



**THE USE OF FLASHCARD AND BBC NATURE VIDEO  
TO IMPROVE STUDENTS ABILITY IN WRITING  
DESCRIPTIVE TEXT**

**(A COMPARATIVE STUDY OF GRADE 8 SMP N 3 SAWANGAN  
MAGELANG IN THE ACADEMIC YEAR OF 2012/2013)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

PERPUSTAKAAN  
UNNES

by

Nindita Irma Habsari

2201409045

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

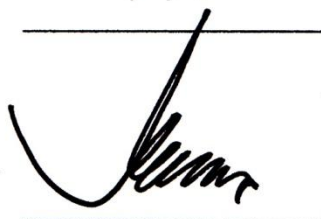
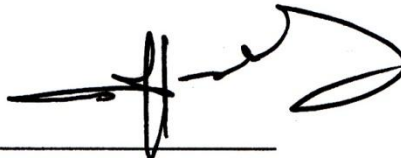
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### Board of Examination

1. Chairman  
Drs. Syahrul Syah Sinaga, M.Hum.  
NIP. 19640804 199102 1 001
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Dr. Rudi Hartono, M.Pd.  
NIP.19690907 200212 1 001
3. First Examiner  
Rohani, S.Pd, M.A.  
NIP.19790312 200312 1 002
4. Second Examiner/ Second Advisor  
Rini Susanti Wulandari, S.S,M.Hum.  
NIP. 19740625 200003 2 001
5. Third Examiner/ First Advisor  
Drs. Suprpto, M.Hum.  
NIP. 19531129 198203 1 002



Approved by:  
Dean of Faculty of Languages and Arts,



Prof. Dr. Agus Nuryatin, M.Hum.  
NIP. 19600803 198901 1 001

## STATEMENT OF ORIGINALITY

Yang bertanda tangan di bawah ini,

Nama : Nindita Irma Habsari  
NIM : 2201409045  
Prodi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

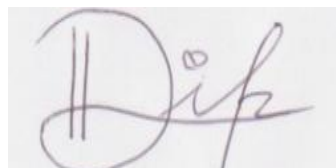
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Yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana ini, adalah sepenuhnya karya saya sendiri, yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun tidak langsung, ditulis disertai dengan sumber kepustakaan sesuai dengan aturan yang lazim dipakai dalam penulisan karya ilmiah. Untuk itu, walaupun tim penguji telah membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila nantinya terdapat kesalahan, saya bersedia bertanggung jawab.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 15 Januari 2014

Yang menyatakan,



Nindita Irma Habsari

## MOTTO AND DEDICATION

Dream, believe, and make it happens  
(Agnes Monica ~ Singer & Songwriter)

“ Pray and action are the foundational key to all success”



This final project is especially dedicated for:

My Beloved Parents

(Father: Atyanto and Mother : Theresia)

My Beloved Brother

(Raditya Aji Habsoro)

Myself

(Nindita Irma Habsari)

## ACKNOWLEDGEMENTS

Primarily, I would like to express my highest gratitude to My Lord Jesus the Almighty for the blessing, mercy, and inspiration that make anything easier during the writing of this final project.

Furthermore, I would like to express my sincere thanks to my first advisor Drs. Suprpto, M.Hum and my second advisor Rini Susanti Wulandari, S.S., M.Humin providing the very valuable guidance, advice, suggestion, as well as encouragement so that I can complete this final project. My special thanks go to all lecturers of the English Department of Semarang State University who have been teaching and guiding me patiently during the years of my study.

My gratitude also goes to the Headmaster of SMP Negeri 3 Sawangan Magelang, Cipto Djati Kusumo, S.Pd, and the English teacher, Rina Lestari, S.Pd, who gave me permit in conducting this research in their school.

My deep sincere thanks is dedicated to my beloved parents. Your incredible loves and cares have encouraged me to finish this final project. Thanks also go to my brother who have given never-ending supports and motivation.

My special thanks also goes to all my friends in the English Department of Semarang State University and Orange boarding-house for their support and togetherness during my study, and all persons who might not be mentioned individually here.

Nothing in the world is perfect and this final project is no exception. I realize that there are many shortcomings in this final project in spite of all my efforts. Therefore, I will be very grateful for having corrections, comments, and criticism which may be made to improve this final project. Finally, I hope that this final project will be useful for the readers.

Semarang, Januari 2014

The Writer

## ABSTRACT

**Habsari, Nindita Irma.** 2014. *The Use of Flashcard and BBC Nature Video to Improve Students Ability in Writing Descriptive Text ( A Comparative Study of Grade 8 SMP N 3 Sawangan Magelang in The Academic Year of 2012 / 2013).* Final Project.English Department.Semarang State University. First Advisor: Drs. Suprpto, M.Hum. Second Advisor: Rini Susanti Wulandari, S.S,M.Hum.

**Key words:** flashcards, videos, writing, descriptive text, experimental design, comparative study.

This final project is a comparative study in experimental design that aims at investigating whether there is any significant difference of the achievements in writing descriptive texts of students who are taught by using flashcards and those who are taught by using BBC Nature videos with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eight grade students of SMP N 3 Sawangan, Magelang in the academic year of 2012/2013.

There were two groups that were given different treatments. The first group was the control group who was taught by using flashcards, and the second group was the experimental group who was taught by using BBC Nature videos. There were seven meetings for each class; one meeting was for the pre test, five meetings were for treatments and one meeting for the post test. In the test, the students of the control group used the flashcards and the experimental group used the BBC Nature videos to write a descriptive text based on the topic provided: animal.

The result of this research showed that the pre-test average scores of the two groups were nearly the same. The means of the pre-tests were 65.07 (the control group) and 65.47 (the experimental group). The slight difference between the two groups indicated that they were similar learning basis. After the control and the experimental groups were given different treatments, the score of the two groups increased. The means turned into 76.67 for the control group and 84.00 for the experimental group. The improvement were 11.60 (the control group), and 18.53 (the experimental group). The result of t-test based on the difference of two means revealed that the obtained value (3.86) was higher than t-table value for  $\alpha = 5\%$  (2.00). It means that there was a significant difference between the students who were taught with flashcards and those who were taught with BBC Nature videos.

Based on the result above, it is concluded that in this study BBC Nature videos are more effective than flashcards to improve students' ability in writing a descriptive text. It is suggested that video can be used as alternative media for teaching descriptive text. Further research is suggested to be carried out for a better understanding of this field.

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# **CHAPTER I**

## **INTRODUCTION**

The first chapter of this research presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypothesis, significance of the study, limitation, outline of the report.

