

THE EFFECTIVENESS OF STUDYING EXPOSITORY WRITING BASED ON AUDIO, PICTORIAL AND ENVIRONMENTAL MEDIA FOR CLASS II STUDENTS AT SMP NEGERI 21 MAKASSAR

Akmal Hamsa*

This study aims to explore the effectiveness of using pictorial, audio and environmental media in studying expository writing in Bahasa Indonesia for Class II pupils at SMP Negeri 21 Makassar. This research uses quasi-experimental design, limited to audio, pictorial and environmental media variables. Simple random design is used with four treatment groups. The population is 331 class II pupils, SMP Negeri 21 Makassar. Primary data is pupils' expository writing scores. Secondary data is student perceptions of studying expository writing, through questionnaires. Data analysis uses descriptive statistical technique and inferential statistic testing using different type ANOVA, utilizing SPSS 15.0 for Windows. There is a significant difference between the effectiveness of studying expository writing based on audio media with studying expository writing based on environmental media. If the learner's aim is to memorise words, then audio media is the most appropriate, while if the aim is motoric, then environmental media is the most appropriate. There is a significant difference between effectiveness of studying expository writing based on pictorial media with studying expository writing based on environmental media. Studying expository writing based on pictorial media is most effective, compared to audio media and environmental media, and studying expository writing based on audio media is more effective than studying expository writing based on environmental media in studying *bahasa Indonesia* for pupils of Class II SMP Negeri 21 Makassar. This finding shows that use of pictorial media is more effective in raising pupils' learning prestige. Use of pictures in the learning process will provide optimal results if used appropriately, meaning appropriate with and supporting learning material. Use of media in teaching, particularly pictorial media, really helps speed up pupils' understanding. Learning media in expository writing helps frame thoughts and ideas, as well as increasing students' focus.

Keywords: pictorial, audio & environmental media; expository writing; Bahasa Indonesia.

INTRODUCTION

Within the studying process, the subject of writing competence involves several components. Those components form a system which works together to achieve an aim (writing skill). The components meant include: teachers, curriculum, students, facilities and environment. One component with a sizeable role in the writing process is knowledge and mastery of what will be written. In the learning process, knowledge and mastery are significantly determined by the experience provided through the learning infrastructure utilized by the teacher.

Because of this, teachers must play the role of mediator, facilitator, and source of aspiration in optimizing student learning, particularly in optimizing the benefits

* Department of Indonesian Language Education and Literature, Faculty of Language and Literature, Universitas Negeri Makassar, *E-mail: akmal.hamsah@unm.ac.id*

of learning media. Use of learning media, according to Sudjana (2005:1)¹, is one of the most outstanding aspects, besides teaching method. Furthermore, it is stressed that learning media increase the learning process for students, who intern achieve higher learning results. This is noted in the 'Competency Based Curriculum as a basic competence, which must be provided in learning writing. The standard competence meant is "Write simple papers using a variety of sources" .

Writing competence (expository writing in particular) is a high language skill and very important. Most writing activities of the expository type are used formally (writing reports, articles, dissertations and working instructions). Expository writing is a skill which needs to be taught or provided because it is important to be mastered as well as possible by each student. Furthermore, the majority of formal education requires/utilizes writing in the form of exposition. Expository writing holds an important role to deliver concepts, ideas and opinions.

Student success in studying language is heavily determined by the factor of student awareness. The awareness factor meant covers student characteristics and learning strategies used. Based on this, it can be said that success in studying language is impossible to achieve maximally without conscious effort, whether from the organizational side, or even more so from the student in the learning process. The conscious effort meant includes using strategies in the language learning process. The learning strategies meant can be classified overall into two, namely: direct and indirect strategies. These two strategies support each other in the implementation of the language learning process.

Use of media in the expository writing learning process can generate new interest and desire, generate motivation and stimulate a will to study, as well as providing a psychological influence on students' learning. Material provided through auditory media relies heavily on students' memory in the attempt to gain basic knowledge regarding what will be written. Students do not get to use sight and palpability in observing writing material. Based on this, it is possible that a student, particularly elementary school students, who write expositions will be able to develop their writing well using environmental media or direct observation, compared to use of pictorial or auditory media only. One research result which is in line with this thinking states that there is a real difference in learning results between groups of students studying using a cassette with groups of students using a poster (Pasaribu, 2005: iv)². This is in keeping with Ausubel's learning theory that in studying something, a person will use all the relevant knowledge they have to study something new (Brown, 1987)³.

