

**MOTIF OF NATURE IN WILLIAM
WORDSWORTH'S "MY HEART LEAPS
UP" AND ROBERT FROST'S "OUT OUT":
A SOCIOLOGICAL APPROACH**

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Abstract

This article is to figure out the motif of Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* as well as to reveal its relation with the social situation in time the poems were created. Through the motif of the poems, it is assumed that it represents the social situation happened in England' 17th century and early America's 19th century. Written in different way and time, both poems are presumed to have similar point of view toward the condition of real life happened during the industrial revolution both in England and America. Wordsworth's *My Heart Leaps Up* was written in 1802 in England, while Frost's *Out Out* was in 1916 in America. Although Frost's *Out Out* is written a hundred year later than the former, both poems are believed to have similar motif and theme. To prove, an analysis of the symbols on both poems is conducted to find the structure of the poems i.e.

the motif and theme. By using sociological approach, the finding structure will support the elaboration of relation between the poems and its social situation.

Keywords: social situation, nature, industrial revolution, poems

A. Introduction

Literature is called to be the expression of its author; the ideology is there. It is the representation of author's voice and ideology. That is why many researchers use the psychological approach to find out what is the intention of the writer. However, this view is then changed since work of art is not merely as the expression of its author, yet it can be the picture of social phenomena happening around. It can be the tool of social aspiration. Ricoeur in Faruk (2010: 48) states that work of literature cannot be expelled from the situation of its production process. The work can be anonym at all, not anymore refer to writer's intention and directed to a certain group of people living around the area of production.

Literature is then connected to the reality happening in time the work is made. Swingewood in Faruk (2010) traces Plato's mimetic theory. According to Plato, the world in work of literature is the imitation to the real world which is also derived from ideas world. Literary work builds its own social world, so the real social world is then imitated.

Kenney (1995), as an addition, states that sociological criticism of literature is the approach examining literature in the cultural, economic and political context in which it is written or received. This approach explores the relationship between

literary work and society. Sometimes it examines the character's society to better understand the author's literary works; other times, it may examine the representation of such societal elements within the literature itself.

Sapardi Djoko Damono in Faruk (2010: 5) proposes three different approaches in sociological critics, i.e. (a) the author's social context has relation with the author's social position within the public and its readers. Social factors are presumed to influence the works of his arts. (b) Literature represents the social condition in time the work is created, depicts the social character based on the author's personality, and to see how the genre the author choose could possibly represent its society. (c) The literature's social function focuses on how the works affect its society; does it construct, entertain, or both? Goldman in Oshin, similarly, posits the works of literature as a literary representative of everyday life of any given society.

Sociological critics believe that the relations of art to society are important. Art is not created in a vacuum. Language itself is a social product. A writer is a member of the society who takes his material from the society. A literary piece is not simply the work of a person. It is of an author fixed in time, space and his environment. Henry Levin states that a work of art is examined through its social context. It also studies its social effects. He points out, "The relations between literature and society are reciprocal. Literature is not only the effect of social causes; it is also the cause of social effects."

Sociological criticism is directed to understanding literature in its larger social context; it codifies the literary strategies that are employed to represent social constructs through a sociological

methodology. Sociological criticism analyzes both how the social functions in literature and how literature works in society.

Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* are two masterpieces each written in 1802 and 1916 in different setting of country. Wordsworth is a major English romantic poet who helps to launch the romantic age in English literature, meanwhile Frost is well known as an American poet whose most works are the realistic depiction of rural life in New England in the early twentieth century.

This article would try to find out how the poems relate to the social situation in time they are written through sociological approach. For a better answer, first I would like to analyze the structure of the poems then relate it to the real condition in time the poems were written. Since these two poets are coming from two different countries, I will have to take a look at both sides of social life, which is centred to the industrial revolution in both countries then draw the conclusion.

B. Discussion

The discussion comprises the analysis of poem's symbol and the relation between the poems and the social situation.

1. Poem's Symbol Analysis

The objects analyzed here are Wordsworth's *My Heart Leaps Up* and Frost's *Out Out*. These two poems are closely related to the motif of nature, yet different in the way the poet depicts them. Before going on discussion, better I explore each of the poems together with the symbol analysis to bridge us to the core

discussion and prove that the poems have the motif of nature.

My Heart Leaps Up by William Wordsworth which was written in 1802 is officially untitled; it is just the first line of the poem therefore it is often called as “The Rainbow”. The poem which is known as its simplicity of the structure and language, tells about the joy that the speaker feels when he sees a rainbow and noted that he has felt this way since he was a child.