### **1.1 Background of the Study**

Human beings always need to interact with others to fulfil their needs. To achieve that, they use a means of communication called language. Language is a system of choice by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent message. We use language to convey our ideas, feeling and thought. We combined the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is not only used for daily conversations but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

English has been chosen as the first foreign language to be taught in some schools in Indonesia. English becomes the first foreign language in Indonesia and has been included in Indonesian Educational System Curriculum because it is the



most important international language in the world. It becomes compulsory subject from Junior High School up to the university level.

In KTSP curriculum, the teaching of English at Junior High School has three purposes, those are to: (1) develop the competence to communicate in spoken and written form, (2) grow the awareness of the reality and importance of English as one of foreign languages to be a main instrument for studying, and (3) develop the comprehension of the culture and language interrelation and broaden the culture firmament.

Based on one of the aims above, the students should be able to develop their competence to communicate. The goals of teaching English at Junior High School are to prepare the students to be able to speak and write English communicatively. The main point of the goals is that students are able to have skills in listening, speaking, reading, and writing.

Writing, as one of the four language skills, has given an important contribution to human work. The importance of writing can be seen in people's daily activities and social life. People in many occupations work with writing, such as: memos, invitations, sympathy notes, brochures, articles, business letters, application letters, business transactions, and many others. Writing also plays an important role in modern society. Books, magazines, newspapers and bulletins that we read everyday are the result of writing activities.

Writing in the second language is assumed to be more difficult than it is in the native one. To some extent, the writing disabilities are caused by vocabulary and style of choosing word, sociolinguistics, grammar, especially for joining

sentences. Hence, the components cannot be ignored in teaching English particularly in writing ability. However, writing is the most difficult skills to be mastered because it involves the three other skills and all knowledge of the writers.

Seeing the difficulties of writing that I have mentioned before, it is understandable that students have an uncomfortable feeling and little enthusiasm in writing class. They are usually afraid of making mistakes. They also worry about their ability in choosing and arranging words to produce sentences.

Based on KTSP Curriculum, there are five kinds of texts taught in the JuniorHigh School they arenarrative, recount, descriptive, report, procedure (Depdiknas,2006:278).In this study, I focus on descriptive text. Descriptive text is taught in order to make students know how to describe any object in their surroundings.

Descriptive text is a kind of text that its communicative purpose is to describe a particular person, thing, place or situation.In composing a descriptive text, the students has to involve visual imagination in order to visualize the person, object, places, or situation.In addition, students are asked to describe something or their feeling by expressing it either written or spoken cycle, as supported by the quotation below :

“Descriptive text is a kind of text is used to describe what something looks like. For example, you might need to describe a city for an essay about life abroad, the equipment in an experiment for a laboratory report, or a person’s appearance for an essay about that person. It gives the reader a clear mental picture of what is being described. This is the goal of a descriptive text.” (Boardman, 2002 : 6).

Teaching descriptive text is not always as simple as most of people think. There are some difficulties faced by both teacher and students in teaching and learning descriptive text. For example, students are difficult to interpret the vocabulary, also to create sentences in good grammar. Therefore, teacher should be able to establish the situation to make fun learning.

It is the task of English teachers to create an exciting and conducive writing class as well as to give cautious guidance to the students. To make it conducive and exciting writing class, we need to use some aids. These aids are called media. Teaching media such as visual aids are important in providing sources for foreign language teaching learning. Pictures, photo, games, songs, film/video are the most popular visual aids being used. Actually there are some advantages of the use of media in the teaching and learning process, as supported by the quotation below :

In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students' process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. (Murcia, 2001: 461)

By using media, it is expected not only to give a good model to students, but also to provide students with proper content, meaning, and guidance. "By bringing media into the classroom, teacher can expose their students to multiple input sources" (Murcia, 2001:461). Thus students can enrich their language learning experiences. Brinton in Murcia (2001 : 461) also states that audio-visual media could also motivate students by bringing a slice of real life into the

classroom and by presenting language in its more complete communicative context.

BBC Nature Video is one of media, that is the documentary films of animals. The students will try to understand about the animals and its characters. It can trigger their imaginations to inspire writing creatively. Then, when the teacher asks them to write, never again will students complain that they have nothing to write about.

Flash card or picture with name is also one of visual aids that can be used in teaching writing. Harmer (2001: 134) explains that "Teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning. Picture can help the teacher to arise the students' interest and motivation".

Based on the definition above, I assume that media which are used by the teachers during the teaching-learning process effectively to support the presentation of the materials. Many final projects discussed about the effectiveness of picture and video in teaching writing. So, I am interested in taking this issue as the topic of my research which will be compared which medium is more effective between BBC Nature videos and flashcards in developing the students' ability in writing descriptive text. In this research, I want to investigate which one is more effective between BBC Nature video or flashcards to develop the students' ability in writing descriptive text. This research is going to be conducted to eighth grade students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013.

## 1.2 Reasons for Choosing the Topic

I choose the topic “The Use of Flashcard and BBC Nature Video to Improve Students’ Ability in Writing Descriptive Text (A Comparative Study)” for the following reasons:

First, in writing process, the students are expected to write their written product grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. From the matter above we can see that “writing skills are more complex and difficult to teach, it requires mastery not only grammatical and rhetorical devices but also conceptual and judgment” (Heaton, 1975:138).

Second, descriptive text is one of the texts that eighth grade students have to master both in spoken and written form. It is a kind of text that the writer describes an object. One of the common problems faced by students when they start writing is the question about what to write. The students usually get confused in building the idea. Thus, to help and make students easy to write in English, the teacher can use the media.

Third, media have important roles in teaching and learning process. They give motivation to the students to be more interested in learning process. Students are able to understand the message better as the material is presented using interesting media. They also support various kinds of teaching methods and technique, so the students are not bored with the monotonous teaching and learning process.

Fourth, the use of video and flashcard in teaching writing is actually meant to help students catch and express their idea easily. Without any medium, when teacher asks the students to write, students will get difficulty in writing sentences or paragraph because the students may need a very long time to find the topic.

### **1.3 Statements of the Problem**

The problems that are discussed in this study are:

- (1) Is there any significant difference in the learning achievement between the students taught descriptive text by using BBC Nature videos and those who were taught by using flashcards as media?
- (2) Which is more effective BBC Nature video or flashcard as media to improve the ability of the eighth grade students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013 in writing descriptive text?

### **1.4 Objectives of the Study**

Based on the research problems above, the objectives in this study are:

- (1) to investigate whether there is any significant difference of ability in writing descriptive text between the students taught by using BBC Nature video and those taught by using flashcard as media of the eighth grade students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013.
- (2) to investigate the effectiveness of teaching using BBC Nature video and flashcard to improve the ability in writing descriptive text of the

eighth grade students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013.

