**THE EFFECT OF ACCROSTIC TECHNIQUE ON STUDENTS'
ACHIEVEMENT IN WRITING POEM. ENGLISH EDUCATION
PROGRAM OF THE FKIP UMSU**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA
MEDAN
2018**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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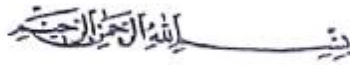
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Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Accrostic Technique on Students' Achievement in Writing Poem

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17/3/2018	Chapter IV; Data & Data Analysis Apendices	
21/3/2018	Chapter IV; Data & Data Analysis Apendices	
24/3/2018	Abstract, Acknowledgement Chapter IV; Data Analysis - Discussion Chapter V; Conclusions & Discussion Appendices	
26/3/2018	Abstract, Acknowledgement, Table of Content Chapter IV; Data Analysis - Discussion Chapter V; Conclusion & Suggestion	
28/3/2018	Abstract, Acknowledgement Chapter IV; Data Analysis - Discussion Chapter V; Conclusions & Suggestions Appendices	
29/3/2018	Acc to Green Table Examination	

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ABSTRACT

Rahayu, Sri, 1402050233, The Effect of Accrostic Technique on Students' Achievement in Writing Poem. English Education Program of the FKIP UMSU, Medan. 2018.

This study deals with the effect of using accrostic technique on the students' achievement in writing poem. The objective of the study was to investigate the effect of using accrostic technique on students' achievement in writing poem. The study applied the experimental research focusing on one group pre-test post-test design. The population of this research was the tenth grade of SMA Muhammadiyah 12 Binjai at academic year 2017/2018. Consiting of 28 students. They were totally taken as the sample of this research. The instrument of collecting data was written test administrated to the students. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (5.27) greater than t-table (2.4) with the significant level $\alpha = 0.05$ and the degree of freedom (df) = 26. The finding showed that the hypothesis of the study was accepted. It means that using Accrostic Technique was significantly effective to the students' achievement in writing poem.

Keyword: Accrostic Technique, Writing Poem , Students' Achievement

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the most gracious and the most merciful, praise to Allah SWT the Lord of Universe. Firstly, the researcher would like to express her thanks to Allah SWT, who has given her blessing and merciful, so that she could finish this study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the brightness era today.

This study was entitled *" The Effect of Accrostic Technique on Students' Achievement in Writing Poem"* with the purpose for submitting in partial fulfillment of the requirement for Degree of Sarjana Pendidikan at English Department of Faculty of Teacher Training and Education in English Education Program. In writing this study, the rearcher faced many problem, obstacles and difficulties. It was imposible for the reseacher for finishing this study without help from many people around her. It was difficult for the reseacher to accomplish this study. Thus, the reseacher wouldlike to express her grateful feeling especially for her dearest parent, Mr. Kamal and Mrs. Sumiati who have give love, pray, attentions, strengths, advices, support, material and motivationdurinf education process to the researcher. Then, the rseacher also would like to thank:

1. Dr. Agussani, M. AP as the Rector of University of Muhammadiyah Sumatra Utara.

2. Dr. Elfrianto Nasution, S. Pd., M. Pd as the Dean of FKIP UMSU, who has given her recommendation to carry out this study.

3. Mandra Saragih, S. Pd., M. Hum and Pirman Ginting S. Ps., M. Hum as the head and secretary of English Education Program og FKIP UMSUwho have help her in administrative during process of completing this study.

4. Yenni Hasnah , S. Pd., M. Hum as her suvervisor who has given her guidance, suggestions, and advices during the process of completing this study.

5. Erlindawati, S. Pd., M. Hum as her rivewer who has given her guidance, suggestions and advices during the process of completing this study.

6. All the lectures of English Departement of FKIP UMSU who have given their valuable thought in English Teaching during her academic years at FKIP UMSU.

7. Kastalani, SE., M. Si as the Head Master of SMA Muhammadiyah 12 Binjai and all the staff SMA Muhammadiyah 12 Binjai who had gave her location and time of the research.

8. Her beloved sister Ariyanti who given pray, supports and motivation in finishing her syudy at FKIP UMSU.

9. Her beloved young sister Dedek Melinda who has given pray, supports and motivations in finishing her study at FKIP UMSU.

10. Her beloved brother Ade Prayetno, Saliadi Syahputra, Deprima who given pray supports and motivation in finishing her syudy at FKIP UMSU.

11. Her beloved best friends Faridatul Husna, Nurhaizam Nasution, Fitri RahayuWulandari Br. Manurung, Monica Syahfitri, Siti Fatimah and Milisani for their support, suggestions and praying writing the study.

12. All of her beloved friends B Evening Class English Departement of FKIP UMSU 2014 academic year.

Finally, word was never enough to express her grateful feeling, only praise to Allah SWT for blessing and merciful. The researcher hopes that study was useful to everyone, particularly for the teacher, students and other reseacher. Then, researcher realized that this study is far from perfection.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Medan ,   March 2018

Writer,

Sri Rahayu
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CHAPTER 1

INTRODUCTION

A. The Background of Study

Writing is one of the skills that was needed to communicate with other. It is a skill that is extremely needed in all subject and field-such as; science and technology, politics, economy, trade, banking, culture, art, and films where people meet and communicate for particular purpose by using not only spoken language but also written language. Even in the daily life people need to master this kind of skill since their everyday activity was not separated from the writing activity, for example; exchanging messages or email, chatting, taking notes during telephone conversation, sending letter, writing shopping list, ect. In economy field, for example; a job seeker who was required to have the ability in writing the application letter by using formal and approciate written language must have a good skill in writing. It is also in line with Gedbhardt and Rodrigues (1989) state that writing is one of the most important things you do in college. The ability in good writing and it is that it true that writing holds and important role in success, either in writing report, proposals or university duties. Therefore, the skill of writing was very important in every aspect of life.