Wordsworth’s works has the manifestation of natural world, elevated thoughts and passionate emotions in the people who observe these manifestations. The important of nature is repeatedly emphasized to an individual’s intellectual and spiritual development. People’s good connection to nature will ease them to praise spiritual and social worlds. Getting close to nature will helps individual to be human and live in peace. There are evidences where people are living in ignorance to other creature, they become so selfish and immoral; this is happening since they are being so far to the nature. Humanity’s innate empathy and nobility of spirit becomes corrupted by artificial social conventions as well as by the squalor of city life. In contrast, people who spend a lot of time in nature retain the purity and nobility of their souls.

My Heart Leaps Up is called to be very natural poem. It tells about man’s memories of rainbow in his childhood. It was the most beautiful and peaceful moment in his life, which is not anymore be gotten in his recent time as an adult. Seems that city life has made him too distance with nature and he feels missing it. This

poem covers the range of human life, from childhood, to adulthood to old age and death. It stresses the influence of childhood throughout life, not just until one “matures”. The most important part of that childhood influence, for the speaker, is the unbridled joy that a child finds in the natural world.

*My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety*

Lines 1 and 2 introduce the joy the speaker feels at seeing a rainbow. The first line is an example of personification: hearts don't leap, people do. This personification gives us an image of the heart's jubilation at the sight of the rainbow. Line 3 tells about the speaker's childhood. It feels a little nostalgic, longing for the past. Line 4 establishes constantly from childhood to manhood: the speaker is still enamored of rainbows, just when he was as a child. Line 5 switches from past to future, the speaker hopes to feel the same joy when he's old. Even though a lot of change as he ages, one constant will always be that his heart leaps up at the sight of rainbows. Line 6 touches on the concept of death here. For the speaker, the moment he stops being excited by the sight of rainbows in the moment he's effectively stopped

living. Line 7 is the example of paradox, a seemingly contradictory statement that holds a hidden truth. The idea that a child could be father of a man makes no sense, until you think about how every man was once a child, and grew out of his child. Lines 8 and 9 are about the speaker's wishes to have a respect for and admiration of nature every day of his life, no matter his age.

Meanwhile, *Out Out* by Robert Frost which was published in 1916 tells about a young boy who dies after his hand is severed by a buzz-saw. The poem focuses on people's reactions to death, as well as the death itself, one of the main ideas being that life goes on. The poem was based on a true story of the son of Frost's friend and neighbor, Raymond Fitzgerald, who lost his hand to a buzz saw bled so profusely that he went into shock, dying in spite of his doctor's efforts. This is a tragic story inspiring Frost in writing *Out Out*.

Frost uses nature figures to connect human speaker and natural subject or phenomenon. This will result in individual self-knowledge, deeper understanding of human condition, and increased insight into the metaphysical world. The issue of children labor is a social phenomenon happening in America in the early of 19th century, the time the poem is made. He depicts reality in that time and wishes to encounter individual's understanding of his surroundings. Industrial development in America at that time has made people living in an inhuman life; children have to lose their childhood by working in some industrial areas. A little boy in *Out Out* deserves his happy life as a child, admiring nature as that the boy in Wordsworth

My Heart Leaps Up, having great memory of childhood and later he would recall it when he is an adult or old until death come. The boy in *Out Out* has to do the other side; he has to work with a dangerous saw which later takes his life away. Thus, labor here functions as a tool for self-analysis and discovery in Frost's poetry. The works allow the speakers to understand themselves and world around them.

*The buzz-saw snarled and rattled in the
yard
And made dust and dropped stove-length sticks
of wood,
Sweet-scented stuff when the breeze drew across
it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and
rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said
To please the boy by giving him the half hour
That a boy counts so much when saved from
work.
His sister stood beside them in her apron
To tell them "Supper." At the word, the saw,
As if to prove saws knew what supper meant,
Leaped out at the boy's hand, or seemed to
leap—
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy's first outcry was a rueful laugh,
As he swung toward them holding up the hand
Half in appeal, but half as if to keep*

*The life from spilling. Then the boy saw all—
 Since he was old enough to know, big boy
 Doing a man's work, though a child at heart—
 He saw all spoiled. "Don't let him cut my hand
 off—
 The doctor, when he comes. Don't let him,
 sister!"*

*So. But the hand was gone already.
 The doctor put him in the dark of ether.
 He lay and puffed his lips out with his breath.
 And then—the watcher at his pulse took fright.
 No one believed. They listened at his heart.
 Little—less—nothing!—and that ended it.
 No more to build on there. And they, since they
 Were not the one dead, turned to their affairs*

In lines 1-14, the main character is a young boy who is cutting wood using a dangerous buzz saw. The saw makes odd noises as it goes through the pieces of wood, which drop to the ground sized for the wood stove. The wood smells good. If a person were to look around the scene, he would encounter the beauty of Vermont and the five mountains.

