

## Humanizing the Classroom Method Toward the Students' Ability in Writing Descriptive Text

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### Abstract

The problem of this research was to find out whether or not there was any significant difference between the students who are taught using humanizing the classroom method and those who are taught using conventional method. And the methodology of the research used experimental method, by quasi-design. Meanwhile, the population was the tenth-grade students of MA NU Sumber Agung OKU Timur, Sumatera Selatan. It consists of 60 students, used purposive sampling technique. And there were 42 students as a sample of this research. In collecting the data, the researchers used the written test as the instrument to obtain the students' ability in writing descriptive text. And for analyzing the data using independent t-test. The data distribution was considered normal. It was proved by statistics calculation of normality test which shows that  $\chi^2_{caunt} < \chi^2_{table}$  or  $9,72 \leq 11,07$  in experimental class and  $\chi^2_{caunt} < \chi^2_{table}$  or  $2,99 \leq 11,07$  in control class. Then, based on the calculation of homogeneity test the data variant was homogeneous. It was found that  $F_{-obt} > F_{-table}$  ( $157 > 2.08$ ). Meanwhile based on the result of the statistics calculation using independent t-test found that  $t_{-out} = 7.69$ , it was higher than  $t_{-table} = 2.02$ . it meant that there was any significant difference between the students who are taught using humanizing the classroom method and those who are taught using conventional method.

**Key Words:** Humanizing the Classroom Method, Ability, Writing Descriptive Text.

### INTRODUCTION

Writing is one of important skills in English besides listening, reading and speaking. Tarigan (2010:3) said that writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. It means writing helps learners to acquire the English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. Moreover, writing is not a skill that can be easier to master for every learner naturally without practicing.

Besides, writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer should be able to organize some specialized skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Brown cited in Rohmah (2013: 11) divides five aspects in writing, they are contents, organization, vocabulary, language use, and mechanic. Therefore, there is no doubt that students find writing as a difficult skill to master because the process demands them to use many cognitive and linguistic strategies. Therefore, why writing skills are essential to be mastered by every student?. Because writing skills are essential to be mastered by every student. So, writing must be trained in earnest to write learning objectives can be achieved optimally. Writing skills is a learning process that requires diligence practice. Therefore, writing skill's student needs to be nurtured and expected to be able to write various kinds of texts such as writing descriptive text.

For High School of the tenth-grade students, one of the competencies should be achieved is the ability to write descriptive text in English subject. But, in fact the ability of writing was of MA NU students were still low. Besides, the researchers did observation to find the problem occurring by interviewed an English teacher ( Mrs. Siti Nasukhah). It was found that 1) the students thought lazy first before do the task of writing, they still confused how to start their writing, 2) the students didn't know how to organize their ideas and some of them didn't even have any idea 3) the students didn't have enough understanding in grammar, 4) the students with poor vocabulary mastery often make

mistake in selecting the appropriate words to describe the characteristics of the subject, and 5) the students also complained that they cannot think of anything significant enough to write. With those problems, students found writing as a daunting task. It makes them less interest in writing.

Based on the problems above, the researchers concluded that the English teacher should be able to conduct the teaching of writing as well as by selecting and applying appropriate learning method. The use of appropriate learning methods can encourage the growth of a sense of happy students towards learning, growing and increasing motivation in doing the task, makes it easy for students to understand the lesson that allows students achieve better learning outcomes. Therefore, one of the method is humanizing the classroom method towards students' ability in writing descriptive text.

Humanizing the Classroom method is a fun learning through the process of guiding, developing and directing basic human potential both body and spirit are balanced with respect for humanistic values to another. Literally, Humanizing the Classroom meant to humanize the classroom. It is as stated by Hamid (2011:37) that, "Humanizing the Classroom means that a teacher should treat their students in accordance with the conditions and characteristics of each in the learning process". In addition, Jamroh (2008:26) who proposed "Application of Humanizing the Classroom method allows students to develop a range of skills such as reading, writing, and other skills related to students' language skills".

In this research, the researchers focused on significant difference between the students who are taught using humanizing the classroom method and those who are taught using conventional method.

Writing is a creative process of expressing ideas in the form of written language for the purpose, for example, to say, persuade, or entertain. The results of the creative process are commonly referred to as an essay or article. Both of these terms refer to the same result even though it is argued, the two words have a different understanding. Nurlaili (2012:81) said, "The term write frequently attach the manifold scientific creative process, while the term fabricates often attached to the manifold nonscientific creative process". Writing and actually fabricate two same activities as writing means making up words into sentences, sentences into paragraphs arrange, compose a paragraph into writing complex by bringing the subject.