SMP Negeri 21 Makassar (State Junior High School 21 Makassar) is a school which has received attention in educational development and raising the quality of basic education in the city of Makassar. This school receives assistance in improving infrastructure to increase educational quality. Furthermore, this school cares about language learning. One manifestation of this care for language learning is provision

of a special area/location to be used for language in the school grounds. It is hoped that this special location will be utilized by students during break times to use specific languages (predominantly local language, Indonesian and English) in interaction. This is something not yet available in other schools located in Makassar. This is one of the unique attributes of the school, which the author is interested in studying.

Linked to the details above, the researcher was motivated to study the effectiveness of utilizing learning materials, particularly environmental, pictorial and audio media in studying expository writing competence. The question raised through this study is: how effective is the study of expository writing based on environmental, pictorial and audio media? To answer this question required in-depth study and specific research. The planned research only focuses on studying expository writing skills for junior high school students, particularly those in class II at SMP Negeri 21 Makassar. The lessons were implemented using different learning materials which make it possible to show the results of studying writing exposition competence according to the type of media used. Studying writing exposition competence was undertaken using three types of learning material, namely: (1) studying expository writing using environmental media; (2) studying expository writing using pictorial media; (3) studying expository writing using audio media.

Writing is a more difficult language skill than other language skills (listening, reading and speaking). To create a piece of writing requires various abilities, including (1) information related to the issue which will be written, (2) organisation of information into a single concept, (3) coherent study of information, and (4) correct spelling and punctuation. These abilities determine a student's ability in subsequent writing activities.

A problem often leveled in studying writing is the students' lack of ability to use formal *bahasa Indonesia* correctly. This can be seen from inappropriate word choice, ineffective sentences, difficulties expressing a concept because of difficulties finding the right words or making sentences, and even an inability to develop a structured and systematic idea. These inadequacies in writing ability are caused by a lack of support in developing writing ability, even though writing ability can only be achieved through intensive training and systematic development (Akhadiah *et al.*, 1995: v)⁴.

Other than the above problems, studying writing requires principles which can be put into guidelines to give direction and create effective writing. The following principles for studying writing are expounded by Dixon and Nessel (in Suparti, 2003: 73)⁵, namely; (1) student's writing should be based on a topic of individual interest/meaning, (2) the aims should be discussed before the writing activity is undertaken, (3) writing is not an easy activity, (4) correcting mistakes at the beginning, or before writing becomes fluent should be avoided, and (5) there

should be a clear relationship between writing activities and other language activities.

Based on the above principles of learning to write, the topic chosen should be a topic which is liked and requested by students. Furthermore, the writing activity aims should be discussed before activity commences, to stimulate student understanding and experience. Studying writing should also aim to be undertaken in a harmonious and fun class situation. Correcting grammatical errors and writing mechanisms should be undertaken after the student is writing fluently and no longer experiencing difficulties in writing. Furthermore, the writing activity should aim to have a connection with stories read, heard, or experienced by students.

Studying writing aims to develop students' potential to become active and constructive thinkers. Students should be given opportunities to interact with the environment and utilize their pre-existing knowledge. Each student already carries a variety of knowledge. Each student has an individual background of knowledge. Because of this, the teacher should aim to develop the knowledge each student already has, in order to develop optimally.

Ellis *et al.* (1989:175)⁶ explain that activities for studying writing are programmed to give students experience of a variety of writing forms. This means that they have experience which can be used in various writing aims. As such, experience of writing learning activities will help students gain optimal writing abilities as hoped for.

METHOD

This research uses quasi-experimental design, which is a research design with does not give full control to the governing variables and gives as much control as possible to the existing situation (Donald, 1983:368)⁷. Subana and Sudrajat (2005:103)⁸ propose that quasi-experiment means thinking of real experiment conditions within an impossible reality to control and/or manipulate all relevant variables. As such, this research design is used, as it is only limited by control of audio, pictorial and environmental media variables in order to test the proposed hypothesis.

