

# Teaching Writing Skill with Figurative Language in Junior High School Level : Is it Good?

Oleh :

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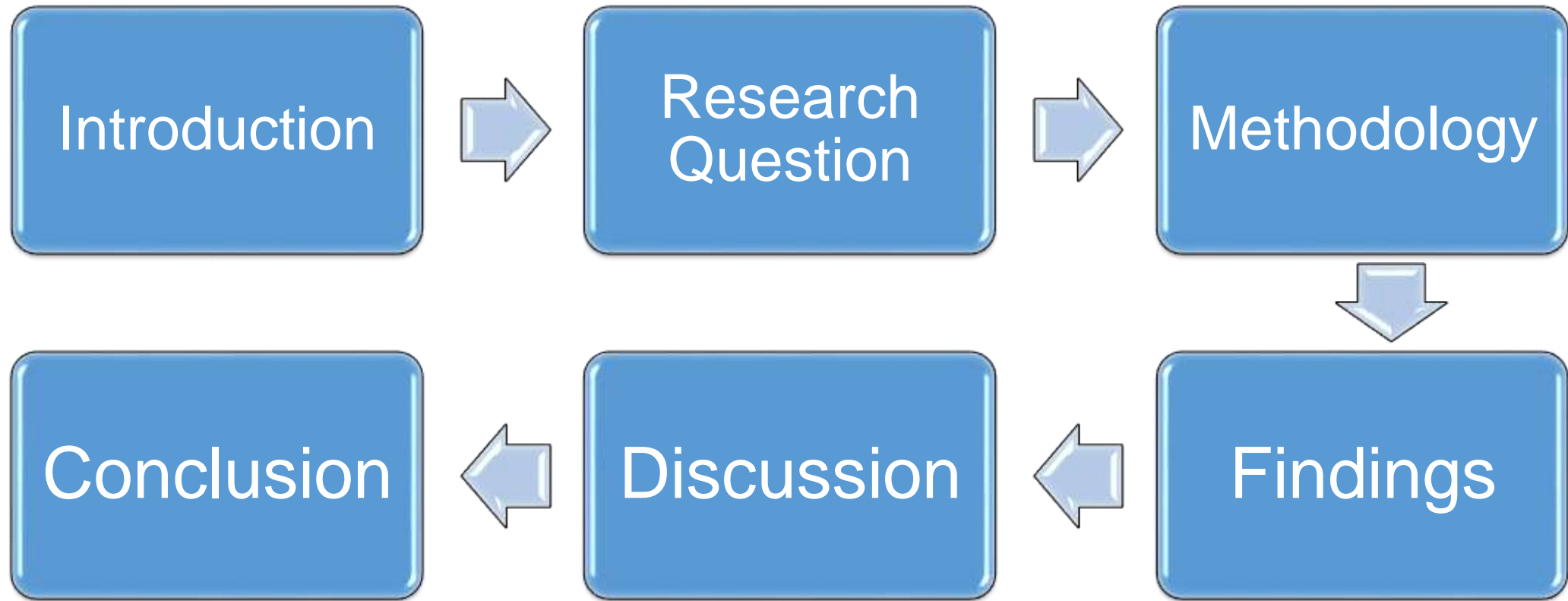
Pendidikan Bahasa Inggris

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# Introduction

- Lack of vocabulary is the causes of students' problems in learning to write.
- These problems make it more difficult to appropriately convey the ideas and views of the students
- Junior high school students face challenges in writing.
- To overcome the challenges, teachers should approach writing in an unconventional way.
- One method to approach teaching writing is to introduce figurative language.
- Figurative language is an additional manner of expression that differs from the conventional methods of enhancing the beauty of speech.

# Introduction

## Research Gap

Previous Research ( Thu, 2019)	This Research
<b>Theoretical Gap</b>	
The researcher using Lakoff & Johnson's (1980) : Conceptual metaphor has already brought about beneficial effects as well as raising the understanding about theory and classroom practice in learning figurative expressions.	This Study using Natsir (2022) : Figurative language employs figures of speech in order to be more effective, persuasive, and impactful.
<b>Population Gap</b>	
English major seniors	8 <sup>th</sup> grade junior high school students
<b>Evaluation Gap</b>	
<ul style="list-style-type: none"><li>- Hanoi Law University</li><li>- Mix approach ( Quasi-experimental and Questionnaire)</li></ul>	<ul style="list-style-type: none"><li>- SMP Muhammadiyah 5 Tulangan, Sidoarjo</li><li>- Quantitative (Pre-eksperimental)</li></ul>

# Introduction

## Novelty

This study aims to find out whether the use of figurative language can affect the teaching writing skill.

# Research Question

Is there any effect to the use of figurative language in teaching student's writing skills?

# Methodology

- **Research Design** : This study uses a quantitative approach
- **Research Setting** : This study was conducted at SMP Muhammadiyah 5 Tulangan.
- **Population and Sampling** : The population is eight grade of the students at SMP Muhammadiyah 5 Tulangan and the sample which consist of 30 students.
- **Data Collection** : Pre-test, treatment, post-test
- **Data Analysis** : using SPSS the t-test statistics to carry out a hypothesis to determine the distribution of writing skill scores. Before the hypothesis test is carried out, the analysis prerequisite tests are first carried out, namely the normality test and homogeneity test

# Findings

- The mean score of students' pre-test is 59.5.
- The mean score of students' post-test is 70.6.
- Normality test using SPSS 27 with the One Sample Kolmogorov Smirnov test states that Sig. (2-tailed) values are 0.188 and 0.192 respectively.

Asymp. Sig. (2-tailed) <sup>c</sup>	.188
Monte Carlo Sig. (2-tailed) <sup>d</sup> Sig.	.192

- The homogeneity test states that based on the mean significance it is 0.522.

	Levene Statistic	df1	df2	Sig.
Hasil Based on Mean	.415	1	58	.522

- The T test shows that there is a sufficient increase between the pre-test and post-test scores, with Sig. (2 tailed) of 0.000.

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest – Posttest	-11.17	3.130	.572	-12.336	-9.998	-19.539	29	.000



# Discussion

- The results from the pre-test showed that almost all students did not add figurative language to their writing, but the results from the post-test showed that some figurative language was added to their writing, especially the simile.
- During treatment, students were very enthusiastic about hearing and answering the questions given, and were able to analyze types of figurative language when given examples of short stories.
- Incorporating figurative language into writing will enrich the reader's experience by making the text more lively, interesting and thought-provoking. This allows writers to convey deeper meaning and emotions, enhancing the aesthetic and communicative qualities of their work.

# Conclusion

- Based on the data results, there was a real increase in the use of figurative language in teaching writing.
- The difference in scores between the pre-test and post-test in the experimental group shows a statistically significant increase in writing skills after receiving figurative language material.
- This increase in scores reflects that students are more able to express their opinions their ideas in a more creative and effective way, which ultimately increases their confidence in writing.

# References

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