Tarigan (2010:22) explained that writing as activity ideas or ideas using written language as a medium conveys. Writing is one of the most important things students do in school. Good writing skills play an important role in the success, whether it's writing a report, proposal or assignment in school. Writing as thoughts and feelings digging activity of a subject, choose things to be written, determining how to write it so that the reader can understand it easily and clearly.

Based on the theories above, the researchers assumed that writing as a communicative act in order to inform something or a form of indirect communication transfer of thoughts or feelings by using graphology, grammar, vocabulary using symbols that can be read as what is represented by the symbol. Writing is a human communication system using the signs can be read or viewed in real.

### **Nature of Writing**

According to Nunan (2013:88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text.

### Process of Writing

Based on Harmer (2009:326) statement that the stages of writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

Blanchard and Root (2013:41) state that there are at least three steps involved in a writing process. They are as follows: 1) Step one: Prewriting; Thinking about your topic and organizing your ideas, 2) Step two: Writing; Using your ideas to write the first draft, and 3) Step Three: Revising; Improving what you have written. It meant that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. Then, there are some steps in writing that can be done recursively, such as planning, drafting, editing, final product.

### Scoring Assessment of Writing

According to Harmer (2009:88) general aspects that can be assessed in the evaluation of writing to the curriculum in 2013 include: 1) aspects of language covering the content, reasoning, accuracy and suitability, presentation techniques, presentation style and language, clarity, spelling, punctuation, word choice and 2) aspects include the appearance and attitude of sincerity, captivate the reader, careful, thorough, thoughtful, and courageous and confident.

The rubric of scoring writing could be seen in the following table 1.

**Table 1**  
**Writing Ability Assessment Rubric Text Description**

Aspect	Performance Description	Score
Content	1. The topic is complete and clear and the details are relating to the topic	4
	2. The topic is complete and clear but the details are almost relating to the topic	3
	3. The topic is complete and clear but the details are not relating to the topic	2
	4. The topic is not clear and the details are not relating to the topic	1
Aspect	Performance Description	Score
Organization	1. Identification is complete and descriptions are arranged with proper connectives	4
	2. Identification is almost complete and descriptions are arranged with almost proper connectives	3
	3. Identification is not complete and descriptions are arranged with few misuses of connectives	2
	4. Identification is not complete and descriptions are arranged with misuse of connectives	1
Grammar	1. Very view grammatical or agreement inaccuracies	4
	2. Few grammatical or agreement inaccuracies but not affect on meaning	3
	3. Numerous grammatical or agreement inaccuracies	2
	4. Frequent grammatical or agreement inaccuracies	1
Aspect	Performance Description	Score
Vocabulary	1. Effective choice of words and word forms	4
	2. Few misuses of vocabularies, word forms, but not change the meaning	3
	3. Limited range confusing words and word form	2
	4. Very poor knowledge of words, word forms, and not understandable	1
Mechanics	1. It uses correct spelling, punctuation, and capitalization	4
	2. It has occasional errors in spelling, punctuation, and capitalization	3
	3. It has frequent errors of spelling, punctuation, and capitalization	2
	4. It is dominated by errors of spelling, punctuation, and capitalization	1

Brown (2011:338)

### Kind of the Text

A form of writing is influenced by the purpose desired by the authors write. Tarigan (2010:28) classified the type of writing based on its shape consisting of (1) Exposition, (2) Description, (3) Narrative, (4) Argumentative (5) Persuasive. The fifth text above is there at the Curricula 2013 of Senior High School now.

### Descriptive Text

The description is writing about characteristic features of a particular thing. According to Nunan (2013:89), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

According to Anderson (2008:20), "Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing". Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Wardiman (2013:122) says that descriptive text is a text which said what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The purpose of description text is very clear, namely that the person who reads a text description as if it were felt immediately what is being described in the text. The purpose of description text is to give a complete picture to the reader so that they know what is being talked about is clearly better in terms of physical shape or form abstract as attitude, taste, and others. Moreover, as we know that descriptive text is a text to describe something, such as persons, places, or things.

### Humanizing the Classroom Method

On learning activities, students are expected to involve and participate actively. This is because in the learning process students are learning the subject and not as an object that can be processed at will by the teacher. In the learning process, teachers should be able to provide a variety of stimuli that students can play an active role following the learning process. One effort that can be used by teachers is a method that relates to students learning activities such humanizing the classroom method.