This research uses simple random design with four groups (classes) which are given treatment (treatment groups). Linked to this, this quasi-experimental design uses four groups. This choice of design was made in consideration of giving more rigorous control to the treatment given to the experiment groups.

The population of this research is all of the pupils of class II, SMP Negeri 21 Makassar. This population comprises 331 pupils. This quantity comprises nine classes, namely class II A to class II I. Sampling used the cluster random sampling technique, using three classes of experiment groups and one class as a control group. There are two types of data in this study, namely primary and secondary data. The primary data is in the form of scores given from marking of expository

writing undertaken by pupils. Secondary data is in the form of student perception of studying expository writing, provided through questionnaire. Data provided from students' writing tasks is analyzed using a descriptive statistical technique and inferential statistic testing using different type ANOVA, utilizing SPSS 15.0 for Windows program.

RESULTS

Effectiveness of Studying Expository Writing Based on Media

Class IIA

Differences in effectiveness between studying expository writing based on audio media(PME BMA) and studying expository writing based on pictorial media(PME BMG) for Class IIA Pupils

The results calculated using the SPSS 15.0 for Windows Program are shown in table 4.24a. Based on analysis, the results in Table 4.24a show that the coefficient difference between the PME BMA effectiveness value and the PME BMG effectiveness value for Class IIA Pupils of SMP Negeri 21 Makassar is t of 4.262 with a standard significance $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a difference in significance between the effectiveness of PME BMA and PME BMG for Class IIA Pupils at SMP Negeri 21 Makassar.

Difference in Effectiveness of Studying Expository Writing Based on Audio Media(PME BMA) with that Based on Environmental Media (PME BML) for Class IIA Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.24b. Based on the results, analysis of Table 4.24b shows that the coefficient difference between the effective value of PME BMA and effective value of PME BML for Class IIA Pupils, SMP Negeri 21 Makassar is t of 2.640 for standard significance $p = 0.000$. Because $p < 0,05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between the effectiveness of PME BMA and PME BML for Class IIA Pupils, SMP Negeri 21 Makassar.

Differences between the Effectiveness of Studying Expository Writing Based on Pictorial Media(PME BMG) with that Based on Environment(PME BML) on Class IIA Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.24c.

Based on the results, analysis of Table 4.24c shows that the coefficient difference between the effectiveness value of PME BMG and the effectiveness

value of PME BML for Class IIA Pupils, SMP Negeri 21 Makassar is t of 4.953 with a standard significance of $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between the Effectiveness of PME BMG and PME BML for Class IIA Pupils, SMP Negeri 21 Makassar.

Class IIC

Differences Between the Effectiveness of PME BMA (Audio) and PME BMG (Pictoral) for Class IIC Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.27a. Based on the results, analysis of Table 4.27a shows that the coefficient difference between the effectiveness value of PME BMA and PME BMG for Class IIC Pupils, SMP Negeri 21 Makassar is t of 6.622 (two sided test, negative sign (-) is ignored) at a standard significance of $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between effectiveness of PME BMA and PME BMG for Class IIC Pupils, SMP Negeri 21 Makassar.

Differences between the Effectiveness of PME BMA (Audio) and PME BML (Environmental) for Class IIC Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.27b. Based on the results, analysis of Table 4.27b shows that the coefficient difference between effectiveness value of PME BMA and PME BML for Class IIC Pupils, SMP Negeri 21 Makassar is t of 2.880 (two sided test, negative sign (-) is ignored) at standard significance $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between effectiveness of PME BMA and PME BML for Class IIC Pupils, SMP Negeri 21 Makassar.

Differences between Effectiveness of PME BMG (Pictoral) and PME BML (Environmental) for Class IIC Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.27c. Based on the results, analysis of Table 4.27c shows that the coefficient difference between effectiveness value of PME BMG and PME BML of Class IIC Pupils, SMP Negeri 21 Makassar is t of 8.438 (two sided test, negative sign (-) is ignored) at standard significance $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between effectiveness of PME BMG and PME BML for Class IIC Pupils, SMP Negeri 21 Makassar.