The saw continues running and making its odd sounds. The day was almost over. In fact, call it a day's work. The narrator wishes that the boy could have stopped a half-hour early so that he could do what boys like to do. As usual, the boy's sister comes out to tell the workers that it is supertime.

In lines 14 till end, when the boy hears the sister, the saw acted as though it knew what the sister had said. It jumped out at the boy's hand or seemed to –the boy must not have been paying attention and put his hand into the saw. It does

not make any difference because the saw and the boy's hand met.

At first the boy let out a kind of remorseful laugh as he turned toward the others showing them his hand. He wanted help, and he knew the blood had to stop or he might lose his life. When the boy actually looked at his hand, he knew that he might lose it.

Sadly, this little boy had been doing an adult job. He was too small to be using such a dangerous piece of equipment. Then he cried out to his sister, begging her to not let them take off his hand. So...The hand was already lost. To fix this wound, the doctor gave him anesthetic: ether. The nurse watched the boy and saw that he was having trouble breathing. Slowly, the boy's breathing lessened. Life goes on, since the people who were a part of his life could do nothing, they went on with their lives.

These two poems are similar in one way and different in another way. The previous poem tells beauty of nature as happiness in childhood meanwhile the later tells about the grabbed beauty of nature in childhood. The boy in the first poem has different experience with the boy in the second poem; the first let the boy to cheer up his childhood life close to the nature; whereas the second let the boy to lose his time to connect with nature. This will result in two different way; a boy living with normal life of his age will have great memory of nature to help him rejoices by revisiting it when he is already an adult; where life is not easy for them.

Recalling what we have done in childhood is somehow very refreshing; our beautiful memory connected to nature is the most treasury

adult ever has. That is why people tend to smile when they remember their childhood life. Different picture is depicted in Frost's *Out Out* when a boy has no right to enjoy the beauty of nature and grow with it. He has to work and do man's job sawing in a saw mill. He almost lost all his childhood time for a hard life, which is later, will be recalled as a dark memory when he grows up. He has no chance to share with his friends investigating nature and grow with them. The beautiful rainbow, for instance, is no longer big business for this little boy. The speaker in *Out Out* once wishes the boy to have some little time in his break time to play with nature, to see the natural beauty of Vermont (lines 3-6) yet the boy seems to be so busy sawing the woods (lines 9-11). He has only 30 minutes to break. That is so inhuman for this little boy.

These two distinctive pictures; the different social life both boys live within is the core of the paper discussion. The sociological criticism is used to investigate the social background of these two poems based on its writing time period.

2. Relation between the Poems and the Social Situation

My Heart Leaps Up was written a hundred year earlier than that of Frost's *Out Out*. Industrial revolution in England began in 1760 and extended through years until now. The term "Industrial Revolution" was coined in the 1820s and 1830s to describe the monumental changes taking place throughout Europe. Responses of the industrial revolution were varied. Some were very optimistic, impressed by the new means of

production, which dramatically increased mankind's wealth and power over nature. Others were not so positive; the industrial revolution marks a clear line between traditional society and a recognizable modern world.

Wordsworth's *My Heart Leaps Up* seems to argue the living of recent time to the past when the speaker in the poem was still a child. This is interesting, since Frost presents the beauty of nature as the power of the poem itself. The man's admiration to the rainbow is very tickling. In one side, the simple language used in the poem does not mean simple meaning in it. It has a very deep meaning. This is a sarcastic poem, with nature as the center of its ideology; the same with Frost's *Out Out*.

Children labor is not showed in this poem, yet, still it works as sarcastic poem arguing recent social life with the purity of nature. The man who recalls his childhood life full of admiration as well as adventure with nature always feels release when he sees the rainbow. This memory brings him to the feeling of peace and happiness even he sees the rainbow in his older age. It does not matter, since the core is the feeling inside toward the rainbow itself; which he got when he was still a child.

Early 1800's is time when the industrial revolution at its height; new industries and technologies were transforming everyday life. For the owners of the new factories and business, the opportunities seemed endless, bringing new wealth and influence. However, for the workers in the factories and their families, life was often grim.

It was a time of rising crime and increasing squalor, as people packed into the slums of the ever expanding cities. In rural areas, changes to agriculture practices left many laborers without sufficient work to support their families. To feed their families, many turned to crime. Poaching was a common crime in rural areas and petty theft in urban areas. The crowded cities also provided opportunities for thieves to ply their trade.

