THE USE OF ENVIRONMENTAL MEDIA TO IMPROVE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXTS

(An Experimental Research at Second Grade Students of Smkn 1 Trumon Timur)

[1]Eka Fitriana, [2]Khairiah Syahabuddin, M.HScESL., M. TESOL., Ph. D [3]Siti Khasinah, M. Pd

[1]Mahasiswa Prodi PBI FTK UIN Ar-Raniry Banda Aceh

[2]Dosen Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

[3]Dosen Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

ABSTRAK

Penelitian ini berjudul "Penggunaan media lingkungan untuk memperbaiki kemampuan siswa dalam menulis teks descriptif (ekperiment dilakukan pada siswa kelas satu di SMKN 1 Trumon Timur)". Ini bertujuan untuk mengetahui sejauh mana penggunaan media lingkungan memperbaiki kemampuan siswa dalam menulis teks deskriptif dan untuk mengetahui baaiman respon siswa terhadappenggunaan media lingkungan memperbaiki kemampuan siswa dalam menulis teks deskriptif. Untuk mencapi tujuan dalam penelitian ini peneliti menggunakan penelitian model Pre-eksperiment dengan menggunakan media lingkungan. Penelitian ini menggunakan 1 kelas eksperimen. Data dikumpulkan melalui tes yang berupa Pre-test dan Post-tes. Angket digunakan sebagai instrument untuk memperoleh data respon siswa dalam penelitian ini. Hasil daripada penelitian ini menyatakan yang pengunaan media lingkungan adalah efektif digunakan dalam menulis teks deskriptif. score yang diperoleh siswa pada post-test adalah (86,03) ini lebih tinggi daripada Pre-test (36,56). Respon siswa menunjukkan yang 92,15% dari 30 siswa setuju dengan penggunaan media lingkungan dalam proses belajar mengajar and 7,84% darimereka tidak setuju terhadap penunaan media lingkungan dalam proses belajar mengajar. Ini menunjukkan bahwa sisswa tertarik dalam penggunaan Lingkungan sebagai media dalam belajar ini mudah bagi mereka dalam memahami materi yang diajarkan. Hasil ini membuktikan bahwa ada perbedaan sebelum dan sesudah menerapkan media lingkunan sebagai media belajar. Oleh karena itu, pembelajaran menggunakan media lingkunan adalah efektif dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif pada SMKN 1 Trumon Timur.

Kata Kunci: Media Lingkunga, Menulis, Teks Deskriptif, Penelitian Pre-Experimental

ABSTRACT

This research is entitled "The Use of Environmental Media to Improve Students Writing Skills in Descriptive Texts (An Experimental Research at Second Grade Student of SMKN 1 Trumon Timur)". It was aimed at finding out to know to what extend the use of environmental media improves student's skill in writing descriptive text and to know how are students' response toward the use of environmental media to improve their ability in writing descriptive text. To achieve the goals of this study, the researcher did pre-experimental research using environmental media. The study was carried out in one experimental class. The data was gathered through tests which were delivered as pre-test and post-test. Questionnaire was used as instrument to get data on students' responses in this research. The result of this study indicates that environmental media is effective to use in writing descriptive text. Students score of the post-test was (86, 03) higher than that of pre-test (36, 56). Student's responses showed that the 92.15% of 30 students agreed to use environmental media in teaching learning and 7.84% of them disagreed to use environment as media in teaching learning process. These shows that students are interested in learning by using environment as media and it was easy for them to understand the material they are learning. This scores proves that there are significant different before and after applying the environment as learning media in teaching. Therefore, teaching by using environmental media was effective in improving student's skill in writing descriptive texts at SMKN 1 Trumon Timur.

Keywords: Environmental Media, Writing, Descriptive Text, Pre-Experimental

هذا البحث عنوانه "استخدام وسائل الإعلام البيئية لتحسين مهارات الكتابة لدى الطلاب في النصوص الوصفية (مدرسة متوسطة مدرسة حكومية 1 شرق ترومون (بحث تجريبي في طلاب الصف الثاني في كان الهدف من ."