The learning of writing skills varies widely and has a variety of form. One is creative poem skiils. Writing creative poem is one of skills of the field of literary appreciation that was mastered by senior high school students. Writing poem is one of the materials presented in School Based Curriculum of SMA X

class semester 1. Standard of competence, that is expressing thoughts and feeling through the activity of writing poem. Competence was needed so that student were write creatively with learning indicator student were write new poem with attention to stanza, and rhythm.

Poem is one of the the literary works of an imagination. Poem created poets to in an intense atmosphere and feelings based on the experience of the soul and insight of its creator. Poem is always associated with poets because poem was creayed to reveal the thing that are related and the poet's experience.

In reality, based on the result of observations during teaching conducted in class X SMA Muhammadiyah 12 Binjai, some learners have a low value of writing poem. It is seen from the results of tasks were not in accordance with espectations contained in the KKM. The low student skills in writing the poem was caused by less effective strategy applied by teacher in learning strategy, the teacher only uses lecture method. This strategy can not develop the potentials that exist in students to be free and unable to express their feelings. Learning to write poem creative tends to be theoretical, not productive appreciative learning. The learn created by teachers is the classroom in limited on providing information about literary knowledge, from teachers to students. Students lack the opportunity to construct knowledge and delevop that knowledge into a product of new knowledge. This was supported from the data based on observations during the learning process. The results of the value of the task of writing poem skills in class X students is still low, it is seen from the number of students 28 people who have high results with a score range of more than 80 as many as 3 students or

7.41% received category A (Very Good). Learners who have moderate results with a score range of 75 - 80 only 5 students or 18% get the category Good (Medium) Average score 72 - 74 result of students 29% with criteria enough. 44% students got category D (Low). This result is a reflection on the condition or condition of students in SMA Muhammadiyah 12 Binjai is still low.

At the time of learning, more students were gave a lecture on the theory of poem so the time to write poem was reduced. The poem writing activity was gave as a task to be completed at home. Thus, learning to write the poem is more product-oriented only. Students have not was gave guidance in writing poem from the stage of determining the idea to the stage of writing a complete poem. As a result, students' poem writing skills were still low. In fact, learning to write poem need was addressed as a process and also as a product. This means that poem trained regularly and continuously to arrive at the desired product, so that students experience their own poem writing process.

Seeing the importance of learning poem writing for students, the learning needs to get a great attention. However, in fact learning to write poem in school is still experiencing obstacles and tend to be avoided. Students should be able to make poems by devoting ideas, poetic forms, rhymes, rhythms, and rules in writing poem (Tomkins, Gael E. & Kenneth Hoskisson, 1991). However, in fact the students of class X are still not able to carry out the activities of writing poem optimally. This is thought was caused by less interesting learning activities. Looking at the facts about learning to write poem that has not met the expectation, it is necessary to take efforts to improve the learning activities of writing poem in

the classroom. In this case, it is necessary a technique that can help students overcome problems in writing poem. They were many techniques that was used to help students generated ideas and gather details is Accrostic Technique for their writing poem, one of those technique Accrostic. Acording to Landsberger (2002) accrostic is a sequence of letters that help you remember poem and other text. Accrostic using word letters as a tool for gathering idea and details in order to write poem. Accrostic technique is one way that teachers can do to make it easier for students to remember a material they want to remember by using the initial, middle or end letters in a sentence.

Frye (2010) finds that poem structures using accrostic techniques when combined with teacher teaching models will create an auxiliary bridge for students, showing them how to think flexibly and developing interesting word ideas and choices. This technique is really unclomplicated to understand and comprehend by the student, because it is fun and simple way to synthesize and organize idea. Writing poem using this technique was highly effective strategy to engage learners in learning process and this technique writing strategy using accrostic. Most of students try to find a shortcut to do their assigment by searching poem from internet and copy-paste, because they think that is an easiet way to do the assigment. Based on explanation about the reseacher interested in the do a reseach to investigate whether accrostic technique is really effective in helping students to write poem.

B. The Problem of the Study

Based on the background of the study, the problems of the study were identified as follows :

1. The students have low ability especially in writing poem.

2. The students have less motivation and uninterested in learning writing poem.

3. The teachers dominantly applies conventional technique while teaching and learning process.

C. The Scope and Limitation

The scope of this research was focused on writing skill and was limited on writing poem.

D. The Formulation of the Problem

The problem of study was formulated as follow: "Does Accrostic Technique significantly affect on students' achievement in writing poem?"

E. The Objective of the Study

The research was intended to investigate the significant effect of Accrostic Technique on students' achievement in writing poem.

F. **The Significant of the Study**

The findings of this study was expected to give contribution on teaching English both theoritically and practically:

1. Theoritically

The findings of this study are expected to be a basic knowledge for futher research of accrostic technique in writing poem. Those were also a expected as as reference to the other reseacher who want to study more about writing poem through accrostic technique.

2. Practically

    a. For the teachers

The findings of this study were expected to improve the ability of English teacher and add this technique as an alternative technique for teaching writing poem. Those unit enable teachers the solve to problem in teaching writing skill.

    b. For the students

The findings of this study were expected the students can easly to know how to write poem and motivate them to be better in writing in order to mastery all the English skill. The findings of this study were expected as guidance for English teachers mainly to increase the students' achievement in writing poem.

c. For the School

Increase knowledge and references for subject teachers, especialy English subject to improve each of the quality of learning on the subject was received about the use of accrostic techniques.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Harmer (2004) explain that writing is a way find thinking of idea organizing and developing idea, and polishing structure sentences into a paragraph. Writing is also a process to represent the words and grammar through orthography. Writing used for a wide variety of purposes and produces in many different forms that useful or people activities in every social situation. Writing also a represent of people's feeling that disable produce through speaking but rather express into written. Then, writing is a communication activity about giving informaton or message trough written, whereas word and sentence use as tool or media.(Dalman, 2014). According to Tarigan (2008) Writing is a process of communication to bridge the relationship between the writer and reader in order to share idea and opinion.