Even for those with work in the factories, the change from reasonable prosperity to poverty could be swift. It only took an outbreak of disease or an injury at work, to leave a family without the support of the main wage earner. Older children had to earn a living and help with household tasks.

This kind of picture is very bothering for people living in such a life. They have to compete for money whereas wage is too low. Agriculture is left behind, factories became prominent. This is a depressing life time. Children have to work despite going to school to support their families. No difference picture to that what Frost describes in *Out Out*. Industrial revolution has turned man's indifference to the nature. What the speaker did in *My Heart Leaps Up* is a result of his discontent to a very depressive life. He tries to escape from routine, exhausting business, factories, or maybe poverty. Seeing a rainbow is always easing him, as if he returns to his unforgettable childhood. This feeling is rare in that very time, when people are becoming so ignorant to the nature. This man wants to keep living with the connection to nature, for it will

give him peace and joy; something that he can only get when he was still a child.

Wordsworth tries to bring out the beauty of nature as one way human understand himself. They have to back to nature in order to be human; tries to never ignore it. Nature is what human should connected to with, to bring them joy and happiness; unlike human rapid industrial development that takes all humanity.

Meanwhile, the 1910s was a decade of great change for America. It was during this decade that the United States was first considered a world leader. Many issues of 1910 are ones we face today: including the escalation of immigration and poverty, labor and monopoly battles, work safety and child labor problems. World War I – the first war to end all wars rages. The 1910s were the decade America came of age.

The industrial growth had major effects on American life; the new business activity centered on cities. As a result, people moved to cities in record numbers, and the cities grew by leaps and bounds. The industrial boom had major effects on the lives of the American people. The availability of jobs in industries drew people from farms to cities in record numbers. Started in 1870, only about 25 per cent of the American people lived in urban areas and increased in 1916 reaching almost 50 per cent.

The lives of people in the cities contrasted sharply. There are three level of American people created; the wealthy, the middle class and the underprivileged. The number of the wealthy is small in percentage, they live in luxury. The middle class was able to live in comfort as well, yet the most mass of city people lived in extreme

poverty. The significant gap between the rich and the poor is established.

As demand for industry labor increase, the factory owners did not hesitate to hire young workers for a variety of tasks. Especially in textile mills, children were often hired together with their parents. Many family in mill towns depended on the children's labor to make enough money for necessities. Children labor has already become a major problem since mid-1800s. Children often worked long hours in dangerous factory conditions for a very little money. Children were useful as laborers because their size allowed moving in small spaces in factories or mines where adults couldn't fit, children were easier to manage and control and perhaps most importantly, children could be paid less than adults. Child laborers often worked to help support their families, but were forced to forgo an education.

A child with a factory job might work 12 to 18 hours a day, six days a week to earn little money. Many children at that time began working before the age of 7, tending machines in spinning mills or hauling heavy loads. The factories were often damp, dark and dirty. Some children worked underground, in coal mines. The working children had no time to play or to go to school and had a very little time to rest. They often became ill.

This is in accordance with Frost's depiction in *Out Out*. A very little kid has to be killed during his work time. He has to work as a wood chopper, using a machine described as "buzz saw" in the poem. We can imagine that little boy age about 7 have to handle man's doing

and ignore his safety only just for money. He has little time to rest to have his supertime which is brought by his sister. He does not have a life as common little boy; playing and exploring nature. Vermont, been said as the name of the village, is described beautifully by Frost.

The beauty of nature is no more beauty itself. It is neglected and left behind covered by the noise of buzzing-saw. The boy works solemnly with his saw and it is done every day. This is what has been bound to the industrial labor at that time. As been stated above, children are hired to work in some factories with low safety.

Frost uses personification to add great effect throughout the poem. The “buzz-saw”, although technically an inanimate object is described as a cognizant being – “snarling” and “rattling” repeatedly, as well as “leaping” out at the boy’s hand in excitement.

Frost concentrates on the apparent innocent and passivity of the boy – which is relevant to the time period – as Frost was forced to move back to America due to war in Britain just a year before the poem was written. Bearing this in mind, the poem can be read as a critique as to how warfare can force innocent, young boys to leave their childhood behind, and ultimately be destroyed by circumstances created by “responsible” adult. Frost’s *Out Out* seems to be somewhat sarcastic; he disapproves the disposable attitude towards life.