Literally, Humanizing the Classroom meant to humanize the classroom. It is as stated Hamid (2011:37) that, "Humanizing the Classroom means that a teacher should treat their students in accordance with the conditions and characteristics of each in the learning process". Humanizing the Classroom is a process of guiding, developing and directing basic human potential both body and spirit are balanced with respect for humanistic values to another. Learning activities implemented so that students have the different cognitive knowledge and fills the hearts of the students with the potential of faith and give freedom to the students to be independent.

Definitively Hamid (2011:31) explained that the method of Humanizing the Classroom is a learning method that is applied using a humanistic approach, contextual learning, and edutainment where students can learn from the environment or the reality of life and can create a fun learning environment. Another opinion expressed Sutrisno (2013:23) that, "Humanizing the Classroom is a learning method that is carried out through the process of guiding, developing, and directing potential student base, both body, and spirit in balance".

Similar opinions above Dahar (2008:24) revealed, "Humanizing the Classroom is a learning method that is implemented through the creation of an educational atmosphere by conducting counseling individually or in groups so that students can express all the potential in him." That definition shows that humanizing the classroom is a method of learning by emphasizing the students to be able to express themselves with all the potential and self-actualization and learn to develop

solutions and new ideas independently and personality. Through Humanizing the Classroom education expected to give a birth human being virtuous, creative, rich in ideas or new ideas for the development of the nation so that it can change is better than life.

Another opinion expressed by Suyatna (2010:69) that, "The classroom meaningful humanizes humanizing the classroom, meaning that teachers treat students in accordance with the conditions and characteristics of each learning". Additionally, Jamroh (2008:76) explained humanizing the classroom method is a learning method that sees the students as individuals free spirit, can determine all actions during learning, allowing the students to learn independently or in groups. Later, in this learning process, each individual arise mutual respect human rights such as the right to broadcast the truth and the right to study according to their abilities.

Based on the explanation above it is known that the learning by using humanizing the classroom method is a fun learning through the process of guiding, developing and directing basic human potential both body and spirit are balanced with respect for humanistic values to another. Learning activities carried out so that students can develop a variety of potential possessed such basic human potential, the potential of diversity, including the creative potential of creativity in writing.

### **Pro and Cons of Humanizing the Classroom Method**

Hamid (2011:52) mentioned various methods of Humanizing the Classroom advantages as follows: 1) through the application of methods of Humanizing the Classroom students will have the motivation and interest in learning is high because the method of Humanizing the Classroom promote the formation of a fun learning environment for students, 2) Humanizing the Classroom method can foster students' love of learning. This is because the concept of learning in Humanizing the Classroom implemented by playing while the characteristics of the students is like a game, 3) Humanizing the Classroom method allows teachers to convey the subject matter for emotional closeness that exists between teachers and students in the game, and 4) students will better understand the subject matter that is packaged in a game.

Based on the explanation above, it can be concluded that Humanizing the Classroom method is the concept of games in learning and the formation of a fun learning environment for students. Whereas, fun learning concept will eliminate the tension and boredom on students to follow all the learning activities. In addition, the students' understanding of the learning material is not theoretical but rather practical.

In addition, Hamid (2011:53) mentions the various short comings of Humanizing the Classroom as follows: 1) application of Humanizing the Classroom method requires a high level of creativity of teachers to create a pleasant learning atmosphere for students, 2) application of Humanizing the Classroom method requires various means and media of learning as a variety of games on the computer, slide presentations and so forth, and 3) application of Humanizing the Classroom method is not accompanied by high teacher creativity will lead to a blurring of the learning objectives. Students will be carried away with the game so forget the substance of the subject matter presented.