Based on information above, the reseacher concludes that writing is a process of producing idea and feeling through written form and writing is also as measurement whether the students can measure all the English skills.

1.1. The Purpose of Writing

There were some purpose of writing as proposed by Hartig in Tarigan (1994) that there were seven purposes of writing as follows:

a. Assessment Purpose.This purpose means that the author writes something because of its own will.

b. Altrutic Purpose. The aim of the author to please the reader, helps the reader to understand.

c. Persuasive Purpose. Purpose of the author to convince the reader.

d. Informational Purpose. The of the author is aim to provide information or information to the reader.

e. Self Experience. Writing that aims to introduce or express the author to the reader.

f. Creative Purpose. Writing that aims to achieve artistic values.

g. Problem Solving Purpose. In this paper, the author wants to solve the problem encountered.

1.2. Writing Process

There were some processes of writing. According to Harmer (2004), there were four steps the process of writing that was conducted before writing something:1) planing, 2) drafting, 3) editing, and 4) final draft.

a. Planning

The students plan what they were going to write. The students have to concern about there main issues, they are :

a) Considering the purposes of their writing

b) Thinking of the audience what they are writing for, it will influence not only the shape of writing but also the choice of language.

c) Considering the content structure of piece.

b. Drafting

As the writing process proceeds into editing, a number of draft may be produced on the way to final version.

c. Editing

After producing a draft, the students need to check their work, possibly the order of the information is not clear, or the way of something is written ambiguous of confusing. Then, reflecting and revising were often helped by the other reader to make comment and suggestion.

d. Final Draft

After editing the draft, making change was considered to be necessary, to produce the final version.

1.3. The Kinds of Writing

There were few specific kinds of writing , mostly fiction and freelance (as in writing articles for magazine). There are many more kinds of writing to list them here brieffly but there were far to many groupings and sub-groupings. One division of the kinds of writing is as follows.

a. Expository Writing. Where the writing serves to explain, inform.

b. Descriptive Writing. Evokes images through rich description. Can find it in fiction, poem, jurnal writing, and advertising.

c. Narative Writing. Tell a story. It can be found in fiction, poem, biographies, human interest stories, and anecdotes.

d. Persuasive Writing. The aim to sway the reader toward the author's point of view. It is used heavily in advertising, and can also be found in opinion and editorial pieces, reviews, and job aplications.

e. Creative Writing. Interestingly, craetive writing is a vague term, but it includes (while isn't limited to) fiction (across the genres), poetry, drama, screenwriting, autobiographies and more.

Another way to divide the kinds of writing is form a target audience, purpose point of view. So there can be as follows:

a. Academic writing. Includes essays, research paper, report an so on, each of them may use some of the modes listed above.

b. Professional Writing. Writing for academic or scientific journals, business report, position paper, policy statements, and the likes, because these have to follow a stadardized form.

c. Busubess Writing. Includes technical writing, business plan writing, resume writing, letter writing ect.

d. Copywriting. Copywriting is re-arranging word to make things sell better. It is a text form of salesmanship. But there is a lot more to it than that. Example writing marketing text and grant writing.

e.   Journalists. Columnists, article writers (staff or freelance). These writers write for newspaper and magazines either news articles, commentary or articles which focus on a certain subject.

f.   Non-fiction. Non-fiction is a genre of movies and book in which the author provide tru facts or tells a true story rather than a made-up one.

g.   Fiction. Fiction is the classification for any story or setting that is derived from imagination in other word, not based strictly on history or fact. Example nevelists, screenwriter, playwrights, short stories writers, ect.

h.   Poets. Poet is a person who creates poetry. Poets may describe themselves as such or be describe as such by other. A poet may simply be a writer of poetry, or may perform their art to an audience.

1.4 Achievement of Writing

According to Hornby (1995) achievement is a word that means a thing done successfully, especially with effort and skiil. Achievement in writing can be reached by making good effort in the teaching-learning process. In order to increase the writing achievement, both students and teachers was worked together to compose and perform a communicative, effective and fun situation in the class. Making an innovative media, prepared lesson plan and well management class also kinds of good effort that was conducted by the teacher to help the students can study writing effectively. In teaching writing , the teacher was maked every effort that can be done in the classroom by providing a good lesson plan and media so that students' achievement was improved.

2. Poem

The term is derived from the Greek poem namely "Poiesis" which means the creation of the term over time the narrower the scope becomes " the art of literature whose words were arranged according to certain conditions by using rhythyms, rhymes and sometimes figurative words" (Tarigan, 1984).

According to Waluyo (2005) understanding poem was compressed literary work, shortened, and rhythmic with a unified sound and the choice of words kias (imaginatif). Word were really chosen to have the power of pronunciation. Although brief or solid, but powerful. The words used were rhyming and have connotative meaning or figurative stlye.

Poem in addition to a literary work is also a reality that built on the basis of life experiences was revealed with unusual word (Sayuti, 2008). Writing poem is an activiy to give birth and expressing feelings, ideas, ideas written from with attention to diction (choice of word), form and sound and carefully arranged so as to contain special meaning in accordance with the condotiom of the writer and the social environment around him. The explanation was confirmed by Saini's opinion (1993) which states that writing poem can make a person use words in connotative, composing rhythms and sounds, arrangins lines and verses with attention to repitition and typography that can express thoughts and feelings. Learning to write poem with the right techniques can be very helpful in practicing poem writing skills.

2.1. Types of poem

In understanding the meaning of literary works, are refering to several things that are closely realted to the poem. In the poetical sense, what is closely related is the type of poem itself and the poet's point of view. Here's the classification of poet based on Abraham(1999). There were some types of poem. Those are classification based on (a) how the poet reveals the contents or ideas to conveyed. (b) matching atmosphere of delivery (c) the nature of the content of the poem (d) sources of ide.

a. The clasification of poem based on how the the poet reveals the contents or idea to conveyed.