Dealing with children labor, many efforts were made to pass a national child labor law. The U.S. Congress passed two laws, in 1918 and 1922, but the Supreme Court declared both

unconstitutional. In 1924, Congress proposed a constitutional amendment prohibiting child labor, but the states did not ratify it. Then, in 1938, Congress passed the Fair Labor Standard Act. It fixed minimum ages of 16 for work during school hours, 14 for certain jobs after school, and 18 for dangerous work.

Today all the states and the U.S. Government have laws regulating child labor. These laws have cured the worst evils of children's working in factories. But some kinds of work are not regulated. Children of migrant workers, for example, have no legal protection. Farmers may legally employ them outside of school hours. The children pick crops in the fields and move from place to place, so they get little schooling.

Frost's poem has been proved to be the representation of social life during it was written. His ideology and intention toward the social life is poured in 34 lines. The words are strong and meaningful; containing sarcastic tone toward the ideas of children labor in American industry. His work becomes one of the pictures serves individuals to the self-analysis and discovery to what's happening surround them. People are to connect their mind into deep understanding of social phenomena.

Here, Frost connects individual's mind toward the speaker words in the poem. Nature is beauty, as beauty as Vermont flourished with sweet-scented stuff, five mountain ranges one behind the other, the sunset is above it; even the smell of the dust from the buzz-saw creates joy. This is natural description opening the poem; emphasized Frost's discontent of human business

neglecting this sight of beauty. They are not again praise and live with nature, they are disconnected to nature. The beauty is not anymore felt, since they are too busy with their own activity of earning money.

The boy, who supposed to grow up with nature, then lost all his precious time to build beautiful memory of childhood. He has no good memory to remember, even when he died. Industrial revolution has grabbed his childhood happiness and cheerfulness, it harms children right to live a normal life, to possess great memory of childhood as a boy owns in Wordsworth's *My Heart Leaps Up*.

These two poems are similar in presenting the important of nature to become part of human being. Nature will always make inhumanity into humanity. Industrial revolution has taken all humanity and this supposed to be a self-analysis. Both speakers in the poem are trying to necessitate nature to be concerned. People living in a very depressive time need to back to nature to get peace and joy. Thus, connecting them with nature is always the way escape from cruel life and start to deep human understanding.

C. Conclusion

Wordsworth's *My Heart Leaps Up* and Frost's *Out Out* are two poems with the same ideas, nature. Nature becomes prominent of these two poems since it plays centre of expression. They bring out nature as a thing to remember when people begin to become so ignorance. Industrial Revolution has taken humanity away, life is so depressive and hard, that people lost their humanity. Nature has always been succeeding in turning man to a deep

understanding of life. Life is short, and everything will be gone.

The way the speaker admires the rainbow in Wordsworth's *My Heart Leaps Up* is the same as the way the speaker in Frost's *Out Out* reacts to the environment. Both laud nature as beauty which supposed to be praise and increase human spiritual as well as awareness of life. Simple language used in *My Heart Leaps Up* does not mean simple meaning of it. It works as an expression of sarcastic ideas toward the recent life of huge inhumanity flourished in England during the industrial revolution especially in 18th century; meanwhile Frost's *Out Out* working as the depiction of children labour in the industrial life of America in early 19th century. Both poems emphasizes nature as the way back from inhumanity to humanity, un-spirituality to spirituality, self-unawareness to self-awareness, shallow understanding of life into deep understanding of life, and so on. Nature will lead human back to better human being, which has been lost for most of time. Death is near, human must remember.

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**DRAW WHAT I SAY TO IMPROVE
THE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXT**

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Abstract

The aim of this research is to find out whether using *Draw What I Say* technique is effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016 or not. The method of the research is experimental. The population of this research is the tenth grade students of SMK Nurul Huda NU Paguyangan. The samples of the research were class X AK1 as experimental class which consisted of 27 students and class X AK2 as control class which consisted of 27 students. In collecting the data, the writer uses tests (pre

and post-test), questionnaire, and documentation. The writer used true experimental design and quantitative method to analyze the data. After the data are collected by using test, the pre-test average of the experimental class is 65.04 and control class is 65.63. Meanwhile, the post-test average of the experimental class is 68.59 and control class is 65.78. Based on data analysis by using SPSS 16.0 program, it is found that the score sig is 0.523 (more than 0.05) and the score from Equal Variance Assumed (Sig 2-tailed) was 0.012 (less than 0.05). It means that both of classes have same variant but have difference achievement. Besides, the mean of experimental class is higher than control class ($68.59 > 65.78$). From the data, it can be concluded that the treatment in experimental class is successful. Therefore, the hypothesis states that using *Draw What I Say* technique is effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016 is accepted.

Keywords: *Draw What I Say*, writing skill, descriptive text.