## **1.5 Hypothesis**

There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypothesis ( $H_a$ ). The alternate hypothesis in this study is “There is a significant difference of the effectiveness and learning achievements in writing descriptive texts of students who are taught by using Flashcard and those who are taught by using BBC Nature video”

The second hypothesis is the null hypothesis ( $H_0$ ). The null hypothesis in this study is “There is a no significant difference of effectiveness and learning achievements in writing descriptive texts of students who are taught by using Flashcard and those who are taught by using BBC Nature video”.

## **1.6 Significance of the Study**

In this section, I will explain the significance of this study based on the education scope, first is the students in Junior High School in general, second is the teacher in general, and the last is the students of English Education Program of English Department of UNNES.

### ***1.6.1 The Students of Junior High School in general***

The result of the study may help the students learn English in an interesting way and improve their ability in creating descriptive text through Video or Flash Card as follow :

- (1) Students are able to identify the language features of descriptive text
- (2) Students are able to write an essay in the form of descriptive text.

### ***1.6.2 The Teacher***

The teacher can use Video or Flash Card as an alternative medium to teach English to the Junior High School students.

### ***1.6.3 The Students of Education Program English Department of UNNES***

The next researcher can use this research result as a reference in writing the final project on the scope of the use of media in writing descriptive text.

## **1.7 Limitation**

I limit the scope of study so that the problems are not too wide and the study is effective, which is the study will investigate which medium is more effective between BBC Nature video and flashcards as media to improve the ability of the eighth grade students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013 in writing descriptive text.

## **1.8 Outline of the Report**

This final project report is divided into five chapters, and each chapter has several sub chapters. Chapter I is introduction which consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypothesis, significance of the study, limitation, outline of the report.

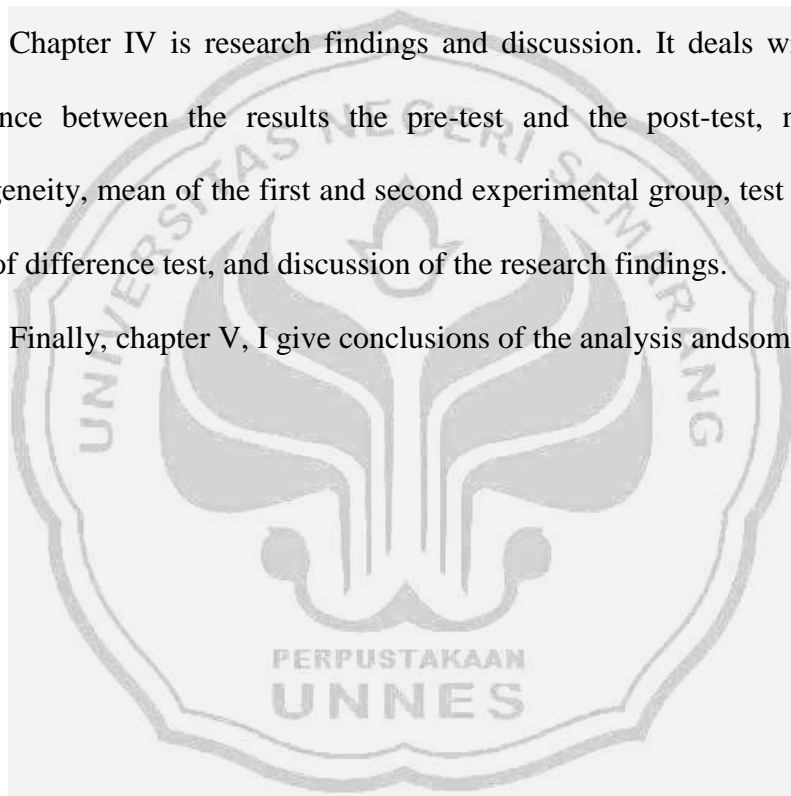


Chapter II deals with the review of related literature. This chapter consists of review of previous study, review of the Theoretical Study, and the Theoretical Framework.

Then, chapter III deals with the method of investigation. It consists of research design, subject of the study, instrument of the study, the steps of research, methods of collecting the data, and methods of analyzing the data.

Chapter IV is research findings and discussion. It deals with significant difference between the results the pre-test and the post-test, normality and homogeneity, mean of the first and second experimental group, test of significant, mean of difference test, and discussion of the research findings.

Finally, chapter V, I give conclusions of the analysis and some suggestions.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature. This chapter consists of review of previous studies, review of the Theoretical Study, and the Theoretical Framework.

#### **2.1 Review of Previous Studies**

Writing is one of language skills that is interesting to be researched. Many scientific studies have been conducted on this skill. Based on the studies which have been done before, teaching English by using media, especially videos and pictures can improve students' writing. Here are some previous studies related to this study which are relevant in teaching English using videos.

Berk (2009) held a research entitled *Multimedia Teaching with Video Clips : TV, Movies, YouTube, and mtvU in the College Classroom*. The objective of this research was to answer the question "How can video clips embedded in multimedia presentations be used to improve learning?" and the result is really significant that Video clips are a major resource for teaching the Net Generation and for drawing on their multiple intelligences and learning style to increase the success of every student. At the end of the research, he concludes that the clips can add a dimension to teaching that may change how we teach forever: our view of teaching and our students will never be the same.

Qiang (2007) studied *China EFL: Teaching with Movie*. This research was conducted to determine how effective the use of English – language movies has been in the teaching – learning process. The results are, this medium can improve the students' pronunciation and intonation, pick up idiomatic use of words and phrases, assimilate English Structure and become acquainted with the target culture which will prepare them for studying and living abroad or international communication at home.

The third research was conducted by Prabowo (2011). His study was *The Effectiveness of "Indonesia Now" Video as a Medium in Teaching Writing News Item Text*. The objectives of this research were to find out whether or not the use of Indonesia Now Video is effective to students' mastery in writing news item text, and also how well the use of Indonesia Now video as media in teaching written news item text gives a valuable contribution to the development of teaching writing. It showed that Indonesia Now video can help student improve their ability in writing news item text.

Next, Rachmah (2011) studied *Using Video Clips to Improve Students' Writing Skills of Narrative Texts*. The objective of the study was to explain and describe the use of Video Clips to teach writing narrative texts to the eleventh graders of SMA Negeri 2 Mranggen. And the result showed that it gave contribution to the development of teaching writing.

Lestyanawati (2011) studied *The use of Documentary Films in BBC VCD as Alternative Media in Improving Students' Ability in Writing Report*. The objective of this study was to explain and describe the use of Documentary Films

in BBC VCD to teach writing report texts to the eleventh graders of SMA Negeri 2 Wonosobo. The result showed that it gave the contribution to the development of teaching writing.