There were three types of poem in this classification . First, narrative poem. Narative poem reveals the story or explanation of the poet. There was simple suggestive, and complex. Narrative poems such as epics, romance, ballads, and poem. Ballad is a poem that tell of mighty men, idol worshipers, or people who are the center of attention. Rendra wrote many ballads about outcasts, whom the poet calls "Beloved People". Romansa is a poem story that uses a romantic language containing romance related to the knights, with interspersed fights and adventures that add to their more fascinating.

Second, lyric peom. In lyric poem, the poet reveals me his lyric or his personalideas. He did not tell. Type ocf lyric poem for example elegy, ode, serenada. Elegy is poem expressing grief. Serenada is a sung romance poem. Ode is a poem containing praise of a person, a thing, a circumstance.

Third, Descriptive Poem. in descriptive poem, the poets acts as an impression of circumstances / events, object, or atmosphere in view to attract the attention of the poet. Types of poem that was classified in descriptive poem from , from example satire poems, social critism, and impressionistic. Satire is a poem that expresses dissatisfaction with a situation. However, by mocking or stating otherweise. Social criticsm is a poem expressing displeasure with the situation or oneself. However, by disclosing the lameness or irregularity of the situation / person. Impressionistic is a poem that expresses the poet's impression of a thing.

b.) The classification of pen base on matching atmosphere of delivery.

There were two types of poem in this classification. First, Room court is a suitable poem read alone or with one or two listener only in the room. Second an auditorium poem is a suitable poem read in the auditorium, in the pulpit that the number of listeners hundreds of people.

c. The classification of poem based on Narure of the Content of the Poem.

There were three types of poem in this classification. First, physical poem is poem is realistic, meaning it describes reality as it is. Which was illustrated is a reality not an idea.

Second,Platonic poem is a poem that fully contains the things were spiritual and psychological. Can be comprased with 'platonic love' which means love without lust.

Third, metaphysical poem is a philosophical poem and invites the reader to contemplate life and God.

d.) The classifaction of poembased on Sources of ideas.

There were three types of poem in this classification. First, Subjective poem was also called personal poem, the poem that expresses the ideas, thought, feelings, and atmosphere in the poet himself. Second, Objective poem is a poem that reveal things outside the poet himself. This poem was also called impersonal poem. Third, Concrete poem, ie poem that is visual, can be appreciated the beauty of the form from the point of view (poem for the eye).

2.2. The Criteria of a Good Poem

Kothottil (2015) explain to categories a good poem. He had to consider a lot of parameter to clarify all doubts. These were the criteria of a good poem as follows: (look the bold character of word)

a. First of all, the theme or the concept should be of great unique idea**.** The poem grapples with an idea that is difficult, intriguing, exciting, distrubing, meaningful, compelling get the drift. That doesn't necessarily mean that he is writing about global war, or politics, or grand sociological theories, even smallest moments can convey big truths. And in poem, not afraid of digging deep.

b. Next have to do is focus on how can convey the idea. Choose the best form/style. Poets have losts of option available to them: can rhyme or not

rhyme. Can follow a repeating rhythm or not. Can double space or not double space. Can choose a visual representation, or can play it straight. The keyis making the best choice to suit verse, no matter what anyone else says.

c. Next things is the vocabulary. Perfect choice of word. A good poem demonstrates excellent command of diction and syntax. Half measures won't do. Imprecision won't do. As a poet, have worked haerd to make the perfet choice for every single word of your poem.

d. As strong as words are, image are more dangerous. Usage of powerful images. A good poem is a symptom of the author's effort to make sense of the world. And often, ideas that can not be expressed in prose can sometimes be expressed through strong images. A good poem often use clear, memorable concrete images to make a point.

e. Best part of the poem is that must never yawn at any point while reading. So, cut out everything inessential. Is every single word, comma, and punctuation mark absolutely necessary to your poem and not one single space wasted. Then know might be onto something.

f. Always upto the mark, do not give away too little or too much. Sometimes the most beautiful poems have an exclusive quality to them, the evoke ideas and emotions that can not prcisely be pinned down. A good poem is not going to spell our the author's thesis in black and white. But it is not necessarily going to purposefully obscure it either.

g. Perspective. Try to read it inthe reader's angle. After read a poem aloud at an open mike night or share with a group of writers, get a strong sense that readers have a genuine emotional reaction to author's work.

2.3 Processes in Writing Poem

There were four stages in the process of writing poem (Kurniawan,2012). The satge of writing the poem among other (a) the creation of ideas, (b) deposition, (c) writing, (d) editing and revision.

a. The creation of ideas

The idea is a sense of someone who wants to be expressed in poem. The idea is tangible experiences, namely all events that are captured by the senses which then cause a sense effect. Taste can be sad, angry, happy and others that will be written into poem (Kurniawan, 2012). Baically the idea can not come alone automatically, but it must be sought using the sense to catch everything that is or has happened. Thus sensory sensitivy become the key to an idea or inspiration.

b. Deposition

The second stage after getting the idea is contemplation. The process of contemplation is also called the process of maturation of ideas. The process of contemplating ideas relating to direction of poem, how to express ideas into word (Kurniawan,2012). After that, do the reflection and search for answer individually. This process is called the settling process.

The thing to consider in the development of ideas in the process of contemplation is the diction or choice of word, because the key of poem lies in the word concentration so that the main aspect of contemplation and the development of ideas is the choice of proper diction (Kurbiawan,2012). In this deposition the dictions has was determined which was the material fo writing poem, but still in the form of mind and imagination. In essence the process of deposition is the process of deposition of selection and preparation of diction into the contruction of beatiful poem.

c. Writing

The third stage, the stage of writing poem. In principle to write poem is the disclosure of everything that is in the process of deposition, then is the aequwnce into a temple by verse (Kurniawan,2012). The diction choices generated from the deposition process, are the translated into arrangement of arrays according to pre-determined ideas.