Class IIG**Differences between Effectiveness of PME BMA (Audio) and PME BML (Environmental) for Class IIG Pupils**

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.30b. Based on the results, analysis of Table 4.30b shows that the coefficient difference between the effectiveness value of PME BMA and PME BMG for Class IIG Pupils, SMP Negeri 21 Makassar is t of 2.591 at standard significance $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between the effectiveness value of PME BMA and PME BML for Class IIG Pupils, SMP Negeri 21 Makassar.

Differences between Effectiveness of PME BMG (Pictoral) and PME BML (Environmental) for Class IIG Pupils

Results calculated using SPSS 15.0 for Windows Program are shown in table 4.30c. Based on the results, analysis of Table 4.30c shows that the coefficient difference between effectiveness value of PME BMG and PME BML for Class IIG Pupils, SMP Negeri 21 Makassar is t of 6.445 at standard significance $p = 0.000$. Because $p < 0.05$, then hypothesis zero (H_0) is *rejected* and hypothesis one (H_1) is *accepted*. As such, it can be concluded that there is a significant difference between effectiveness of PME BMG and PME BML for Class IIG Pupils, SMP Negeri 21 Makassar.

Differences in the Effectiveness Level of Studying Expository Writing Based on Audio, Pictoral, and Environmental Media for SMPN 21 Makassar Pupils**Class IIA**

Details of studying expository writing based on more effective media for pupils of Class IIA can be seen in Table 4.32. Analysis of the results in Table 4.32 shows that average TA value differs from the three average values for test result scores for lessons using media. Average TA value in the first subset column is 37.55, average PME BMA value is 50.24, and PME BML of 51.14 is in the second subset column, and average PME BMG value of 60.17 is at the third subset. This analysis proves that the average TA value differs from the average values of studying expository writing based on media for Class IIA Pupils, SMP Negeri 21 Makassar. This means that studying expository writing based on media is *more effective* in comparison to studying expository writing not based on media for Class IIA Pupils, SMP Negeri 21 Makassar.

If the three average values for studying expository writing based on media are compared one against another, then PME BMG (pictoral media) has the highest

average value (60.17). The average score of PME BMA (Audio) (50,24) is higher than the average value of PME BML (environmental) (51,14). So it can be concluded that PME BMG *is more effective* than PME BMA and PME BML for Class IIA Pupils, SMP Negeri 21 Makassar and PME BMA *is more effective* than PME BML for Class IIA Pupils, SMP Negeri 21 Makassar.

Class IIC

Details of studying expository writing based on more effective media for pupils of Class IIC can be seen in Table 4.33. Analysis of Table 4.33 above shows the average TA value differs from the three average values for the test results of studying using media. Average TA value of 36.20 is in the first subset column, average BML value of 42.27 is in the second subset column, average PME BMA of 47.12 is in the third subset, and average PME BMG value of 56.88 is in the fourth subset. These results prove that average TA value differs from the average values of studying expository writing using media for pupils of Class IIC SMP Negeri 21 Makassar. This means that studying expository writing based on media is *more effective* compared to studying expository writing without being based on media for pupils of Class IIC SMP Negeri 21 Makassar.

If the three average values for studying expository writing based on media are compared one against another, then PME BMG (pictoral) has the highest value (56,88). The average value of PME BMA (Audio) (47,12) is higher than the average value of PME BML (environmental) (42,27). So it can be concluded that PME BMG *is more effective* than PME BMA and PME BML for Class IIC Pupils, SMP Negeri 21 Makassar and PME BMA *is more effective* than PME BML for Class IIC Pupils, SMP Negeri 21 Makassar.

Class IIG

Details of studying expository writing based on more effective media for pupils of Class IIG can be seen in Table 4.34. Analysis of the results in Table 4.34 show that average value of TA differs from the three average values of test results for study using media. Average TA value of 33,42 is in the first subset column, average PME BML (environmental) of 38.37 and PME BMA (Audio) of 41.79 are in the second subset column, and average PME BMG (pictoral) value of 45.58 is in the fourth subset. These analysis results prove that the average TA value differs from the average values of studying expository writing based on media for pupils of Class IIG SMP Negeri 21 Makassar. This means that studying expository writing is *more effective* if compared to studying expository writing without being based on media for pupils of Class IIG SMP Negeri 21 Makassar.