The next study is about using pictures to teach writing. Andrzejak (2005) studied *From Image to text : Using Images in the Writing Process*. This study looked at the benefits of integrating visual art creation and the writing process. The results of this study were the advantages of using production of art and artwork in the pre-writing process provided a motivational entry point, a way to develop and elaborate on a scene or a narrative. This study showed that the benefits of a rich visual art experience can enhance thought and writing in response to finished artwork.

Another study was done by Rahmawati (2008) on *The Use of Pictures as Media for Teaching Writing* (The Case study of the Second Grade Students of SMU N 1 Wirosari Grobogan in the Academic Year of 2008/2009). This research was to know how well pictures gave contribution to teach writing and to know if there was significant difference in the achievement between the students who were taught writing with pictures and the students who were taught without pictures as media. The result of this study showed that teaching by using pictures can improve the students' achievement in writing and it was effective than teaching writing without pictures. It showed that teaching writing by using pictures gives a little influence in writing composition and there was a little difference in the improvement of the students' writing ability between the students

who were taught writing by using pictures and who were taught without using pictures.

Meanwhile, Turasih (2008) studied *The Use of Series Pictures as Media in Writing Procedure Text* (The Case of tenth grade students of SMA N 2 Pemalang in the Academic Year 2007/2008). The purpose of this study was to find out how well pictures give contribution to the students in writing procedure text. The result of this study showed that pictures were effective in helping students write procedure text.

The previous study which related to descriptive text was done by Mulyadi (2011) *The use of Five Minute Activities to Improve Students' Ability in Writing a Descriptive Text at the Seventh Grade Junior High School*. The purpose of this study was to know whether using Five-Minute Activities was able to improve the students' ability in writing descriptive text or not. This study also identified the advantages and disadvantages of using Five-Minute Activities in teaching writing a descriptive text at the seventh grade of Junior High School. At the end of this study there was a significant result that Five-Minute Activities can improve students' ability in writing a descriptive text.

Next is the final project of Darmawan (2011) entitled *The Effectiveness of Using Four-Square Writing Method to Improve Students' Writing Skill of Descriptive Texts (An Experimental Research at the Tenth Graders of SMK N 1 Bukateja in the Academic Year of 2010/2011)*. He focused on the use of four-square writing method to improve the students' skill in writing descriptive text.

This research results that four-square writing method was effective as method in improving descriptive writing skill.

Many previous studies showed the pictures and videos can improve students' writing ability. However, there were no previous studies showing the comparison of both media. The previous studies only focused on the effectiveness of videos or pictures as media in teaching learning process. In addition, there were no previous studies that used media to improve students' ability in writing descriptive text. The previous studies only used special techniques. Thus, in this study, I conduct a research related to the use of videos and pictures in improving students' ability, particularly in writing descriptive text. This study attempts to reveal whether there is any significant difference on producing descriptive text ability (achievements) between students who are taught with flashcards and those who are taught with videos. The next researchers can use this research result as a reference in writing the final project on the scope of the use of media in writing descriptive text.

## **2.2 Review of the Theoretical Study**

This part presents about media, BBC Nature Video, Flash card, writing, and text genres.

### ***2.2.1 General Concept of Media***

Media are important in teaching and learning English since they help both the teacher and the students. Media, in one hand, help the teacher to convey and deliver the material being taught easier and more effective. On the other hand, the students can be more motivated, resulting in their ability to catch the core of the

material delivered more easily and effectively. In this chapter, I discuss the definition of media, types of media, and the roles of media in teaching-learning process.

#### 2.2.1.1 Definition of Media

Media, the plural form of medium, are derived from Latin word “medium”, which means between. Heinich et.al. (1996:8) argue the term of media refers to “anything that carries information between a source and a receiver,” and it is considered “instructional media when they carry messages with an instructional purpose.” In supporting this idea, Romiszowski (1981:339) defines media as “the carries of messages, from some transmitting source (which may be a human being or an inanimate object), to the receiver of the message (which in our case is the learner). These carries of information interact with the learner through his senses.”

Based on Hornby (2010:916), “media are the main ways that large numbers of people receive information and entertainment.” According to Gerlach and Ely (1980:41), “media are any persons, materials, or events that establish conditions, which enable learners to acquire knowledge, skills and attitudes.”

Another definition is defined by Murcia (2001:461), “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.” In addition, Brown(2004:23) states that “media are tools or physical things used by the teacher to facilitate instructions.”

The other definition of media taken from the internet presented in <http://www.techterms.com/definition/media> that, in general, media refer to”

various means of communication for example, television, radio, and the newspaper are different types of media.”

Media, here, are narrowly viewed as instructional media to include only those any forms of equipments that enable the teacher to deliver knowledge and support the presentation of material so the students will get the meaning easily. The definitions from some experts above support this study since the purpose of this study is to investigate the use of media in teaching learning process.

#### 2.2.1.2 Types of Media

Brinton in Celce-Murcia (2001: 462) proposed two classifications of educational media. They are:

##### (1) Nontechnical Media

This category presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the form of media included in this category are their low cost, their availability, their accessibility, and their user-friendliness. Items that belong to this category typically include: blackboards, whiteboards, magnet boards, flannel boards, pegboards, flashcards, index cards, wall charts, posters, maps, scrolls board games, mounted pictures, photos, cartoons, line drawings, object, realia, pamphlets, brochures, flyers, menus, equipment, operation manuals, puppets, newspapers, magazines.



## (2) Technical Media

Although these forms of media are costlier and less user-friendly than the nontechnical media, they carry with them a larger degree of “psychological reality” in that they can bring the outside world in all its complexities into the classroom. In fact, since students in today’s language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well. Items that belong to this category typically include: Record player, audiotape player, recorder, CD player, radio, television, video player, recorder, telephone, teletrainer, overhead projector, filmstrip, film projector, opaque projector, slide projector, computer, language lab, computer lab, multimedia lab, self-access center.

Quoted by Kusumaningtyas(2011: 18-20), Gerlach and Ely (1980:247-249) stated that media for teaching learning process can be classified into six types, they are :

### (1) Still pictures

A still picture is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.

### (2) Audio recordings

Audio recordings are reproduction of actual events or of motion picture sound tracks.

### (3) Motion pictures

A motion picture is a moving image in color or black and white produced from live action or from graphic representations.

(4) Television

This category includes all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor).

(5) Real things, simulations, and model

This category includes people, events, objects, and demonstrations.

(6) Programmed and computer-assisted instruction

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

### 2.2.1.3 The Roles of Using Media in Teaching-Learning Process

The use of media possesses important and significant roles in language teaching. Brinton in Celce-Murcia (2001:459) argues that media are able to enhance language teaching. The followings are explanation of the roles of media given by Brinton in Celce-Murcia (2001:461-462):

- (1) Media serve as an important motivator in the language teaching process.
- (2) Media create a contextualized situation within which language items are presented and practiced.
- (3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- (4) Media provide us with a way of addressing the needs of both visual and auditory learners.