At the writing stage, Kurniawan (2012) said that the problem that often happens is deadlock or freezing in the middle of writing poem. If this happens, the rewrite process is done. The importants thing that must be understood in writing poem is a matter of mastery, meaning that every time writing poem must be finished form a whole poem.

d. Editing and Revision

The final stage in writing peom in the editing and revision stage. Editing is related to the rectification of poem created in aspects of language, writing, change of word, sentences and grammar. Almost the same as editing, di difference is revison related to aspects of meaning or contents of poem (Kurbniawan,2012). Both of these stages need to be done to check wether the poem is written in accordance with the ideas that have been thought before.

The problems that often occur at this stage is often there is as language and content from the early stages of writing to the stage of editing and revision, because it gets the addition, disapprearance, even replacement theme (Kurniawan, 2012), it is natural because at this stage in demand improvement of tge poem that has been written, if this stage is done, then already created a poem reades are ready to appreciate.

2.4 Assessment of Writing Poem

To uses an assessment tool that sharing with students to explain the grading processes. There are four assessment used for grading poems written to students as follows: (Table 2.1

Table (2.1)

Assessment of writing poem

Aspect / Assessment Criteria	Exceeding Standards (4)	Meeting Standards (3)	Approaching Standards (2)	Below Standard (1)
Meaning and Originality	Poem is creative and original. It is	Poem is thoughtful and	Most of the poem is creative, but	Poem appear to be thoughtless

	evident that the poet put thought into their words and uniquely conveyed their ideas and emotions.	creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.	appears to be rushed. This is evident in the poet's redundancy or use of cliches.	or rushed. Work is very repitive, and ideas are unoriginal
Sensory Details	Vivid, detailed images and intensely felt emotion make the poem the poem come alive.	Clear sensory images are used to portray ideas or emotion.	Some use of image, idea, or emotion	Difficulat to visualize image or emotion
Form	The poem is complete and follows its intended form, in the style of Pablo Neruda.	The poem is written in its proper form with a few mistakes.	The poem is somewhat written in its proper form.	The poem is not written in its proper form.
Grammar	Proper use of English spelling and grammar is used consistently throught each poem. Punctuation is utilized when necessary.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary.	The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused.	There are numerous spelling or gramar errors, making the poems difficult to understand. Puncutation is used incorrectly.

3. Accrostic Technique

It is a poem where the first letters of each line, when read downward, form a word (Hammer 2004). Accrostic is a rhyme or composition of word that the entire begining or end of each line is a word of self used to remember something else (Colin,2008). An accrostic can describe the subject or even teel a brief story about it. It can be about any subject. Each line can be a single word of adjective or other part of speech, a phrase or partial thought, or a complete sentence. Accrostic is such a fun and god way to synthesize and organize.

In some cases accrostic can be useful as a memory technique. This memory technique involves looking at a list of words or sentence that you are trying to remember, and taking the first letters of each word to form a new word or sentence. Accrostic function is using by taking the first letter of each word in a sentence, or the first letter of each line in a poem, and using them to create a new word or sentence.

Accrostic technique is a technique that uses Accrostic to make writing poem easier to do. This technique was included in pre-writing and done after the writer of poem decides the topic of his text. Carbery (1999) states that Accrostic is an ideal ways for praticing adjective as an as introduction to poem.

Glandon (2000) states that accrostic is a distinctive, creative way of reporting research notes because it describe the topic and use the letters of the topic to begin each line. Accortic was used in the pre-writing process for gathering detail to create a poem. The detail were gained by writing down the characteristics of the titke following the pattern of accrostic.

The example of bridge words can be seen as follows:

MOTHER

Mother are really sweet and kind

Only the sweetest thing on earth

They love you like anything

Have to work all day cleaning

Easy to make them happy

Really easy to given them

ACROSTIC

An acrostic poem

Creates a challenge

Random word on a theme

Or whole sentnce that rhyme

Select your words carefully

To form a word from top to bottom

Is the aim of this poem style

Choose a word then go

The bridge word help when students were stumped and can't think of a word that begins with a certain letter. They can   browse dictionaries, encyclopedias or other book help add word to the list. After having enough detail, the students can create their accrostic by writing down the title of their accrostic

vertically down the oage. The title was consisted of only on or two word to make it easier was elaborated. So, if the topic is too long was used as the title of the accrostic, then shorten it into one more or two word only. And then horizontally write the detail they wish to use from the word that they have brainstormed. They can refer to the 'bridge word' list to make the details that begin with the letters they need. The detail is accrostic functions use as a draft for composing a poem. Students can elaborate each detail in the accrostic into several sentence that describe the title. Those sentence then will construct a poem.

So, according to the above explanation of the accrostic technique is one way that can be done by the teacher to make it easier for students to remember a material that students want to remember by using the initial letter. Accrostic tis the name of one language game. The game can be applied to writing lesson, especially writing poem, is writing a verse of poem by using the initial letter of each line, if arranged vertically then form a person's name, animal name, object name, and other.

3.1 The Advantages and Disadvantages of Accrostic Technique

Accrotic technique gives many advantages such as Acrostic Technique is very helpul for gathering detail and organizing ideas to compose a poem. This technique create enjoyable and fun ways in describing an object or place. Creating a poem using this technique is highly hopes to be effective technique to engage learner in the learning process. This technique is hopefully is a great way for

students to express themselves in English without any pressure of sentence contruction that is often eludes lower and intermediate level students.

This rarely technique also can be used to teach certain element of linguistic structure. Teacher can focus students' attention on an aspect of linguistic structure and invite students to make Accrostic using that structure. Thus, students can practice certain linguistic elements while practicing makin poem.

This technique also has higher potential in maintaining students' vocabulary mastery. In the process of the Accrostic composing, the students were required to consult their dictionary for getting the word that suitable to the each letter in the Accrostic. While the disadvantages of Accrostic technique were because it needs a lot of time to find an effective key word to each capital letter in accrostic and also difficult to allocate the time.

