their motivation at SMPN 1 Kampar, test and questionnaire were used as technique of collecting data. A test was administered to assess students’ writing ability of descriptive paragraphs. The students were given some topics related to description. Then they chose one of the topics and they wrote about topic on the answer sheet. The test was done in two stages. The first was a pretest done before the treatment. The second was a posttest done after the treatment. The questionnaire was used to find out students’ motivation on writing by using What Is It? technique.

Technique of Data Analysis

There were three variables in this research; one independent variable (X) and two dependent variables (Y). Score of the pre-test and the post-test of the experimental and the control class were used in analyzing the data. Two formula were used as technique of data analysis. Firstly, *Independent sample T-test*. The t-test for independent sample was used to determine a significant difference between the means of two independent sample (Gay & Airasian, 2000, p. 484). It would analyze the first, second, third, fourth research questions. Another formula was *Paired Sample T-Test* or *Non-Independent Sample T-Test*. For analyzing the post-test and pre-test score (effect size), fifth, sixth, seventh and eighth research question, Paired-Sample T-test or non-independent sample T-test was used to analyze the data.

4. Discussion and Finding

After analyzing the data, the research findings will be presented as follows;

The first objective was to investigate the difference of the first year students' writing ability on descriptive paragraph before being taught by using What is it? Technique at SMPN 1 Kampar. From analysis of Independent Sample T-Test formula, it can be seen that the score of t obtained is smaller than the score of t table. It means that there is no significant difference of the students' writing ability on descriptive paragraphs before being taught by using what is it? technique at the first year students of SMPN 1 Kampar. It can be stated as follows:

$$2.668216 > 0.130 < 2.004045 \\ 0.897 > 0.025$$

Based on the result obtained from analyzing the comparison between the pre-test control and the experimental class, it can be concluded that there was no significant difference between the pre-test score of the control and the experimental class. It explains that the students' ability in control class is same with experimental class. They had low ability in writing descriptive paragraph.

The second objective was to investigate the difference of the first year students' writing ability of descriptive paragraph after being taught by using What is it? Technique at SMPN 1 Kampar. From analysis of Independent Sample T-Test formula, it can be seen that the score of t obtained is higher than the score of t table. It means that there was a significant difference of the first year students' writing ability of descriptive paragraphs after being taught by using what is it? technique at SMPN 1 Kampar. It can be stated as follows:

$$2.668216 > 7.350 < 2.004045 \\ 0.000 < 0.025$$

After analyzing the second hypothesis, the result show that there was a significant difference between the post-test score of the control and the experimental class. It means that, there were difference ability between the control and the experimental class. The students' writing score in writing descriptive paragraph of the experimental class were higher than the control class.

The third objective was to investigate the difference of the first year students' motivation before being taught by using What is it? Technique at SMPN 1 Kampar. From analysis of Independent Sample T-Test formula, it can be seen that the score of t obtained was higher than the score of t table. It means that there was a significant difference of the first year students' writing motivation on descriptive paragraphs before being taught by using what is it? technique at SMPN 1 Kampar. It can be stated as follows:

$$2.668216 < 2.724 > 2.004045 \\ 0.009 > 0.025$$

Based on the result stated above, it can be concluded that there was a significant difference between the pre-test score the control and the experimental class. The students' motivation of the control class were higher than the experimental class. There are some factors influence students' motivation especially in writing such as situation, teacher, environment, society, etc. Harmer says the students' motivation in learning can be affected by the following factors the society we live in: students' attitude is affected by their view about how important English is learned in society or at school, significant others: the students' learning motivation is also

affected by the people who are close to them, the teacher: it is obvious that the teacher has the most important role in language teaching and learning, so students' attitude in learning is so much affected by teacher and the method: it is vital that both students and teacher have some confidence in the way of teaching and learning. If they lose the confidence, it can disastrously affect motivation (Harmer, 2002, p. 52). So, the difference between the pre-test score of the control and the experimental class can be influenced by the factors stated previously.

The fourth objective was to investigate the difference of the first year students' motivation after being taught by using What is it? Technique at SMPN 1 Kampar. From analysis of Independent Sample T-Test formula, it can be seen that the score of t obtained was lower than the score of t table. It means that there was no significant difference of the first year students' writing motivation of descriptive paragraphs after being taught by using what is it? technique at SMPN 1 Kampar. It can be stated as follows:

$$2.668216 > 1.197 < 2.004045$$

$$0.237 > 0.025$$

The result of fourth hypothesis show that there was difference between the post-test score of the control class and the experimental class. It explains that after giving treatment both the class, the students' motivation in writing were not significant.

The fifth objective was to investigate the effect of using What is it? Technique on the first year students' writing ability of descriptive paragraph at SMPN 1 Kampar. From analysis of Paired Sample T-Test formula, it can be seen that the score of t obtained was higher than the score of t table. It means that there was a significant effect of the first year students' writing ability of

descriptive paragraphs by using what is it? technique at SMPN 1 Kampar with the percentage of coefficient effect was 94%. It can be stated as follows:

$$2.05 < 20.692 > 2.76$$

$$0.00 < 0.025$$

After analyzing *the fifth objective*, it found out that there was significant effect of using what is it? technique in the experimental class. As explanation previously, before giving treatment by using what is it? technique, the students had low ability in writing descriptive paragraph. But after giving the treatment by using what is it? technique, the students' ability increased. It means that the implementation of what is it? technique in the experimental class gave contribution to the students. This strategy encouraged the students in writing activity. Klippel says that What is It? technique is true communicative situations and very important for foreign language learning. It is generally liked by the students of all ages because it combines language practice with fun and excitement (Klippel, 1994, p. 31). It can be assumed that this technique is appropriate in teaching writing descriptive paragraph at junior high school level.