If the three average values for studying expository writing based on media are compared with each other, then PME BMG (pictoral) has the highest average value (45.58). The average value of PME BMA (audio) (41.79) is higher than the average

PME BML (environmental) value (38.37). So it can be concluded that PME BMG is *more effective* than PME BMA and PME BML for Class IIG pupils, SMP Negeri 21 Makassar and PME BMA is *more effective* than PME BML for Class IIG pupils, SMP Negeri 21 Makassar.

DISCUSSION

Differences in Effectiveness of PME BMA (audio) and PME BMG (pictoral)

The coefficient difference between effectiveness value of PME BMA (audio) and effectiveness value of PME BMG (pictoral) for the three experiment classes showed that there is a significant difference. As such, *hypothesis point 1* in this research did not prove that there is not a significant difference between effectiveness of studying expository writing based on audio media with studying expository writing based on pictoral media for Class II pupils, SMP Negeri 21 Makassar. So, the hypothesis proposed in this research (H_0) is *rejected*, namely that there is no difference in effectiveness in studying expository writing for Class II pupils, SMP Negeri 21 Makassar, between audio based media and pictoral based media. Conversely, the working hypothesis (H_1) is *accepted*, namely that there is a difference in effectiveness of studying expository writing for pupils of Class II SMP Negeri 21 Makassar, between audio media based and pictoral media based learning.

This finding is in line with the opinion of Baugh in (Sulaiman, 1998:30)⁹, which compares the role of each sense organ. Each learning experience a person has can be represented as follows: 90% is processed through sight, 5% through hearing, and 5% through other senses. As much as 75% of human learning experience is processed through sight, 13% through hearing and the rest through other senses. Given that most learning experience is processed visually, the teaching-learning process should attempt to utilize visual media as supporting equipment to deliver learning material. It can be said that use of media in teaching, particularly pictoral media, will greatly improve the speed of understanding of pupils as educational participants.

Differences between Effectiveness of PME BMA (Audio) and PME BML (Environmental)

The coefficient difference between the effectiveness value of PME BMA (audio) and effectiveness value of PME BML (environmental) for the three classes of the experiment show that there is a significant difference. As such, *hypothesis point 2* in this research does not prove that there is not a significant difference between the effectiveness of studying exploratory writing based on audio media with studying expository writing based on environmental media for pupils of Class II SMP Negeri 21 Makassar. Because of this, the hypothesis proposed in this research (H_0) is *rejected*, namely that there is no difference in effectiveness of studying expository

writing for pupils of Class II SMP Negeri 21 Makassar between learning based on audio media and environmental media. Conversely, the working hypothesis (H_1) is *accepted*, namely that there is a difference in effectiveness of studying expository writing for pupils of Class II SMP Negeri 21 Makassar between learning based on audio media and environmental media.

This finding is in line with the opinion of Allen (Sudrajat, 2008)¹⁰, that if the aim or competence to be achieved by learning participants is memorizing words, then audio media is the most appropriate to be used in the studying process. And if the aim or competence to be achieved is motoric (movement and activity), then environmental media is the most appropriate.

Differences between Effectiveness of PME BMG (pictoral) and PME BML (environmental)

The coefficient difference between the effectiveness value of PME BMG (pictoral) and the effectiveness value of PME BML (environmental) on the three classes of the experiment shows that there is a significant difference. As such, *hypothesis point 3* in this research does not prove that there is not a significant difference between the effectiveness of studying expository writing based on pictoral media with studying expository writing based on environmental media for pupils of Class II SMP Negeri 21 Makassar. As a result, the hypothesis proposed in this research (H_0) is *rejected*, namely that there is not a difference in the effectiveness of studying expository writing for pupils of Class II SMP Negeri 21 Makassar between learning based on pictoral media and environmental media. Conversely, working hypothesis (H_1) is *accepted*, namely that there is a difference of effectiveness in studying expository writing between pupils of Class II SMP Negeri 21 Makassar between learning based on pictoral media and environmental media.

This finding is in line with the opinion of Allen (Sudrajat, 2008)¹¹, that if the aim or competence which pupils wish to achieve is understanding reading content, then print media (pictoral media) is more appropriate to utilize in the learning process. And if the aim or competence which pupils aim to achieve is motoric (movement and activities), then environmental media is more appropriate for use in the learning process.