3.2 The Procedure of Accrostic Technique

There were some processes of using Accrostic Technique as proposed by (Glandon,2000) as follows:

1. The teacher determines the expected goals and achieved by the students, and students are told the purpose of the learning so that students understand the the purpose to be done.

2. Students looking for a topic (can be a place name, people or about the natural beauty that will be an idea). At this stage students perform the stage of determining the idea. The idea can be derived from the experience, ie all events captured by the senses.

3. The student lists the appropriate diction as a supporter of the topic according to the pre-selected and written into a word list (on this stage is alsocalled brainstorming stage).

4. Student sorting through or selecting diction in the list of word to be a proper composition of poem. At this stage students perform the deposition phase or the process of maturation of ideas.

4. Relevant Study

There were some previous researches relate to this present research. First a research done by Pageyasa (2015). He investigate about the results of research was considered relevant to this research, the result of research was conducted the improvement of ability of the students of VIII SMP country in writing poetry technique with accrostic poetry. The result of his research shows that writing stage was stated quite well. It is proven by looking at the poem was produced by the students. Almost all student were develop ideas into poem. However, the title chosen by the students were still not varied. Students were still transfixed by the example presented by the teacher in the form of poem models.

The second, a study conducted by Nugroho (2004) this research was aimed to :(1) to know the difference of poem writing skill between group that follow the learning with accrostic technique learning strategy and group which do not follow the learning by using accrostic technique learning strategy, (2) thes the effectiveness of poem writing learning strategy with accrostic technique on student class VIII SMPN 5 Wates.

B. **Conceptual Framework**

Writing is challenging and complicated, actually it concerns many aspect such as the content, grammar, vocabulary, form, cohesion, and coherence, specific structure for each genre and fucntional text.

Writing poem is a piece of writing that expresses, emotions, experience, ideas, especially in short lines using words that rhyme.

Accrostic technique is a technique that uses accrostic to help writing poem. This technique helps the student who wants to write can again descriptive detail through the accrostic. Accrostic is a series of lines or verse in which the first letters from a word, phrase or sentence. Accrostic has certain pattern of composing that was used as a format for gathering poem. Since detail were the key to the writing poem. This technique helps the syudents to improve writing poem.

As the comparison above the researcher believes that accrostic technique will offer an enjoyable way for writing poem , and writing was not longer be buerden for student in English study and student was not copy paste writing poem exercise from internet anymore.

C. Hypothesis

The hypothesis of this thesis was formulated as followed:

Ha   :There is significant effect of accrostic technique on students' achievement

          in writing poem.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted at SMA Muhammadiyah 12 Binjai at Jalan K.H. Ahmad Dahlan-Binjai. It was choosen because the students have problem in writing poem. Based on previous observation conducted by the researcher during teaching practice at this school, the researcher found the students were uninteresting in learning poem.

B. Population and Sample

The population of this study were the tenth grade students of SMA Muhammadiyah 12 Binjai. There was one class on grade X at SMA at Muhammadiyah 12 Binjai and it consisted of 28 students. All of them were the sample of this research.

C. Research Design

The research was conducted by using experimental research with the one group pre-test post-test design. The researcher attempted to find out the effect of Accrostic technique on Students' achievement in writing poem. This research was connected to the variable that was intentionally changed to observe its effect on the dependent variable. So, there was an independent variable namely Accrostic

Technique and the dependent variable was Students' Achievement in Writing

Poem. The research design was displayed in the following figure.

Research Design
Figure 3.1

O_1 _____ X _____ O_2

Pre-test   Treatment   Post-test
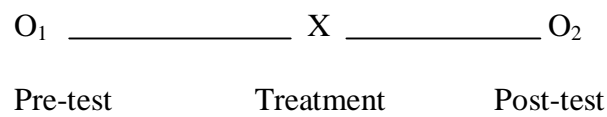
1. Pre-test

Before the treatment, a pre-test were administrate to the experimental

group. The pre-test was used to find the mean scores of each group.The pre-test

result was considered as the initial data.

2. Treatment

The treatment was conducted after the administration of pre-test. The

experimental group was taught by using the accrostic technique. The activities

during the treatment by accrostic technique in teaching writing achievement for

experimental group in general was described as follows.

Table 3.1

Technique Procedure of Experimental Group

Activities	Teacher	Student
Pre-teaching	-Greeting	- Greeting Answer
Main Activity	- Teacher explain to the students the aim of writing poem and indtroduce, explain about social function, generic structure and language feature in writing poem.	- The students pay attention and gives the responses and they make a note.
	- The Teacher explains about accrostic technique and teach students how to create accrostic.	- The students listen to teacher's explanation.
	- The teacher asks the student about their favorite place, person or things and choose one of the place that they really wanted to go or place, person and things that they are really like.	- Students create their own word letter from accrostic.
	- Teacher guides the students to create the unique words or sentence foreach capital letter using the domain characteristic about the place, person or things	- Students choose their own favorite place, person or things.

	. - The teacher guides the student to find the idea with some question related to the topic consist of 'what', 'why', 'how', ect.	- Students find the word from bridge word and dictionary.
	- The teacher asks the students to make connection to each letter and depelovement the sentence, from each word in the each letter.	- Students answer the questions and share their idea.
	- The teacher asks the students to discus together about the result of the text, and gives their opinion writing using the new technique for them	- The students built the word into sentence and revise the writing and collect to the teacher
Closing	- Teacher asks students do the reflection by using their own work, making conclusion.	- Student recall new information from the technique

3. Post-test

After the treatment, post-test was applied to the students. Post-test served to determine wheter the treatment given effect or not on student achievement in writing poem. This administration was only for experimental group. Post-test administration meant to find differences in scores from the experimental.

4. The Instrument of the Research

The instrument of this research was written test. In the test, the students makes the accrostic poem. In collecting the data, some steps were applied as follow: (1) Giving the pre-test for both group (2) applying treatment by using accrostic technique to experimental group (3) Giving the pot-test with to in Gather students worksheet.