أكتشاف معرفة مدى توسيع استخدام وسائل الإعلام البيئية لمهارة الطالب في كتابة النص الوصفي ومعرفة كيفية ولتحقيق أهداف هذه. استجابة الطلاب لاستخدام الوسائط البيئية لتحسين قدرتهم على كتابة النص الوصفي أجريت الدراسة في فصل تجريبي. الدراسة ، قام الباحث بإجراء بحث ما قبل تجريبي باستخدام الوسائط البيئية تم استخدام. تم جمع البيانات من خلال الاختبارات التي تم تسليمها كاختبار ما قبل وبعد الاختبار. واحد تشير نتيجة هذه الدراسة إلى. الاستبيان كأداة للحصول على بيانات حول استجابات الطلاب في هذا البحث كان الطلاب بعد الاختبار (86 ، 03) أعلى من اختبار. أن الوسائط البيئية فعالة في استخدام النص الوصفي أظهرت إجابات الطلاب أن 92.15٪ من 30 طالبًا وافقوا على استخدام وسائل الإعلام. (ما قبل (36، 56 توضح هذه البرامج أن. البيئية في تعليم التعليم وعارض 7.84٪ منهم استخدام البيئة ووسائل إعلام في عملية التعليم تتمت. الطلاب يهتمون بالتعلم باستخدام البيئة ووسائل إعلامية وأنه كان من السهل عليهم فهم المواد التي يتعلمونها لذلك ، كان التدريس. هذه الدرجات أن هناك اختلافات كبيرة قبل وبعد تطبيق البيئة ووسائل تعليمية في التدريس في مدرسة متوسطة النصوص الوصفية باستخدام الوسائط البيئية فعالاً في تحسين مهارة الطالب في كتابة مدرسة حكومية 1 شرق تروم

كلمات البحث   :   الدال الوسائط البيئية ، الكتابة ، النص الوصفي ، ما قبل التجريبي

A. INTRODUCTION

Mudyahardjo (2006) Media is a component of learning resources or physical vehicles containing instructional materials in students' environment which is can stimulate students to learn more interestingly, learning media includes tools that are physically used to deliver learning material. Based on the results of interview with one English Teacher of XI class of Plantation class at SMKN 1 Trumon Timur, it was found that the students' learning result in the development of descriptive text is still low and some students do not respond to the material and questions of the teacher, because of the lack of students' understanding in the development of writing descriptive text.

Environment based on Muzakki (2012: 6) object, or conditions by which one is surrounded, and the environment consists of biotic component such as anything that is lifeless like soil, air, water, climate, humidity, light and sound, while the biotic component is anything that animates like plants, animals and human. Meyers A. (2005: 1) states that writing is an activity which put our ideas in the words and on papers or other teaching aids in order to show the readers what is in our imagination. Harmer (2001: 22) explains that the reason for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style, and most importantly, writing is a skill in its own right. Budi (2007) conducted a research entitled "*The Use of Environmental Media to Improve Students Ability in Writing Poetry*". The results of his research also shows that the application of learning using environmental media can improve student learning outcomes with criteria very well. The researcher chooses environmental as a media in teaching learning process.

B. METHOD

1. In this study, the researcher used a quantitative method or Pre-experiment approach. Leedy (1993) quantitative research is research method dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationship. In this research was used *one group pretest posttest design which* was **Research Design**

implemented in one group only without the comparison group, and in data collection was used Purposive sampling.. In this research the researcher did one measurement at the beginning (pre-test) before giving a treatment after that the researchers giving the post-test, and the last was gave questionnaire.

2. Population and Sample

     This research was conducted at SMKN 1 Trumon Timur, Aceh Selatan. The population of this study was all of second year students of SMKN 1 Trumon Timur. The sample of this research is the students of XI clas of Plantation class of SMKN 1 Trumon Timur.

3. Technique of Data Collection

     a. Test

     The test of the research is divided into two tests, pre-test and post-test. Pre-test is conducted in the first meeting. In this study, the aim of conducting pre-test is to know how student ability before and after giving treatment.

     b. Experimental Teaching

     The experimental teaching is one of the techniques to find the data. The experimental teaching used by the researcher to find out the use of environmental media in improving students writing skills in descriptive text. For the experimental teaching, the researcher used Pre-Experimental design type of One-Group Pretest and Posttest. The main activity of the experimental teaching was held in four meetings to teach by using environmental media.

     c. Questionnaire

     Questionnaire was used to know students response toward teaching and learning process by using environmental media. The questionnaire was delivered after all of teaching learning process and evaluation was finished.