- (5) By bringing media into the classroom, teachers can expose their students to multiple input sources.
- (6) Media can help students call up existing schemata and maximize their use of prior background knowledge in the language learning process.
- (7) Media provide teachers with a means of presenting material in a time-efficient and compact manner, and of stimulating student' senses, thereby helping them to process information more readily.

Sadiman et al (2009: 17-18) explains that generally educational media have some advantages such as:

- (1) Making the presentation of message becomes clearer so that it is not really verbalism (in the form of written or oral words only).
- (2) Solving the limitation of space, time, and power of sense, for example in case the object is too large and too small, the slow and the fast motion, the event or phenomenon in the past time, the object which is too complex, and etc.
- (3) The students' passive attitude can be overcome by using media. In this case, educational media are useful to motivate the students to learn, promote more direct interaction among students with environment and reality, and give students chances to learn individually according to their ability and interest.
- (4) Educational media can give the same stimulator, make the same experience, and raise the same perception to overcome the diversity of

students' and teachers' characteristics in case the curriculum and educational material determined by the government are the same.

Referring to the description above, we can draw conclusion that media do not simply give contribution to teaching and learning process. The role of media in teaching and learning process should be organized appropriately by selecting the proper media into the given lesson. The suitable choice of media in teaching may then lead the instructional process to a more effective way in enhancing students' motivation and gaining their achievement.

#### 2.2.1.4 The Principles of Media Selection

Using media to help teachers in conveying message or information to the students has to be thought carefully. Teachers have to consider both the advantages and disadvantages in using media in a certain circumstance. Here are some principles of media selection given by Solihatin and Raharjo (2007: 32-33).

- (1) Every kind of media has its own plus and minus sides. There is no kind of media which suits to all kinds of learning process and is able to achieve the learning purpose.
- (2) Using several kinds of media is considered to be important. However, using an overwhelming media in a certain learning process will confuse the students and not make the lesson clearer.
- (3) The use of media has to make the students actively participated. It is better to use a simple medium but it is able to activate all students than uses a

high technology media which unfortunately makes the students passively blank.

- (4) Before using the medium, it has to be aforethought.
- (5) Avoid using the media which are only intended to be an interval or used to fill in the vacant time.
- (6) An enough preparation is needed before using any kind of media, especially for the electrical media.

### **2.2.2 BBC Nature Video as Media**

In this section, I discuss several points. The first is the general concept of video, the second is the general concept of BBC Nature video and the last one, the third, is the advantages of using BBC Nature video as instructional media.

#### **2.2.2.1 General Concept of Video**

Selecting the most appropriate form of instructional media is a critical task in achieving the goal of teaching-learning process. There are many forms of instructional media applied in teaching learning process. Video is one of the instructional media to carry the message to the learner on the instructional context

of situation. According to Hornby (2010 : 1640), “video is a copy of film/movie, programme, etc. That is recorded on videotape.” It is also supported by the definition that, “Video is the system of recording, reproducing, or broadcasting moving visual images on or from videotape. A movie or other piece of material recorded on videotape.” (In <https://www.google.com/search?video>).

Another definition is, “Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.” (in [en.wikipedia.org/wiki/Video](http://en.wikipedia.org/wiki/Video)).

It is also supported that, “Video is a recording of both the visual and audible components (especially one containing a recording of a movie or television program).”(in[www.thefreedictionary.com](http://www.thefreedictionary.com)).

#### 2.2.2.2 BBC Nature Video

BBC (British Broadcasting Corporation) is one of famous TV channels around the world. Based on <http://www.bbc.com>, it has a lot of programs, one of them is documentaries.

BBC Nature video is documentary films that are supported by BBC. We can visit the the internet site of BBC Nature on <http://www.bbc.co.uk/nature>. It includes a lot of documentary films which are useful and helpful in educational, especially teaching and learning process.

Teaching media help students to master the subject in teaching learning process more easily. They, however, will be more useful in teaching learning process if they are carefully prepared by the teacher and they then are used effectively to support the lesson.

In this study, the documentary films in BBC Nature video is chosen as the teaching media since “documentary films usually deal with ‘reality’- with things are they are” (Harclerod, 1983:257). Documentary films in BBC Nature video usually capture amazing or unique moments about things in the world. Moreover, documentary films in BBC Nature can be easily gotten, adopted, applied and

adapted to a variety of setting, gives contribution to the improvement of the quality of teaching learning process, especially in the use of teaching media. The BBC Nature video itself is easily found and applied into the instructional process. Documentary films in BBC Nature Video are provided in many variation and topics. I limit the scope of documentary films into the term of natural documentary films, especially animal, for it is appropriate to the topic of the descriptive text based on KTSP of Junior High School. Animal documentary films in BBC Nature Video are the products of professional filmmakers capturing the live of animals in their natural habit completed by the factual information given by the expert related to the animal being shown.

As a teaching media, video of documentary films provides more information to be explored by the students since it is a special approach to communication with motion pictures. Therefore, documentary films in BBC Nature are to stimulate students' creativity in building their idea and constructing a text. Documentary films, contained of moving pictures and also sounds describing things, are to develop students' imagination and their ability in constructing idea.

#### 2.2.2.3 The Advantages of Using BBC Nature Video

BBC Nature video is an useful audio-visual media in creating how to communicate effectively. They help teachers to deliver the message more effectively.

Video and film are both “media of motion”. Its should be considered to use whenever motion is inherent in a subject, or when its is necessary to

communicate an understanding of a subject. Video can be more effective than other instructional media for relating one idea to another, for building a continuity of thought, and for creating a dramatic impact (Kemp and Dayton, 1985: 39).

Here are the advantages of video and movie as media in teaching:

- (1) is particularly useful in describing motion, showing relationships, and giving impact to topic;
- (2) allows instant replay of video recording;
- (3) videotape reusable;
- (4) is easy to record lip sync on videotape;
- (5) may include special filming techniques (animation time lapse);
- (6) combines still and motion on video disc; and
- (7) standardized film projector available everywhere.

(Kemp and Dayton, 1985:42)

According to Hammer (2003:282), there are many reasons why video can add special extra dimension to the learning experience:

- (1) seeing language in use: one of the advantages of video is that students do not just hear language but they can see it too;
- (2) cross cultural awareness: video uniquely allows students to look at situations beyond their classroom;
- (3) the power of creation: when students use video cameras themselves they are given the potential to create something memorable and enjoyable;



- (4) motivation: for all the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is cup led with interesting tasks.