5. Technique of Data analysis Data

After collecting the data from the test, the data were analyzed by using the following procedure:

1. Reading the students' answer

2. Identifying the students' answer

3. Scoring the students' answer for correct and wrong answer.

4. Listing the score into two tables: firts is for the experimental group

5. Calculating the total score of post-test in experimental group

6. Finding them can score of pre-test and post-test in experimental group and by using formula:

a. Finding the correlation of the teaching method.

$$rxy = \frac{\dot{a}XY}{\sqrt{(\sum x^2)} \; (\sum Y^2)}$$

b. Testing Linear Regression

$$y = \alpha + bx$$

With : $b = \dfrac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum x \ )^2}$ $\alpha = \dfrac{\sum y}{n} - b\dfrac{\sum x}{n}$

Where: Y = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coeficient

c. Determining T-test by formulation

$$r^2 = b = \dfrac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum y^2) - (\sum y \ )^{\ 2}}$$

$$t \ = r\dfrac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. Finding the significant effect by formulation

$$D = (r_{xy})^2 \text{ x } 100\%$$

CHAPTER IV

DATA AND DATA ANALYSIS

A. DATA

After doing the research, there were several data obtained regarding to students scores. The following table was the data about the students' scores in pre-test and post-test.

Table 4.1

The Students' Pre-test and Post-test Score in Experimental Group

No	The Students' Initial Name	Scores		(X-Y)
		Pre-test (X)	Post-test (Y)	
1	AD	40	75	35
2	APN	50	75	25
3	AA	30	90	60
4	AZ	45	75	30
5	AF	60	90	40
6	CDP	60	90	40
7	DR	40	75	35
8	DNRN	50	80	30
9	DS	70	85	15
10	EE	50	80	30
11	FR	30	85	55

12	FI	40	75	35
13	GHAD	70	85	15
14	GTA	50	85	35
15	HA	40	80	40
16	HM	30	85	55
17	H	50	85	35
18	HA	50	85	35
19	I	40	75	35
20	IRF	40	85	45
21	IA	70	85	15
22	MYFS	50	90	40
23	MAG	30	75	45
24	MA	30	75	45
25	MJ	40	90	50
26	NS	60	90	30
27	NAR	50	85	35
28	RR	60	90	30
Total		**1385**	**2990**	**1095**

The Table 4.1 above describes that the total score of pre-test was 1385 and post-test was 2990. The lowest score in the pre-test was 30 and the highest score was 70. Meanwhile, the lowest score in the post-test was 75 and highest score was 90. Therefore it was summarized that the lowest and highest scores in post-tes were higher than ones in pre-test.

B. Data Analysis

Based on the data above of students the scores were analyzed in order to calculated differences of pre-test and post-test of the experimental group.

Table 4.2

The Students' Score in Pre-test and Post-test in Experimental Group

No	X	Y	XY	c²	Y²
1	40	75	3000	1600	5625
2	50	75	3750	2500	5625
3	30	90	2700	900	8100
4	45	75	3375	2025	5625
5	60	90	5400	3600	8100
6	60	90	5400	3600	8100
7	40	75	3000	1600	5625
8	50	80	4000	2500	6400
9	70	85	5950	4900	7225
10	50	80	4000	2500	6400
11	30	85	2550	900	7225
12	40	75	3000	1600	5625
13	70	85	5950	4900	7225
14	50	85	4250	2500	7225
15	40	80	3200	1600	6400
16	30	85	2550	900	7225
17	50	85	4250	2500	7225
18	50	85	4250	2500	7225
19	40	75	3000	1600	5625

20	40	85	3400	1600	7225
21	70	85	5950	4900	7225
22	50	90	4500	2500	8100
23	30	75	2250	900	5625
24	30	75	2250	900	5625
25	40	90	3600	1600	8100
26	60	90	5400	3600	8100
27	50	85	4250	2500	7225
28	60	90	5400	3600	8100
Total	**àx :1385**	**ày: 2990**	**àxy: 105725**	**àx²: 66825**	**ày²:179525**

From the calculation above, the total of decrease from the pre-test was 1385 and post-test was 2990 in experimental group. Based on the data above, it proved that there were different score between pre-test and post-test. Those differences an their statistical calculations were displayed in tables below.

The step was below:

1. Finding the correlation of the teaching method

n = 28 $\qquad$ $\sum x^2$ = 66825

$\sum x$ =1385 $\qquad$ $\sum y^2$ =179525

$\sum y$ =2990 $\qquad$ $\sum xy$ =105725

Where:

n = number of sample

$\sum x$ = total scores of pre-tes

$\sum y$ = total scores of pot-test

$\sum x^2$ = total scores of pre-test quadrate of experimental group

$\sum y^2$ = total scores of post-test quadrate of experimental group

$\sum$xy = total scores of pre-test multiple post-test of experimental group

And the correlation of teaching method was calculated below :

$$rxy = \frac{\dot{a}XY}{\sqrt{(\sum x^2)\ (\sum Y^2)}}$$

$$rxy = \frac{105725}{\sqrt{66825)\ (179525)}}$$

$$rxy = \frac{105725}{\sqrt{11996758125}}$$

$$rxy = \frac{105725}{109529.71}$$

$$rxy = 0.96$$

After calculating the correlation by formulation $rxy = 0.96$

2. Testing Linier Regression

y = α + bx

Where :

n = 28 $\sum$x² =66825

$\sum$x = 1385 $\sum$y² =179525

$\sum$y = 2990 $\sum$xy =105725

$$= \frac{(\sum y)(\sum x^2) - (\sum x)(xy)}{n\,(\sum x^2) - (\sum x)^2}$$

$$= \frac{(2990)(66825) - (1385)(105725)}{28\,(66825) - (1385)^2}$$

$$= \frac{199806750 - 146429125}{1918225 - 1871100}$$

$$= \frac{53377625}{47125}$$

$$= 11.32$$

So,

$$\boldsymbol{b} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum x\ )^2}$$