4. Technique of Data Analysis

     The data which obtained in this research was analyzed by using SPSS version 20,0. The data analysis techniques of learning outcomes in this research were:

    a) Test

the researcher uses statistical calculation. Arikunto (2010, p. 248) as follow:

Explanation: $\bar{X} = \frac{\sum x}{N}$

$\bar{X}$: Mean

$\sum x$: The sum of score

N : Total students

b) Paired-Sample T-test

The paired T-test was used to see the presence or absence of different average for two paired free samples.

significance (*Sig*) are as follows:

If *Sig* < 0,05, So H_0 rejected

If *Sig* ≥ 0,05, So H_0 Accepted

5. The data Analysis of Student Response

The researcher was calculated students responses by using the following formula:

$$P = \frac{f}{n} \times 100\ \%$$

Explanation:

P   =percentage of students responses

f   = the number of student who answered an option (frequency)

n   = the number of student who responded (respondent)

100%   = Constant Of Value

C. THE RESULT OF RESEARCH

1. The result of Test

So this was the students result of pre-test and post-test could be seen as follows:

Table 4.2 The Result of Pre-Test

No	Students' Initial	C	O	V	L	M	Total
1	X_1	12	10	5	10	3	40
2	X_2	11	5	5	10	3	34
3	X_3	11	5	5	9	4	34
4	X_4	10	6	6	8	4	34
5	X_5	12	5	5	10	3	34
6	X_6	12	10	5	10	3	40
7	X_7	11	10	5	11	3	40
8	X_8	13	10	5	10	2	40
9	X_9	10	5	5	5	2	27
10	X_{10}	11	5	5	10	3	34
11	X_{11}	11	4	5	5	2	27
12	X_{12}	5	4	4	5	2	20
13	X_{13}	12	4	4	5	2	27
14	X_{14}	11	5	5	10	3	34
15	X_{15}	11	5	5	10	3	34
16	X_{16}	13	10	5	10	2	40
17	X_{17}	5	4	4	5	2	20
18	X_{18}	12	4	5	10	3	34
19	X_{19}	13	10	5	10	2	40
20	X_{20}	12	10	5	11	2	40
21	X_{21}	20	10	10	15	5	60
22	X_{22}	11	5	5	10	3	34

No	Students' Initial						Total
23	X_{23}	12	5	5	10	4	34
24	X_{24}	11	5	5	10	3	34
25	X_{25}	20	10	10	15	5	60
26	X_{26}	11	5	5	10	3	34
27	X_{27}	15	10	5	13	4	47
28	X_{28}	11	5	5	10	3	34
29	X_{29}	12	10	5	11	2	40
30	X_{30}	15	10	5	13	4	47

■ = Lowest Score   □ = Highest Score

The table showed the students' pre-test scores, In the lowest score was 20 which were gained by 2 students and the highest score was 60 which were gained by 2 students. Half of the scores are above the median and half below it. So the data must be arranged from the lowest score to the highest score as follows:

40 34 34 34 34 40 40 40 27 34 27 20 27 34 34 40 20 34 40 40 60 34 34 34 60 34 47 34 40 47

Based on the amount of test score above was even number, mean score was determined by using following formula:

$$Me = \frac{1}{2}(n + 1)$$

Explanation:

Me = Median

n = Amount of Sample

Next step was calculating the position of median and median value as elaborated below:

$$\text{Position of Median} = \frac{1}{2}(n + 1)$$

$$= \frac{1}{2}(30 + 1)$$

$$= 15.5$$

So the position of median value was at 15.5 which indicated between the eleventh and twelfth of sample:

$$Me = \frac{1}{2}(\text{the 16}^{th}\text{ sample} + \text{the 15}^{th}\text{ data})$$

$$= \frac{1}{2}(40 + 34)$$

$$= 37 \text{ (the median score was 37)}$$

Table 4.3 The Result of Post-Test.