Teacher's creativity including in using media will affect the students' result in learning. Video is one of the media that is appropriate to be used in teaching English as the target language. Thus, the BBC Nature video as an alternative medium in teaching is to give several advantages and contribution to teaching-learning process. The BBC Nature Video is to help the teaching-learning process effectively since it enables the process of transferring the materials being taught more effectively. It is also to gain and enhance students' motivation and interest to actively engage themselves into the instructional process. By watching it, students hopefully are able to be more interested and motivated, make teacher's explanation clearer, increase the quality of the learning process can be gained, as well as creating an interactive, effective, and meaningful teaching learning process. Not to mention, the most important thing is the attainment of the lesson objective effectively.

### ***2.2.3 Picture as Teaching Media***

In spite of the fact that the purpose of this study is to investigate the use of BBC Nature video as medium in teaching, espeacially writing descriptive text, pictures are used as the comparison of this medium. Therefore, the discussion related to the notion of picture must be presented briefly in this chapter. This chapter discusses the definition of picture, categories of picture, and picture as one of teaching media.

### 2.2.3.1 Definition of Picture

Picture is one of media applied in order to help and facilitate teaching and learning process in achieving its objectives. As Gerlach and Elly (1980:273) stated that “a picture may not only be worth a thousand words – it may also be worth a thousand years or a thousand miles” since “through pictures, learners can be shown people, places, and things from areas far outside their own experiences.” Harmer (2001:3) explained that “pictures are clearly indispensable for language teachers since they can be used in many ways.” Therefore, it is common that “teachers have always used pictures or graphics, whether drawn, taken from books, newspaper and magazine or photograph to facilitate their teaching and learning process” (Harmer, 2001:134).

In short, picture can be interpreted as medium in teaching in the form of two-dimensional visual showing people, places and things far outside the experiences. It is also the medium to help teachers facilitate teaching-learning process.

### 2.2.3.2 Categories of Picture

Pictures are varied based on their forms. As Gerlach and Ely (1980:273-308) categorized pictures into :

- (1) Still pictures are a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.
- (2) Audio recordings are reproduction of actual events or of motion picture sound tracks.

- (3) Motion pictures are a moving image in color or black and white produced from live action or from graphic representations.
- (4) Television includes all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor).
- (5) Real things, simulations, and model includes people, events, objects, and demonstrations.
- (6) Programmed and computer-assisted instruction are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

One kind of pictures that can be used as medium in teaching learning process is still picture. Still picture is ordinary picture. It is important for the teacher to select suitable pictures in teaching and learning process. The pictures that are going to be used are to see the students' reaction especially in improving their idea in making sentences and simple paragraph.

#### 2.2.3.3 Definition of Flash Card

According to Google Dictionary, flash card is a card containing a small amount of information, held up for students to see, as an aid to learning. In addition to that definition, in [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn), it said that "flash card is a card with words or numbers or pictures that is flashed to a class by the teacher".

Flash Cards are easy and effective tools for learning mathematics and any language. Designing flash card needs preparation wherein the teachers have to collect and review the study material. ([www.holdthatword.com/blog](http://www.holdthatword.com/blog)).

#### 2.2.3.4 Flash Card as one of Media in Teaching

The success of teaching learning process is not only determined by a single factor for there are many factors related beyond. Those factors are tied-together affectingthe success in achieving the goal. Thus, all of the components should be broughtinto the classroom and applied properly.

Flash Card is one of media which is to help the teacher draws the students'interest and encourages their motivation. The motivated students will certainlyparticipate actively and learn better during the teaching and learning process. Yet,the teacher should be able to plan and organize the instructional design, theconducive learning atmosphere, and the attractive learning activities to stimulatethe students in engaging themselves to produce and use English communicatively.Therefore, teachers use media to incorporate their strategy in fulfilling their lesson objectives.

It is necessary for teacher to select the appropriate flash card used in the classroom. The flash card must be selected in a way that is appropriate tothe topic being presented and relevant to attract students' interest. In this case, I use flash card as media to help the students receive the materialsdelivered easily and express their ideas and feelings as the comparison method forusing BBC Nature video teaching process.

#### ***2.2.4 Comparison of BBC Nature Video and Flash Card as Media***

Based on the theory above, BBC Nature Video and Flash Card can be used as media to improve students' writing skills of descriptive texts. This section will present about the comparison of both media.

In the term of media, both BBC Nature Video and Flash Card are called instructional media. They carry message with an instructional purpose. The purpose of instructional media is to facilitate communication and to enhance learning. Their primary role is to help students learn. One way they do this is by providing an information and media can also provide stimulated experiences.

In addition, BBC Nature Video and Flash Card here, are categorized as visuals or picture that are two dimensional materials that designed to communicate a message to students. They usually include verbal elements as well as graphic elements. Visuals here can increase appeal by attracting attention as well as stimulating thought and inquiry.

In spite of the similarity, both of them also have differences, BBC Nature Video here is categorized as motion picture with sound. Video is the display of recorded pictures on a television-type screen. However, flash card is categorized as still picture that is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.

Dealing with the component of each medium, Flash card is classified as Non technical media. It presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the form of media included in this category are their low cost, their

availability, their accessibility, and their user-friendliness. BBC Nature Video is classified as technical media, although these forms of media are costlier and less user-friendly than the nontechnical media, they carry with them a larger degree of “psychological reality” in that they can bring the outside world in all its complexities into the classroom. In fact, since students in today’s language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well.

From the explanation above, it can be seen that BBC Nature Video and flash card have some similarity and differences. Therefore it can be concluded that both of them are comparable.

### ***2.2.5 General Concept of Writing***

This part presents about definition of writing, the purposes of writing, types of writing, writing process, and the scoring system in writing.

#### ***2.2.5.1 Definition of Writing***

Language is an important thing used by human being to share their opinion and thinking through communication process. The notion of language itself can be divided into spoken and written form. Writing is considered as a means of communication through written form. Writing basically is not simply drawing a sequence of orthographic written symbols, but it is in fact a complex process elaborating the aspects of brain, ideas and the writing rules as well. Writing tends to involve the thinking process in which the writers attempt to organize the composition and make it works together into a meaningful text.

Murcia(2001:213) states that “writing is a skill which enables the learners to plan and rethink the communication process.”

In line with Murcia, Meyers (2005:2) states that

“writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them.” As a language skill, “the skill of writing enjoys special status-it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers.”

Furthermore, Hornby in *Oxford Advanced Learner's Dictionary*(2010:1382) also explains that “writing is an activity to put an information on a sheet of paper or to compose something in written form.”

In teaching, writing is not easy to be taught. According to Heaton(1974:138), “writing requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. “ He also attempts to group the skills necessary for writing as follows :

- (1) Grammatical skills: the ability to write correct sentences;
- (2) Stylistic skills: the ability to manipulate sentences and use language effectively;
- (3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
- (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevance information.