A. Introduction

One of the most important aspects of teaching and learning activity is writing. Sobur (2012: 51) states that writing is not just a "literal pictographic" or simply inscriptions that are ideographic, but writing can be a totality including the ability to go beyond what can be designed physically.

The writing culture also can be seen in various printed media such as newspapers, magazines, textbooks and others. Writing is an activity that takes time and energy to be able to

produce good writing and interesting one. According to Bram (2006: 64), writing takes time and energy and it is a long process. Some of people believe that writing is very important activity to communication, especially in the world of education. According to Tarigan (2008: 22), writing is one of representation from unity expression language.

According to Abdurrahman (2009: 227), writing process is divided into three ways such as writing by hand or the first writing, spelling, and expressive writing. To train the knowledge about writing the students have to know the basic first. There are many types of paragraph that are accepted by senior high school students generally such as description, procedure, and narrative text. They will get descriptive and narrative text at second semester in the second grade. Therefore the focus of this research is descriptive text. By learning writing descriptive text, the senior high school students can understand the function, the generic structures, the purpose and also language features of descriptive text. Moreover, they can arrange them in line, bring out their idea, produce unified pharagraph, and make grammatical sentences.

Based on the interview to the English teachers in SMK Nurul Huda NU Paguyangan, most problems faced by the learner in learning English is the writing skill. One factor causing this is dull teaching and learning process. The teacher feels it hard to give the stimulus/material to the learners. The writer, in this study, was interested in using “Draw What I Say” as technique and media of learning to help the learner in writing skill especially in descriptive text.

Draw What I Say is a technique aimed in writing descriptive text, the students will be easier to

apply in a sentence, and understand about the material in learning process. Technique plays important role in teaching English language in order that the goals are achieved.

B. Literature Review

The theories put here are related to writing skill, Draw What I say, and deskriptive text.

1. Writing Skill

According to Rusmajadi (2010: 230), writing is the ability related to other ability, such as reading, speaking, and listening. Brown (2004: 220) states that there are four categories of writing; imitative, Intensive, responsive, and extensive. Imitative means that in producing writing the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Intensive (controlled) states that good writing skill is producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of sentence.

The following is responsive requires learners to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Extensive writing implies successful management of all the processes and strategies of writing for all of purpose, up to the length of an essay, a term paper, a major research project report.

Brandvik and Mcknight (2013: 118-119) state that the writing activity is a process that needs the repeating by many process, such as prewriting (the activity before writing, drafting (making draft), revision and editing, presenting and publishing. Teacher should apply this process of writing to improve the students' writing skill.

2. Draw What I Say

Draw What I Say technique is one of part from *Match Mine* taken from cooperative learning structure; there are two techniques in match mine method which are *Draw What I Say* and *Built What I Write*, accessed from. It can be designed, as follow:

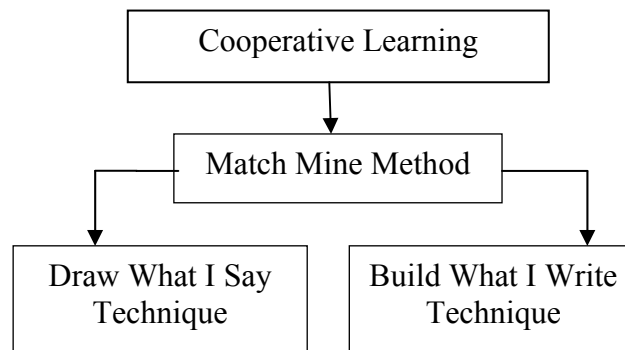


Figure.1. the Stage of the Structure of Cooperative

From the figure.1 above explained that cooperative learning is a teaching strategy that has several methods one of which is the method match mine, in cooperative learning methods have two techniques, namely "draw what I say technique and built what I write" that can be used and implemented in learning process. In this

study the writer used draw what I say technique as the ways to improve the students' writing skill in descriptive text.

3. Descriptive Text

According to Pardiyono (2010: 29), descriptive text is a kind of text that contains a picture of an object. So, it is easy way to teach students in teaching and learning descriptive text. According to Agustien, et al (2004: 4), description text is aimed to give the information. The social factor, this kind of text is descriptions of noun, animal, and human.

Agustien, et al (2004: 4) proposes two generic structure of descriptive text, (a) classification or definition and (b) description of features in order of importance, involving the definition and time, the description of purpose, the description of feature and their use, the description of physical feature (appearance).