No	Students' Initial	C	O	V	L	M	Total
1	X_1	25	18	18	21	5	87
2	X_2	24	19	19	20	5	87
3	X_3	25	19	18	20	5	87
4	X_4	23	17	16	20	4	80
5	X_5	24	19	18	21	5	88
6	X_6	24	19	18	21	5	88
7	X_7	30	20	20	25	5	100
8	X_8	24	19	18	21	5	88

No	Initial						
9	X₉	25	18	18	21	5	87
10	X₁₀	24	16	17	20	5	82
11	X₁₁	22	16	18	17	4	77
12	X₁₂	24	18	18	20	5	85
13	X₁₃	26	20	20	23	5	94
14	X₁₄	25	17	18	20	5	85
15	X₁₅	23	15	18	17	4	77
16	X₁₆	23	17	16	20	4	80
17	X₁₇	25	15	17	20	5	82
18	X₁₈	23	16	18	17	4	78
19	X₁₉	21	16	16	17	4	74
20	X₂₀	20	10	10	15	5	60
21	X₂₁	25	20	20	22	5	92
22	X₂₂	26	20	20	23	5	94
23	X₂₃	23	16	18	17	4	78
24	X₂₄	26	20	20	17	5	94
25	X₂₅	23	16	16	20	5	79
26	X₂₆	30	20	20	25	5	100
27	X₂₇	27	20	20	23	5	95
28	X₂₈	27	20	20	23	5	95
29	X₂₉	30	20	20	25	5	100
30	X₃₀	24	19	18	21	5	88

▬▬▬ = Lowest Score   ▬▬▬ = Highest Score

The data above was the post-test scores. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score was 60 which were gained by 1 student and the highest score was 100 which were gained by 3 students. As it was mentioned before in the pre-test, the median score could be determined by arranging from the lowest score to the highest score:

87 87 87 80 88 88 100 88 87 82 77 85 94 85 77 80 82 78 74 60 92 94 78 94 79 100 95 95 100 88

Next step was calculating the position of median and median value as elaborated below:

$$\text{Position of Median} = \frac{1}{2}(n+1)$$

$$= \frac{1}{2}(30+1)$$

$$= 15.5$$

So the position of median value was at 15.5 which indicated between the eleventh and twelfth of sample: $Me = \frac{1}{2}(\text{the } 16^{th} \text{ sample} + \text{the } 15^{th} \text{ sample})$

$$= \frac{1}{2}(80+77)$$

$$= 78,5 \text{ (Median score)}$$

Table 4.4 The of Comparison of Pre-test and Post-test result.

No	Initial	Pre-Test	Post-Test
1	X₁	40	87
2	X₂	34	87
3	X₃	34	87

4	X_4	34	80
5	X_5	34	88
6	X_6	40	88
7	X_7	40	100
8	X_8	40	88
9	X_9	27	87
10	X_{10}	34	82
11	X_{11}	27	77
12	X_{12}	20	85
13	X_{13}	27	94
14	X_{14}	34	85
15	X_{15}	34	77
16	X_{16}	40	80
17	X_{17}	20	82
18	X_{18}	34	78
19	X_{19}	40	74
20	X_{20}	40	60
21	X_{21}	60	92
22	X_{22}	34	94
23	X_{23}	34	78
24	X_{24}	34	94
25	X_{25}	60	79
26	X_{26}	34	100
27	X_{27}	47	95
28	X_{28}	34	95
29	X_{29}	40	100
30	X_{30}	47	88
	Total	1097	2551
	Mean	36,56	85,03

Based on the raw scores of students' both pre-test and post-test, the table above described the total scores and mean of pre-test and post-test. The total score of pre-test was 1097 and post-test was 2551. Meanwhile, to determine the mean score of both pre-test and post-test result, the researcher must calculate the total score of students then divide by the number of students, by the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Explanation :

$\bar{X}$: Mean

$\sum x$: The sum of score

N : Total students

1) Pre-test

From 30 students, it was determined that their total pre-test score ($\sum X_1$) was 1097. The mean score was calculated as follows:

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{1097}{30}$$

$$\bar{X}_1 = 36{,}56$$

2) Post-test

From the students' post-test raw score, it was found that the total of their score ($\sum X_2$) was 315. Thus, the mean score of post-test from was calculated as follows:

$$\bar{X}_2 = \frac{\sum X_2}{n}$$

$$\bar{X}_2 = \frac{2551}{30}$$

$$\bar{X}_2 = 85{,}03$$

Based on the calculation above, the mean of pre-test was 36.56 and the post-test was 85,03. Therefore, it could be seen that the post-test result was higher than that of the pre-test. Thus,the pre and post-test score results were different. Then the recapitulation of both pre-test and post-test could be described in table below:

Table 4.5 Recapitulation of Pre and Post-Test Result

No	Students' Initial	Pre-Test Score	Post-Test Score	Point Increase
1	X_1	40	87	47
2	X_2	34	87	53
3	X_3	34	87	53
4	X_4	34	80	46
5	X_5	34	88	54
6	X_6	40	88	48
7	X_7	40	100	60
8	X_8	40	88	48
9	X_9	27	87	60
10	X_{10}	34	82	48
11	X_{11}	27	77	50
12	X_{12}	20	85	65
13	X_{13}	27	94	67
14	X_{14}	34	85	51
15	X_{15}	34	77	43
16	X_{16}	40	80	40
17	X_{17}	20	82	62
18	X_{18}	34	78	53
19	X_{19}	40	74	34
20	X_{20}	40	60	20
21	X_{21}	60	92	32
22	X_{22}	34	94	60
23	X_{23}	34	78	44
24	X_{24}	34	94	60
25	X_{25}	60	79	19
26	X_{26}	34	100	66
27	X_{27}	47	95	48
28	X_{28}	34	95	61
29	X_{29}	40	100	60
30	X_{30}	47	88	41
	Total score	**1097**	**2551**	**1493**
	Mean	**36.56**	**85.03**	**49,76**

According to the table above, it could be seen that there was increased in the average score between the pre-test and post-test results of the students. However, there was 1 student who only increased 19 point.

So the researcher calculated the *Paired T-test* of student learning result data to answer the first research question by using SPSS statistic 20.0 program.

Table 4.7 Hypothesis Testing -Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	49,46667	12,24107	2,23490	-54,03756	-44,89578	-22,134	29	,000

The information that could be inferred from the table was the *Paired Samples T-test* analysis of students' pre and post-test results. The significance different was showed .000. This result reports that the significance level of *p-value*=.000 was lower than = 0.05. Thus, H_0 refused and H_a was received which means the use of environmental media was effective to student learning outcomes at SMKN 1 Trumon Timur Aceh Selatan.

2. The result of Student Response (questionnaire)

The result of students responses toward the use environmental media.

Table 4.8 Students responses toward the use of environment as a media.

No	Question	Frequency(*f*)		Percentage %	
		yes	No	Yes	No
1	Apakah anda pernah mendengar tentang lingkungan media?	27	3	90	10
2	Apakah anda mengetahui tentang lingkungan media sebagai sebuah media dalam pengajaran?	26	4	86,66	13,33
3	Apakah anda pernah diajarkan dengan menggunakan media lingkungan?	29	1	96,66	3,33
4	Apakah anda menyukai lingkungan sebagai media dalam pembelajaran?	29	1	96,66	3,33
5	Apakah dengan media lingkungan dapat meningkatkan minat belajar anda dalam kemampuan menulis?	26	4	86,66	13,33
6	Apakah dengan menggunakan media lingkungan tersebut mendorong anda lebih aktif saat proses belajar?	25	5	83,33	16,66
7	Apakah anda termotivasi dalam belajar dengan menggunakan lingkungan sebagai media?	28	2	93,33	6,66
8	Apakah model pembelajaran menggunakan lingkungan sebagai media belajar dapat membuat anda terarah dalam belajar?	28	2	93,33	6,66
9	Apakah dengan menggunakan lingkungan sebagai media dapat membantu anda dalam meningkatkan kemampuan kamu dalam menulis teks deskriptif?.	28	2	93,33	6,66
10	Apakah dengan menggunakan lingkungan sebagai media dapat memudahkan kamu untuk berinteraksi langsung dengan lingkungan disekitar sekolah anda?.	23	7	76,66	23,33
11	Apakah dengan menggunakan lingkungan sebagai media dapat memudahkan anda dalam mendeskripsikan ruang guru dan kelas anda?	22	8	73,33	26,66
12	Apakah setelah menggunakan lingkungan sebagai media anda dapat	30	0	100	0