Comparison of Level of Effectiveness of Studying Expository Writing Based on Audio, Pictoral, and Environmental Media

As such, *hypothesis point 4* proves that studying expository writing based on pictoral media is the most effective when compared to the effectiveness of studying expository writing based on audio media and environmental media in studying *bahasa Indonesia* for pupils of Class II SMP Negeri 21 Makassar. This finding underlines the research results of Mustafa, *et al.* (2008)¹² that use of pictoral media is more effective in increasing pupils' learning prestige.

In line with this, Sadiman, *et al.* (2005)¹³ also found that between learning materials, pictures are the most commonly used media. Pictorial media forms a public language, which can be understood and enjoyed everywhere. Hence, the Chinese proverb, a single picture speaks more than a thousand words. Besides this, education experts have undertaken research on the effectiveness of audio media in the learning process, including Musterberg in 1894, Day and Back in 1950, and Hinz in 1969 (Munadi, 2008)¹⁴.

These research results support the research results on effective use of pictorial supporting equipment in the teaching-learning process undertaken by Spaulding (Soeparno, *et al.*, 1998:25)¹⁵ namely; (1) pictures form an interesting learning material to effectively motivate pupils, (2) pictures must be related to real life in order to effectively motivate pupils, and (3) pictures help pupils read text books, particularly in interpreting and remembering the text content.

CONCLUSION

In the teaching-learning process, effort should be made to utilize pictorial media as a learning material for study. Use of media in teaching, particularly pictorial media, really helps speed up understanding of pupils as learning participants. The strength of learning media in expository writing is that it helps frame thoughts and ideas, as well as increasing students' focus.

There is a significant difference between the effectiveness of studying expository writing based on audio media with studying expository writing based on environmental media. This finding shows that studying exploratory writing based on audio media differs from studying expository writing based on environmental media. If the learner's aim or competence is to memorise words, then audio media is the most appropriate and if the aim or competence is motoric (movement and activity), then environmental media is the most appropriate to be used.

There is a significant difference between effectiveness of studying expository writing based on pictorial media with studying expository writing based on environmental media. This finding shows that studying expository writing using pictorial media differs from studying expository writing using environmental media. Studying expository writing based on pictorial media is most effective, compared to studying expository writing based on audio media and environmental media, and studying expository writing based on audio media is more effective than studying expository writing based on environmental media in studying *bahasa Indonesia* for pupils of Class II SMP Negeri 21 Makassar. This finding shows that use of pictorial media is more effective in raising pupils' learning prestige. Amongst learning media, pictures are the media most commonly used. Pictorial media forms a general learning facility, which is understandable and easily available everywhere. The quality of study using only listening is lower than the quality of study using

audio visual, and even visual (pictures) have a stronger transfer effect in understanding something compared to through listening. Use of pictures in the learning process will provide optimal results if used appropriately, meaning appropriate with and supporting learning material.

TABLES & FIGURES

TABLE 4.24A: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMA AND PME BMG ON CLASS IIA PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMA – PME BMGIIA	-9.02550	-13.3922	2.11750	-13.30855	-4.74245	-4.262	39	.000

TABLE 4.24B: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMA AND EFFECTIVENESS OF PME BML ON CLASS IIA PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMA – PME BML IIA	.89925	8.88686	1.40514	-1.94291	3.74141	2.640	39	.026

TABLE 4.24C: T-TEST RESULTS FOR THE EFFECTIVENESS OF PME BMG AND PME BML ON CLASS IIA PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMG – PME BML IIA	9.92475	12.67337	2.00384	5.87161	13.97789	4.953	39	.000

TABLE 4.27A: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMA AND PME BMG ON CLASS IIC PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMA – PME BMGIC	-9.75100	9.31240	1.47242	-12.72925	-6.77275	-6.622	39	.000

TABLE 4.27B: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMA AND PME BML FOR CLASS IIC PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMA – PME BMLIC	4.85000	10.94697	1.68391	1.44397	8.25603	2.880	39	.000