$$\boldsymbol{b} = \frac{28.105725 - (1385)(179525)}{28(66825) - (1385)^2}$$

$$\boldsymbol{b} = \frac{2960300 - 248642125}{1871100 - 1918225}$$

$$\boldsymbol{b} = \frac{245681825}{47125} = 52.13$$

Y =   + bx

Y =11.32 +53.13 x

Note :

n = number of sample

$\sum$x = total scores of pre-test

$\sum$y = total scores of post-test

$\sum$x² = total scores of pre-test quadrate of experimental group

$\sum y^2$ = total scores of post-test quadrate of experimental group

$\sum xy$ = total scores of pre-test multiple post-test of experimental group

3. Determining T-test by formulation

$$r^2 = \boldsymbol{b}\, \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum y^2) - (\sum y\;)^{\;2}}$$

$$r^2 = \boldsymbol{53.13}\, \frac{28(105725) - (1385)(2990)}{28(179525) - (2990)^2}$$

$$r^2 = \boldsymbol{53.13}\, \frac{2960300 - 4141150}{5026700 - 8940100}$$

$$r^2 = 53.13\, \frac{1180850}{3913400}$$

$$r^2 = \boldsymbol{53.13(0.30)}$$

$$r^2 = \sqrt{\boldsymbol{15.93}}$$

$$r^2 = 3.9$$

$$t = r\; \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \boldsymbol{3.9}\, \frac{\sqrt{28-2}}{\sqrt{1-3.9\;^2}}$$

$$t = \boldsymbol{3.9}\, \frac{\sqrt{26}}{\sqrt{1-15.21}}$$

$$t = \boldsymbol{3.9}\, \frac{5.09}{\sqrt{14.21}}$$

$$t = \frac{19.85}{3.76} = 5.27$$

From the tes above, that $t_{observe}$ = ,with df= n-2. So, 28-2=26 and   = , t_{table} = , if $t_{observe}$ > t_{table} , the alternative hypothesis (Ha) was accepted and 5.27 >2.04 , so the hypothesis was accepted.

4. Findingthe significant effect by formulation

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$D = (0.96)^2 \text{ x } 100\%$$

$$D = (0.92) \text{ x } 100\%$$

$$D = 0.92$$

The determination above it was known that the effect of accrostic tehnique strategy to students' writing poem was 92% and 8% from the other factor.

C. Hypothesis Testing

The testing hypothesis was conducted in order to find out wheter that hypothesis was accepted or rejected. The basis of testing hypothesis was that the Ha was accepted if the $t_{observed}$ > t_{table} . In this study the calculation of the scores uses t-test for the degree offreedom 26 (df= N-2) at the level of significant 0.05 that the critical value is 2.04. So was saw that t-table=2.04.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t-table. It was saw as follow: $T_{observed}$ > t-table (0.05) with df 26

5.27 >.2.04

From the result above, it shows that the alternative hypothesis (Ha) was accepted and the full hypothesis (Ho) was rejected. It means that writing by applying Accrostic Technique affect students' ability in writing poem.

D. Research Finding

It was found that the using of Accrostic Technique on students' writing poem gave the significant effect. The students' taught after applying Accrostic Technique got the higher score than taught before applying Accrostic Technique. The result of the test showed that the $t_{observe}$ was higher that t-table (5.27>2.04). It means that the Accrostic Technique gave the significant effect on the students' writing poem.

E. Disscussion

Based on the research finding above, it was saw that there was an the effect accrostic technique on students' achievement in writing poem. This was in line with a theory of Englert and Marriage in Westwood (2008) which states that this strategy can effectively increase the students' achievement in writing poem. Then it was supported by the research finding of Arianti and Riarina (2014) atates that this strategy effective to enchance the students' achievement in writing poem, made the students thinking more active and critical in understanding the poem, and helped students to comprehend the poem.

From the explanation, the researcher took a conclusion that the application of accrostic technique in learning process can increase the achievement of students in the learning, especially in the learning of writing poem. Then, writing poem using this strategy was believed to effect students' writing ability and can increase students' motiation in learning English, especially in writing poem.

CHAPTER V

C0NCLUSION AND SUGESTION

A. Conclusion

After analyzing the data, it was found that there was the significance the effect of accrostic technique on students achievement in writing poem, which was provem from the total scores of pre-test and post-test, 1385 and 1990 respectively. It was found that t-observe was higher than t-table or 5.27 >2.04 with =26, = 0.05.

B. Suggestion

Based on the result of this study, the suggestions were stated as the followings:

1. English teacher were suggested to use Accrostic Technique as a technique in teaching writing poem because it can abstrac the students' interest and given was motivated for students in teaching process so it can affect the students' writing achievement.

2. Other researcher to conduct the research by using accrostic technique on other genre of writing or language skill.

3. The student can easily study how to write poem test and increase the achievement in writing poem.

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APPENDIX 2

Instrumen of Research

Instruction   : a. Write down your name

                b. Write down the name place

                c. Write down the name things

Please write down a poem with a theme and with accrostic technique

LOVE

Love is for "**l**aughter" we had along the way

Love is for "**o**ptimism" you gave me evry day

Love is for "**v**alue" of being my best friend

Love is for "**e**ternity" a love that has no end

SCHOOL

Row**s** of desk

Tea**c**hers explain

Pencils s**h**arpened

Going **O**ver the facts

Writing p**o**em and essays

The bel**l** rings, finally

APPENDIX 3

ANSWER SHEET STUDENTS PRE-TEST

APPENDIX 4

ANSWER SHEET STUDENTS POST-TEST

APPENDIX 6

Research Documentations

Picture 1. Learning Proces in Pre-test

Picture 2. Learning Process in Treatment

Picture 3. Leraning Process in Post-test