	mendeskripsikan green house di sekolah kamu dengan menyenangkan?.				
13	Apakah dengan menggunakan lingkungan sebagai media dalam belajar anda lebih kreatif dalam memilih topik atau media yang ingin kamu deskripsikan?	30	0	100	0
14	Apakah anda mengalami peningkatan kemampuan dalam mendeskripsikan media yang ada di sekitar lingkungan sekolah anda?.	30	0	100	0
15	Apakah anda perbedaan saat anda diajarakan dengan menggunakan lingkungan sebagai media pembelajaran dengan pembelajaran yang tidak menggunakan lingkungan sebagai media?	29	1	96,66	3,33
16	Apakah anda ingin menerapkan lingkungan sebagai media dalam memahami dan menulis teks-teks lain dalam pelajaran Bahasa inggris?	30	0	100	0
17	Apakah anda berminat untuk belajar materi lain atau mata pelajaran lain dengan menggunakan lingkungan sebagai media?	30	0	100	0
	Sum			**1566,61**	**133,28**
	Average			**92,15%**	**7,84%**

Based on the table above, it indicated that students ever heard about environmental media. It could be seen from the first statement that 27 of 30 students and in percentage 90% after calculating by using manual technidue, Students have heard that using environment as a media in learning writing. On the other hand, only 3 (10%) of them who have no heard that using environment as a media in learning writing.

Based on second statement was 26 (86%) of respondents know about the media environment as a media in teaching writing technique, and 4 (13%) of respondents do not know about the media environment as a media in teaching writing.

From the third statement showed that 29 of 30 respondents and in the level of percentage which 96,66% of respondent has been taught by using environmental media. On the other side, one of 30 respondents and in the level of percentage which 3,33% respondents have not been taught by using environmental media.

Based on fourth statement of students responses showed that 29 (96,66%) of 30 students inerested toward the use of environment as a media in learning writing descriptive text. There was 1 (3,33) of 30 students whow were not interested toward the use of environment as a media in learning writing descriptive text.

Furthermore, the fifth statement showed the responses of 26 of 30 students and in the percentage level which 86,66% of 30 students argued by using environmental media was increased their learning interest in learning writing descriptive text. In other side, 4 of 30 respondents and in the percentage level 13,33% disagreed.

Toward sixth statement, which were 25 0f 30 in the percentage level was 83,33% students agreed that the use of environmental media encouraged them to be more

active in learning process. On other side, 5 of 30 and in percentage level 16,66% students disagreed that the use of environmental media did not encourage them to be more active in learning process.

From the seventh statement showed that 28 0f 30 and in percentage level (93,33%) students argued that the environmental media created motivated them in learning English especially in writing descriptive text and 2 0f 30 and percentage level (6,66%) students disagreed about that.

Based on the statement eighth gave the information that 28 of students argued that the use of environmental media made them more focused in learning writing descriptive text. In other hand 2 of 30 students disagreed about that. So the researcher described in the level of percentage which 93,33% agreed and 6,66% disagreed.

Then from ninth statement showed that 28 of 30 students agreed that the use of environment as a media in learning helped them in improving their ability in writing descriptive text while 2 of 30 students disagreed. So in percentage level which 93,33% students agreed and 6,66% students disagreed.

Based on The tenth statement were 23 of 30 in pecentage level were 76,99% respondents agreed that they were easier to interact directly with their environment by using environmental media in tlearning. Nevertheless, only 7 of 30 and in the percentage level were 23,33% students were disagreed.

From the eleventh statement was showed were 22 of 30 students agreed that environmental media made them more easier to describe their teachers room and their classrooms. On other side, 8 of 30 students disagreed. Thus, the researcher described in the level of percentage which (73,33%) agreed and (26,66%) disagreed.