C. Method of Investigation

The writer wants to answer whether Draw What I Say effective to improve students' writing skill or not. To be able to answer, the techniques used in data collecting and analysis is based on the qualitative method. Tests consisted of pre-test and post-test questionnaire, and documentation are used to obtain the data. Further, before the data analysis, the writer proves the validity and reliability of data using SPSS program. After that the data are analyzed and interpreted based on the appropriate steps.

D. Discussion

The discussion here comprises the findings and interpretation.

1. Findings

In collecting the data, firstly the writer conducted pre-test to both experimental and control groups. The test had been tried out before. For the post-test, the writer used the same test to see whether there was a significant difference between experimental and control group or not. Meanwhile, in analyzing the data, the writer used interpretation analysis and statistical analysis.

The instrument is proven to be valid and reliable with result of the instrument trial in Class X TKJ are 80, 76, 72, 68, 68, 84, 72, 68, 80, 76, 84, 68, 72, 80, 72, 84, 76, 84, 68, 72, 68, 88. 68, 84, 68, 76, and 68. It means that result of instrument in Other Class (X TKJ) was satisfying, because a lot of the students got the good score.

Next is finding the Result of Mean from Pre-test and Post-test of control and experimental class. The table below shows the result.

Table. 1. The Result of Mean of Pre and Post Test of Control and Experimental Class

No Resp.	Control Class		Experimental Class	
	Y	Y1	X	X1
1.	64	68	68	76
2.	76	64	64	72
3.	56	72	76	64
4.	76	60	60	64
5.	56	68	64	72
6.	64	64	60	68
7.	68	64	64	72

8.	72	68	68	56
9.	68	72	64	72
10.	52	68	76	64
11.	60	72	72	72
12.	76	60	68	76
13.	64	72	56	80
14.	76	68	60	64
15.	60	68	52	60
16.	64	80	60	52
17.	56	60	72	60
18.	64	52	56	68
19.	68	60	72	68
20.	80	68	76	84
21.	68	60	64	68
22.	72	76	60	60
23.	56	60	64	72
24.	68	64	72	72
25.	52	56	56	68
26.	72	64	72	80
27.	64	68	60	68
SUM	1772	1776	1756	1852
MEAN	65.63	65.78	65.04	68.59

Where:

Y = the Score of Pre-test of the Control Class

Y1 = the Score of Post-test of the Control Class

X = the Score of Pre-test of the Experimental Class

X1 = the Score of Post-test of the Experimental Class

The mean of pre-test control class was 65.63 and experimental class was 65.04, it can be seen that the mean of pre-test experiment < control class, because both of class was not given the treatment. In the result of mean post-test of

control in the table above was 65.78 and experiment was 68.59, so the mean post-test experiment > control class, because the treatment was given in experiment class. Meanwhile, the control one was nothing.

Next step is to prove the normality and homogeneity of Pre-test and post-test. Based on the test of normality item of pre-test the writer conducts, it is obtained that the score of sig in pre-test of experimental was $104 = 10.4\% > 5\%$, and the score of sig in pre-test of control was $200 = 20\% > 5\%$, so the experimental and control class had a normal distribution, but the score of sig in control was bigger than experimental.

Meanwhile according to the homogeneity item of the Pre-test the writer conducts, the score of sig in pre-test experimental and control class was $0.488 = 48.8\% > 0.381 = 38.1\% (5\%)$, so both of classes had same variant (homogeneous).

Further, the Normality and Homogeneity Post-Test is as well conducted in the same way resulting that the score of sig in post-test of experimental was $200 = 20\% > 5\%$, and the score of sig in post-test of control was $081 = 8,1\% > 5\%$, so the experimental and control class had a normal distribution, but the score of sig in experimental was bigger than control; and the the score of sig was $0.523 = 52.3\% > 0.381 = 38.1\%$. Because F score is more than 0.05, so the classes have same variant or homogeneity. Then, the score of *Equal Variance Assumed* obtained (Sig 2-tailed) = 0.012 (less than 0.05) $0.012 = 1.2\% < 0.05 = 5\%$ so both of group had same variant (homogeneous).

2. The Result Pre Test and Post Test Analysis

To analyze the Pre Test and Post Test, the writer uses comparison technique between both tests. Using the SPSS 16 to check the group statistics, it is obtained that the result of the mean score of pre-test control was 65.63, it means that it is not bad. And the mean score of post-test control was 65.78. Meanwhile the result of pre and post-test of experimental class is the mean score of pre- test experimental was 65.04, it means that is good average. And the mean score of post-test experimental was 68.59. From the result above, we can conclude that using *Draw What I Say* is effective to improve the students' writing skill in descriptive text.