Writing requires a series of process and rules as well. From the definition above, the writer concludes that writing is a way to produce language by putting

down words or ideas to some media through a series of process elaborating the idea, thinking process and the writing rules in order to create a worked-together written composition.

#### 2.2.5.2 The Purposes of Writing

The purposes of writing influence the writing products. Kreidler (1965: 41) states that “the ultimate aim of writing is to give the students the opportunity to express their own ideas fluently; using the language pattern they have learned. Consequently, the purpose of writing process directs and controls all the decisions of the students thought.”

According to Hugo (1986:24) on Lestyanawati (2011:36), the seven purposes in writing activities are as follows:

- (1) Assignment Purpose: the writer just completes the task given;
- (2) Altruistic Purpose: the writer intends to entertain the reader through his writing order, so they can serve the life in an easy, simple and enjoyable way;
- (3) Informative Purpose: the writer introduces and expresses what he really feels or thinks to the readers;
- (4) Creative Purpose: the writer wants to perform artistic norms by him/herself;
- (5) Problem Solving Purpose: the writer wants to explain and analyze the problem in his/her mind so that the reader understands it;
- (6) Persuasive Purpose: the writer wants to persuade or convince the reader about his/her idea; and



- (7) Self Expression Purpose: the writer introduces and expresses what he/she really feels or thinks to the reader.

As stated on the description above, then it could be said that the purpose of writing will affect the language choice and how to use the language to deliver the message through written form. It is the writing purpose which guides the writer to make decision on their writing to make a meaningful written text.

Consequently, “effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose” (Harmer, 2004:39). In this study, the purpose of the students in writing is classified into assignment purposes since they are to write one of the text types, that is descriptive text, based on the appropriate curriculum standard.

#### 2.2.5.3 Types of Writing

Peoples' writings are classified into different purposes and types. Brown (2004:220) described that there are four types of writing skill area, those are:

- (1) Imitative Writing

The category includes the ability to spell correctly. This level is usually for Elementary School Students.

- (2) Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design. It is applied for Junior High School.

(3) Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is usually intended for Senior High School level.

(4) Extensive Writing

It implies successful management of all the processes and strategies of writing for all purposes, such an essay, a term paper, a thesis, etc. This level is usually for advanced learners.

#### 2.2.5.4 Writing Process

Brown (2001:335) stated, “Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develops naturally.” It means that writing is not a simple task, needs the process of building the idea and constructing a text.

“Process of writing is a way of looking at what people do when they compose written text” (Harmer, 2004: 12). Meyers (2005: 2) stated that “writing comes from working through a process of writing. The process of writing falls into some steps.” He (2005:3-11) also stated “No two writers approach writing in exactly the same way.” However, they generally follow a series of actions as follows:

(1) Explore ideas

In this step, a writer usually considers three main things; subject, purpose, and audience.

(2) Pre-write

Pre-writing is a process in which a writer puts his/her ideas into words. This process can be done through several methods such as brainstorming, clustering, or free writing.

(3) Organize

Organizing is the process of selecting, subtracting, and adding ideas, and then outlining them.

(4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then puts notes and new ideas in the margins.

(5) Revise the draft

Revising is an important step, especially in writing in the second language. In this step, a writer should change and correct his or her work.

(6) Produce the final copy

Producing the final copy is the final step in which a writer edits the writing once again and makes a copy which is cleaned from errors.

Related to the writing process, Ron White and Valerie Arndt (1991:5) asquoted by Harmer (2003:258) assisted that “process writing is an interrelated set of recursive stages which include (1) drafting, (2) structuring (ordering information, experimenting with arrangement, etc.), (3) reviewing (checking context, connections, assessing impact, editing), (4) focusing (that is making sure you are getting the message across you want to get across), and (5) generating ideas and evaluation (assessing the draft and/or subsequent drafts).”

### 2.2.5.5 Scoring System in Writing

I must have guidance of evaluation appropriately to measure the influence of the use of BBC Nature video and the use of Flash Card as techniques in writing descriptive text. There are two scoring guidances. First is the analytical scoring . The rating scale is proposed by Brown (2004: 243), who stated that “an analytical scoring scale specifies five major categories and a description of five different levels in each category, ranging from unacceptable to excellent.” The scoring system is as follows :

Table 2.1 Brown and Categorized Scoring Guidance

Scoring Guidance					
	20 – 18 Excellent to good	17 – 15 Good to adequate	14 - 12 Adequate to fair	11 – 6 Inadequate	5 – 1 Unacceptable
<b>Organization Introduction, Body and Conclusion</b>	Appropriate title, effective introductory paragraph, topic is stated leads to body, transitional expression used, arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction and conclusion; body of essay is acceptable but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with order of ideas and body; the generalization may not be fully supported by the evidence given; problems or organization interfere	Shaky or minimally recognizable introduction; organization can be barely seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by the readers)
<b>Content Logical Development of Ideas</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully

		present		content	
<b>Grammar</b>	Native like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run on sentences	Advanced proficiency in English grammar; some grammar problems do not influence communication although the readers are aware of them; no fragments or run on sentences	Ideas are getting thought to the readers, but grammar problems are apparent and have a negative effect on communication; run on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
<b>Punctuation, Spelling and Mechanic</b>	Correct use of English writing conventions; left and right margins; all needed capitals; paragraphs indented, punctuation and spelling; very neat	Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Use general writing conventions but has errors; spelling problems distract readers; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay illegible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins; severe spelling problems
<b>Vocabulary Style and Quality of Expression</b>	Precise vocabulary usage; use of parallel structures; concise; register good	Attempt variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

The scoring technique above is based on the analytic scale. According to the score's guidance above, there are five items; they are organization, content, grammar, punctuation and vocabulary. From the table above, the maximum score is 100.