Twelfth statement gave the information by using environmental media students described the green house at their school with fun. it was showed all of respondents (30) and in the percentage level was (100%) emphasized of agreement that enviromental media helped students to decribed the green house at their school with fun. On the contrary, none of them who were emphasized a statement of disagreement toward this statement.

Based on thirteenth statement showed that all of the respondents emphasized a statement of agreement which 30 (100%) of 30 students stated that by using environment as a media in learning especially writing descriptive text created them

more creative in choosing the topic to describe. On the contrary, none of them who were emphasized the statement of disagreement.

Tthe Fourteenth statement all of the respondents emphasized a statement of agreement that through enviromental media which 30 (100%) of 30 students agreed that the use of environment as a media improved their ability in describing the media around their school environment, and no one of them who were emphasized the statement of disagreement toward this statement.

From fifteenth of students' responses showed that 29 of 30 respondents agreed that there was difference when they were taught by using the environment as a learning media rather than using environmental media in learning especially writing descriptive text. On other side, 1 of 30 respondents who were emphasized the statement of disagreement toward this statement. In the percentage level was 96,66% respondents who were agreed and 3,33% who were disagreed.

For the sixteenth statement gave the information about student's agreement that they wanted to apply the environment as a learning media in understanding and writing other texts in English lessons, which were 30 of 30 and in the levelof percentae was (100%) respondents emphasized a statement of agreement. On the other contrary, none of them who were emphasized a statement of disagreement toward this statement.

In the last statement, it could be inferred that 30 (100%) of 30 respondents emphasized that they wanted to use environmental media in learning other lesson and other material. None of them who were emphasized disagreement of this statement that they wanted to use environmental media in learning other lesson and other material especially in writing descriptive text. Therefore, based on some statements above the researcher concluded that all students interested in learning other materials or other subjects by using the environment as a media.

D. CONCLUSIONS

Based on the results in pevious chapter, some conclusions could bee infered:

a. Paired samples T-test showed that learning using environmental media effective improved students' writing skill of SMKN 1 Trumon Timur Aceh Selatan. It could be seen from T-test result with significant 0.000 <0,05 which means H_0 rejected and H_a accepted. So it showed that the results of students learning taught by using environmental media was high.

b. The result of students' responses toward the use of environmental media as a learning media to improve students' ability in writing descriptive text at second grade students at SMKN 1 Trumon Timur Aceh Selatan interested. It proved by the percentage of students response that was 92.15% who answered "Yes" and 7.48% who answered "No"

REFERENCES:

Budi. (2012). *The use of environmental media to improve the writing skill of the eight grade students of smp 1 jati kudus in academic year 2011/2012.* (Thesis). Kudus: University of Muria Kudus.

Corbett. *(1983). Students writing skill of descriptive text,* London: Longman

Harmer, Jeremy. (2001). *The practice of english language teaching.* England: Pearson Education Ltd.

Leedy, P. (1993). *Practical research: planning and design.* New York: Macmillan Publishing Company. Fifth edition

Meyers, A. (2005). *Gateway in academic writing,* New York :Pearson Education.

M. Basyiruddin Usman. (2002). *Media pembelajaran.* Jakarta: Ciputat Press, P. 108-109.

Mudyahardjo, Redja. (2006). *Pengantar pedidikan.* Jakarta: Raja Grafindo Persada. hal. 11.

Muzakki, Khoirul. (2012). The *use of environmental media to improve students' descriptive text writing.*semarang: walisongo state institute for islamic studies.

Nuraini. (2015). *The effectivness of peer assessment to improve student writing ability. SKRIPSI.* Banda Aceh: UIN Ar-Raniry.

Richard, Kern. (2000). *Literacy and language teaching.* London: Oxford University Press.

Suharsimi, Arikunto. (2010). *Penelitian tindakan kelas,* Jakarta: PT. Bumi Aksara.

Stanislaus S, Uyanto. (2010). *Pedoman analisis data dengan SPSS,* Yogyakarta: Graha Ilmu.

Usman, M. Basyiruddin. (2002). *Media Pembelajaran.* Jakarta: Ciputat Press, P. 108-109