TABLE 4.27C: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMG AND PME BML FOR CLASS IIC PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMG – PME BMLIC	14.60100	10.94697	1.73087	11.09999	18.10201	8.438	39	.000

TABLE 4.30C: T-TEST RESULTS FOR EFFECTIVENESS OF PME BMG AND PME BML ON CLASS IIG PUPILS, SMP NEGERI 21 MAKASSAR

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PME BMG – PME BML IIG	7.20075	7.06570	1.11719	4.94103	9.46047	6.445	39	.000

TABLE 4.32: COMPARISON OF LEVELS OF EFFECTIVENESS OF STUDYING EXPOSITORY WRITING BASED ON AUDIO, PICTORAL, AND ENVIRONMENTAL MEDIA FOR CLASS IIA PUPILS, SMP NEGERI 21 MAKASSAR

Class IIA

Tukey HSD^a

Y1	N	Subset for alpha = .05		
		1	2	3
TA	40	37.5528		
PME BML	40		50.2417	
PME BMA	40		51.1410	
PME BMG	40			60.1665
Sig.		1.00	.973	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

TABLE 4.33: COMPARISON OF LEVEL OF EFFECTIVENESS OF STUDYING EXPOSITORY WRITING BASED ON AUDIO, PICTORAL, AND ENVIRONMENTAL MEDIA FOR PUPILS OF CLASS IIC SMP NEGERI 21 MAKASSAR

Class IIC

Tukey HSD^a

Y2	N	Subset for alpha = .05			
		1	2	3	4
T	40	36.2000			
PME BML	40		42.2745		
PME BMA	40			47.1245	
PME BMG	40				56.8/55
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

TABLE 4.34: COMPARISON OF LEVEL OF EFFECTIVENESS OF STUDYING EXPOSITORY WRITING (PME) FOR CLASS IIG PUPILS, SMP NEGERI 21 MAKASSAR

Class IIG

Tukey HSD^a

Y3	N	Subset for alpha = .05		
		1	2	3
TA	40	33.4247		
PME BML	40		38.3745	
PME BMA	40		41.7910	
PME BMG	40			45.5753
Sig.		1.000	.073	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

References

- Akhadiah, Sabarti, *et al.* *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta : Erlangga. p: v.
- Allen in Sudrajat, (2008). *Media Pembelajaran*. Online. <http://akhmadsudrajat.wordpress.com>.
- Baugh in Sulaiman (1998). *Media Pendidikan*. CV Rajawali : Jakarta pg 30.
- Brown J W. *AV Instruction: Techzeroogy, Media, and Methods*. Mc Gram Hill Book Company: New York, 1987.
- Dixon and Nessel in Suparti, Suparti. (2003). *Pengajaran Menulis Kelas IV di Sekolah Dasar Negeri Jombatan III Kabupaten Jombang*. Disertasi tidak diterbitkan. Malang: PPS Universitas Negeri Malang. Pg 73.
- Donald A. Schon. (1983). *The Reflective Practitioner: How Professional Think in Action*. United States of America: Basic Books, Inc.
- Ellis, Arthur, & Pennau, Joan. (1989). *Elementary Language Arts Instruction*. New Jersey: Prentice Hall Inc. Pg 175.
- Munadi, Yudhi. (2008). *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Press.
- Mustafa, T and K. C. Srivastava. (2008). Ginger (*Zingiber officinale*) in migraine headache. *J. Ethnopharmacol.* 29 : 267-273.
- PasaribuY F T. *Pengaruh Media yang Berbeda dan Gaya Belajar Warga Belajar terhadap Keterampilan Menulis Deskriptif Bahasa Indonesia Class I Kejar Paket B Binaan SKB Ende di Susteran CIJ Nona Ende NTT*. Unpublished Thesis. PPS Universitas Negeri Malang: Malang, 2005.
- Sadiman, *et al.* (2005). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Spaulding in Soeparno, *et al.*, (1998). *Media Pengajaran Bahasa*. Jakarta: PT Intan Pariwara. Pg 25.
- Subana H. M. dan Sudrajat (2005). *Dasar-Dasar Penelitian Ilmiah*. Bandung: Pustaka Setia pg: 103.
- Sudjana, *Metode Statistika* (2005). Transito. Bandung.