The sixth objective was to investigate the effect of using Conventional Technique on the first year students' writing ability of descriptive paragraph at SMPN 1 Kampar. From analysis of Paired Sample T-Test formula, it can be seen that the score of t obtained was higher than the score of t table. It means that there was a significant effect of the first year students' writing ability of descriptive paragraphs by using conventional technique at SMPN 1 Kampar with the percentage of

coefficient effect was 75%. It can be stated as follows:

$$2.05 < 8.799 > 2.76$$

$$0.00 < 0.025$$

The seventh objective was to investigate the effect of using What is it? Technique on the first year students' motivation at SMPN 1 Kampar. From analysis of Paired Sample T-Test formula, it can be seen that the score of t obtained was higher than the score of t table. It means that there was a significant effect of the first year students' writing motivation of descriptive paragraphs by using what is it? technique at SMPN 1 Kampar with the percentage of coefficient effect was 48%. It can be stated as follows:

$$2.05 < 5.034 > 2.76$$

$$0.00 < 0.025$$

After analyzing the seventh objective, it found out that there was significant effect of using what is it? technique in the experimental class. As explanation previously, before giving the treatment by using what is it? technique, the students in the control class had high motivation in writing descriptive paragraph but the students in the experimental class had low motivation in writing descriptive paragraph. After giving the treatment by using what is it? technique, the students' motivation in the experimental class increased. It means that the implementation of what is it? technique in experimental class gave contribution to the students. This strategy encouraged the students in writing activity. Klippel says that What is It? technique is true communicative situations and very important for foreign language learning. It is generally liked by the students of all ages because it combines language practice with fun and excitement (Klippel, 1994, p. 31). It can be assumed that this technique is

appropriate in teaching writing descriptive paragraph at junior high school level.

The eighth objective was to investigate the effect of using conventional Technique on the first year students' motivation at SMPN 1 Kampar. From analysis of Paired Sample T-Test formula, it can be seen that the score of t obtained was lower than the score of t table. It means that there was no significant effect of the first year students' writing motivation of descriptive paragraphs by using conventional technique at SMPN 1 Kampar. It can be stated as follows:

$$2.05 > 0.532 < 2.76$$

$$0.599 > 0.025$$

After analyzing the eighth objective, it found that there was no significant effect of using what is it? technique in the control class. explanation previously, before giving treatment by using what is it? technique, The students in control class had high motivation in writing descriptive paragraph but the students in the experimental class had low motivation in writing descriptive paragraph. After giving the treatment by using conventional technique, the students' motivation in the experimental class did not increase. It means that the implementation of what is it? technique in the experimental class did not give contribution to the students. This strategy could not encourage the students in writing activity.

Based on the explanation above, it can be concluded that the implementation of what is it? technique is very useful for the teacher because this strategy could encourage the students in learning process especially in writing activity. This strategy can help the teacher to solve the students' problems in the classroom and could

also improve their ability and increase their motivation

5. Conclusion

What is it? technique is a technique that used to improve students' writing and their motivation. Before using this technique, the students' achievement and their motivation was low. They often felt bored and lazy in the classroom. In contrast, the students' achievement and their motivation was increasing after implementing what is it technique in teaching learning process especially writing activity. The research findings were stated in the following points: from analysis of Paired Sample T-Test formula, it can be seen that the score of t obtained was higher than the score of t table. It means that there was a significant effect of the first year students' writing motivation of descriptive paragraphs by using What is it? technique at SMPN1 Kampar was $2.05 < 5.034 > 2.76$ or $0.00 < 0.025$. Besides, from analysis of Paired Sample T-Test formula, it was discovered that the score of t obtained was lower than the score of t table. It means that there was no significant effect of the first year students' writing motivation of descriptive paragraphs by using Conventional technique at SMPN 1 Kampar was $2.05 > 0.532 < 2.76$ or $0.599 > 0.025$. Based on the research findings, it revealed that there is a significant effect of using What is it? technique on students' writing achievement and their motivation on descriptive paragraph at State Junior High School 1 Kampar.

6. Suggestion

Based on the research conclusions, it is known that the use of What Is It? technique in the classroom can improve students' writing ability. Teaching by using What is it? technique

is one of the solutions for the teacher of English in order to increase students' writing ability. Therefore, there are some suggestions address for the teachers and students; teachers construct creative and enjoyable learning for students, teachers support their techniques by using interesting media, teachers encourage students' awareness about the importance of writing for their life, teachers make writing as habitual activities for students in the school, the students are expected to use English as the only one language, at least in learning English, the students make such kinds of opportunities to practice English, the students find other people that can improve their writing ability, the students never feel bored in practicing their English especially writing skill.

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