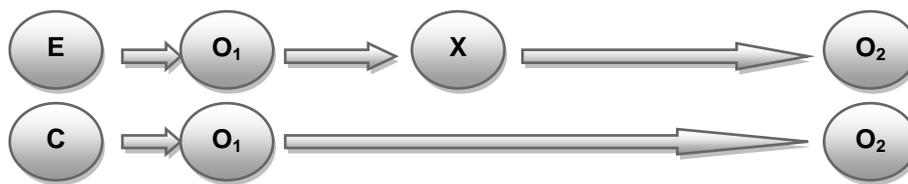
### **The procedure of Humanizing the Classroom Method**

Jamroh (2008:79) mentioned learning steps using Humanizing the Classroom method namely: 1) Teacher form the initial knowledge of students' learning materials by giving apperception, 2) Teacher designed a great classroom so that students feel comfortable. Preparation of classes adapted to the form of games or learning activities to be carried out, 3) Teacher displays visual media such as images, examples, and the theoretical framework of learning materials and then give an explanation to the media that are displayed, 4) After the explanation of the media, the students will be divided into groups to describe the learning materials as well as the media that has been presented and explained by the teacher, 5) The name of the group prepared in accordance with related material, for example, part of the image presented, 6) Teacher provides illustrations of the state of an object

such as classrooms, state of the environment, natural conditions and so forth then assigning students to describe the illustrations orally and in writing, 7) Teacher pointing to one group to present the group's work in front of the class, 8) The teacher provides the opportunity for other groups to provide feedback, 9) The teacher assigns students to make inferences about learning activities that have been implemented, and 10) The teacher gives evaluation questions material that has been presented.

**METHODOLOGY**

Based on the type of data and data analysis techniques are used, this research includes quantitative research. And the methodology research used experimental method, by using quasi-experimental design. It could be seen in figure 1.



**Figure 1. Design Research**

(Sugiyono, 2010: 76)

Basically, the research variables are an important guideline in the conduct of research. In this research, there were two variables, namely independent variable and dependent variable. They were Humanizing the Classroom Method as independent variable and writing as the dependent variable.

In addition, the population of the research was all the tenth-grade students of MA NU Sumber Agung OKU Timur, Sumatera Selatan. It consists of 60 students of the class. And there were 42 students as a sample of the research by using purposive sampling technique.

Moreover, in collecting the data used written test as the instrument to obtain the students' ability in writing descriptive text. And for analyzing the data using independent t-test.

**RESULT AND DISCUSSION**

**The Percentage of Posttest Score in Experimental Class and Control Class**

In this research, there were 42 students of MA NU Sumber Agung OKU Timur, Sumatera Selatan as the sample. The researchers gave the test after treatment to the sample in teaching writing descriptive text by using Humanizing the Classroom Method. There were three categories of the students' ability in writing descriptive text; they are low, medium and high. The students' score in the posttest of experimental class and control class could be seen in Table 1.

**Table 1  
 The Percentage of Posttest Score in Experimental Class and Control Class**

Category	Interval Class	Experiment Class		Control Class	
		F	%	F	%
High	>88,68	7	31,82%	0	0%
Medium	68,10 - 88,68	15	68,18%	10	50%
Low	<68,10	0	0,00%	10	50%
N		22	100%	20	100%

Based on the results above, it can assume that the tenth-grade students of MA NU Sumber Agung had three categories of writing descriptive text during learning activities in the classroom.

### The Statistical Analysis

In this part, the researchers present the findings of the research that was already done. Findings highlight the result of normality, homogeneity and hypotheses that were taken during the research. It was displayed in Table 3.

Table 2.  
Statistical Analysis

	Normality	Homogeneity	Sample	Independent t-test
Writing Descriptive_HCM	9.72	1.57	22	6.74
Writing Descriptive_Conventional	2.99		20	
			42	Accepted

According to the table 2, the result of normality test showed that the P.output of writing descriptive in using Humanizing Classroom Method was haigher than sig.value ( $9.72 > 0.05$ ). It meant that the distribution data was normal. Menwhile, to know wether the samples were homogenous or not, the writer used the test of homogeneity of variances. It could be seen based on the table above that the P.output was higher than sig.value ( $1.57 > 0.05$ ). It meant that the sample taken from experimental and control group were homogeneous. Besides that based on the calculation of Independent t-test, it was found that  $t_{\text{Obt}} 6.74$  whereas  $t_{\text{Table}}$  with  $df 42 - 2 = 40$  is 2.02.

### CONCLUSION

Based on the data analysis described above, the researchers concluded that there was any significant difference between the students who are taught using humanizing the classroom method and those who are taught using conventional method at the tenth grade students of MA NU Sumber Agung with  $t_{\text{Obt}} 6.74$  whereas  $t_{\text{Table}}$  with  $df 42 - 2 = 40$  is 2.02. Therefore  $t_{\text{Obt}} 6.74$  higher than  $t_{\text{Table}} 2.02$  at 5% significant level hence  $H_0$  rejected and  $H_a$  accepted.

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