3. The Result of Questionnaire

Many of the students answered in the activities' questionnaire that question "Do You like Writing" become one of the students' hobby. And the result in question "Do You Like Writing" got 25 students answered "Yes" and 2 students answered "No", we could be called that question "Do You Like Writing" was influence the students' writing skill.

4. The Result of Motivation's Questionnaire

Before finding the result of motivation's questionnaire, the writer used SPSS 16.0 to count the validity and reliability of the questionnaire. The standard of error used is the score of distribution r_{table} , significances 5%. Based on the test of motivation's questionnaire validity and reliability using SPSS 16, it is obtained that the result of validity was (670 = 67.0%), (670 = 67.0%), (513 = 51.3%), (425 = 42.5%), (689 =

68.9%), (670 = 67.0%), all of that was bigger than 381 = 38.1%. it meant that was influence the students' writing skill. And the significance (2-tailed) is ≤ 0.05 . It means that the items of questions are **valid**. Meanwhile the result of reliability was 432 = 43.2% (Cronbach's Alpha) that was bigger than 381 = 38.1% (significances 5% in r_{table}). It means that the items of questions are **reliable**.

Many of the students answered in the Technique's Questionnaire that question "Do you like the English teaching and learning process by using the technique?" got 23 answers "Yes" and 4 answers "No". We could be called that question "Do you like the English teaching and learning process by using the technique?" was influence the students' writing skill. And the question "Do you like writing descriptive text by using "draw what I say" technique got 19 answers "Yes" and 8 answers "No". It meant that was influence the students' writing skill too.

5. Interpretation

Based on the data analyzed by using SPSS 16.0 program above, we can see that there is improvement score from pre-test to post- test on experimental class. The mean of experimental is higher than control class. Therefore, it can be said that there using Draw What I Say can improve the score of pre to post-test of experimental class.

By accepting H_1 , so the mean score of both classes different. Based on the output of *Group Statistics* in table.12, it could be seen that the mean score of experimental class was 68.59, and the mean score of control class was 65.78. It

showed that the mean score of experimental class was better than control class ($68.59 > 65.78$). It could be concluded that Draw What I Say Technique was effective for teaching writing descriptive text because there was difference achievement between control and experimental.

When the writer gave the pre-test in control class, many students were got the value and felt easily in writing and understanding in vocabularies. That was one of the factor it, but when the writer gave the post-test in control class after giving the material first but did not use the treatment other way by using conventional technique the students more difficult to make writing descriptive text and understanding in vocabularies. We could see that there is different between pre-test and post-test control class, and the score of post-test of control was less than pre-test. So, pre-test can improve the achievement in writing descriptive text and post-test in control was not improved. But when the writer gave the pre-test in experimental class, several of students have understood and there was little difficulty in writing and vocabularies, otherwise the writer did not learn the material without treatment, but the score of experiment in pre-test was still less than control. When post-test was given in experimental class and the writer learned by using "Draw What I Say" technique, there was the different score between pre-test and post-test. We could see the score in mean pre and post-test of experimental in table.5 that the score post-test was higher than pre-test, so we can called that "Draw What I Say" technique can improve the students achievement in writing descriptive text.

Referring to the explanation above, it could be seen that using “Draw What I Say” technique in teaching writing skill in descriptive text was significant influence for the students’ achievement. So, it improved that the result score of teaching writing in using “Draw What I Say” technique was better than teaching writing without using one.

Based on the result of the questionnaires, the result showed that 62, 96% of the students in experimental class agree that “Draw What I Say” technique made them easier in making descriptive text. This condition made them more excited in joining the class. They followed all activities that were given by the teacher. Consequently, when the teacher gave them some exercises. They could do it well.

E. Conclusion

After the writer analyzed the data by using SPSS (*Statistical Package for Social Science*)16.0, it can be concluded that there was significant difference between teaching writing in descriptive text by using “Draw What I Say” technique and without one. It means that teaching writing in descriptive text by using “Draw What I Say” technique was effective. It can be seen from comparing the means both of classes; it was found that the sum and mean of pre-test control class was higher than experimental class (1772>1756 and 65.63>65.04). Then the result of the sum and mean of post-test experimental class was higher than control one (1852>1776 and 68.59>65.78). It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0.763 (more than 0.05) and the score from *t-test* and

Equal Variance Assumed was 0,012=1.2% (less than 0.05=5%). It means that both of classes had same variant but had different achievement.

Based on the explanation above, it could be concluded that “Draw What I Say” technique was effective for teaching writing in descriptive text on the tenth grade students of SMK Nurul Huda NU Paguyangan in the academic year 2015/2016.

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