Second is rating scale proposed by Heaton Grid. The scoring system is as follows :

Table 2.2 Heaton Grid and Categorized Scoring Guidance

Scoring Guidance
------------------

No.	Component	Score	Definition
1	<b>Form</b>	<b>5</b>	<b>Excellent</b> : Flowing style – very easy to understand – both complex sentences very effective.
		<b>4</b>	<b>Good</b> : Quite flowing style-most easy to understand-a few complex sentences very effective.
		<b>3</b>	<b>Fair</b> : Style reasonably smooth–not too hard to understand and enjoy complex sentences–fairly effective.
		<b>2</b>	<b>Inadequate</b> : Jerky style – an effort needed to understand and enjoy – complex sentence confusing – mostly simple sentences or compound sentences.
		<b>1</b>	<b>Unacceptable</b> : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”
2	<b>Grammar</b>	<b>5</b>	<b>Excellent</b> : Mastery of grammar taught on course – only 1 and 2 minor mistakes.
		<b>4</b>	<b>Good</b> : a few minor mistakes only (preposition, articles, etc).
		<b>3</b>	<b>Fair</b> : Only 1 major mistake but a few mistakes.
		<b>2</b>	<b>Inadequate</b> : Major mistakes that lead to difficult in understanding lack mastery of sentence contribution.
		<b>1</b>	<b>Unacceptable</b> : Numerous serious mistakes – no mastery of sentences construction – almost all unintelligible.
3	<b>Style</b>	<b>5</b>	<b>Excellent</b> : Use of wide range of vocabulary taught previously.
		<b>4</b>	<b>Good</b> : Good use of new word acquired – fairly appropriate synonyms, circumlocutions.
		<b>3</b>	<b>Fair</b> : Attempts to use words
		<b>2</b>	<b>Inadequate</b> : Restricted vocabulary – use of synonym (but not always appropriate)
		<b>1</b>	<b>Unacceptable</b> : Very restricted vocabulary – inappropriate use of synonyms–seriously hinders communication.
4	<b>Content</b>	<b>5</b>	<b>Excellent</b> : All sentences support the topic-highly organized–clear progression of ideas-well linked-like educated native speakers.
		<b>4</b>	<b>Good</b> : Ideas well organized – link could occasionally be clearer but communication not impaired.
		<b>3</b>	<b>Fair</b> : Some lacks of organization – re-reading required for classification of ideas.
		<b>2</b>	<b>Inadequate</b> : Little or no attempts at connectivity – thought readers can deduce some organization – individuals’ ideas may be clear but very difficult to

5	<b>Mechanic</b>	1	deduce connection between them <b>Unacceptable</b> : Lack of organization so serve that communication is seriously impaired.
		5	<b>Excellent</b> : No errors.
		4	<b>Good</b> : 1 or 2 minor errors only (e.g. le or el)
		3	<b>Fair</b> : Several errors – some interfere with communication – not too hard to understand.
		2	<b>Inadequate</b> : Several errors – some interfere with communication – some words very hard to understand.
		1	<b>Unacceptable</b> : Numerous errors – hard to recognize several words – communication made very difficult.

There are 5 items and each is scored 5, then the maximum score is 25. This method made to inform the students about their achievement (Heaton, 1975:95). The result is raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. The obtained rating scale ranges from 1-100.

### 2.2.6 Text Genres

“Text is the words that are put together, whether spoken or written, to communicate a meaning” (Anderson and Anderson, 1997:1). It is also supported by Derewianka (1990:17-29), stating:

“Text is any meaningful stretch of language whether oral or written. Texts are structured in different ways to achieve their purposes. In a written text, all information has to be in the text itself because the reader is usually distant in time and space and cannot ask for clarifications or extra details.”

#### 2.2.6.1 Genre-Based Writing

Writing is considered as a means of communication. The communicative purpose of writing, however, is determined by the culture in which the text is used for different culture affects different meaning to a given text.

Harmer (2001:154) states that “writing is a process that what we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities.” Hyland added for writing teachers, therefore, “genre is useful concept because it pulls together language, content, and contexts, offering teachers a means of presenting students with explicit and systematic explanations of the way writing works to communicate” (2004:6).

So, this concept of teaching guides the students in achieving their purposes effectively by relating language to context which “is not just the background against which writing takes place; it is a co-constructed by the writer and reader to anticipating each other’s responses and needs” (Hyland, 2004:25).

As the result, “students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the convention and the style of the genre, and the context in which their writing will be read, and by whom” (Harmer, 2001:259). Or, in other words, students who are attempting to write within a given genre are to consider many factors related to the genre and the context as well.

According to Gerot and Macken as quoted by Hartono (2005:6-9): Genre can be divided into Story Genres and Factual Genres. Story Genres include narrative, anecdote, recount, and spoof. Meanwhile, factual genres include procedure, explanation, report, exposition, discussion, description, review, commentary, and news item.

Every text-type has different social function, schematic structures, and language features. Genre is viewed as the gate between the language and the



communicative purpose of language. Through genre, the language can be transmitted based on the given text and the context appropriately. The classification of the genre will basically let the use of the language effectively into the text and the context.

Based on School-Based Curriculum (KTSP) (2006:36), “there are many texts taught in Junior High School. They are procedure, descriptive, recount, narrative, dan report.” Thus, all of the Junior High School students are to recognize and master those types of texts and the features within to help them use English communicatively, both in written and spoken form.

#### 2.2.6.2 Descriptive as one of Text Genres

Descriptive is a very common text used in our daily life, for instance, if we want to describe something such as object, place, person etc. Wishon and Burks (1980:128) stated that “in a descriptive writing, a writer is required to give his/her readers a detailed vivid picture of person, place, scene, object, or anything. And the aim of description itself is to help the readers “see” the objects, person, and sensations which are presented”. Description gives sense impressions the feel, sound, taste and smell. Emotions may be described too—feelings, such as happiness, fear, loneliness, gloom, and joy. Before we write descriptive, we are supposed to read the instructions or procedures of them. Avoiding making mistakes, we are supposed to follow the steps written on instructions.

Before we start to write descriptive we have to know the communicative purpose of descriptive text, the generic structure and significant lexicogrammatical features first. The generic structure includes identification

(identifies phenomenon to be described) and description (describes parts, qualities, characteristics). The significant lexicogrammatical features focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers, and use of simple present tense.

### 2.2.6.3 Concept of Descriptive Writing

Concept of descriptive writing consists of the generic structure of descriptive text and the significant lexicogrammatical features.

#### 2.2.6.3.1 *Generic Structure of Descriptive Text*

Descriptive writing is a kind of writing which is included in School Based Curriculum for Junior High School especially in the seventh grade. I can say so, because students often use it when they will describe someone or make things clearer. In mastering descriptive writing, they have to know the generic structure of descriptive writing. As stated by Dudley-Evans and ST John (1998:115) that “knowledge of genre is a key element in all communication and especially significant in writing academic or professional texts”. It means that genre is an important element to be known when someone wants to communicate his/her idea especially in writing. In curriculum 2006 (KTSP) for High School (2005: 49), it is stated that descriptive writing has two generic structures.

The generic structure of descriptive text is shown in the following table:

Generic Structure	Functions
1. Identification	Identifies phenomenon to be described
2. Description	Describes parts, qualities, characteristic

Table 2.3 Generic Structure of Descriptive Text

After knowing and understanding about the generic structure of descriptive writing. It is important for students to build their ability in writing descriptive texts.

#### 2.2.6.3.2 *The Significant Lexicogrammatical Features*

Descriptive text must focus on specific participants (a participant constructed by the grammar as having specific identifiable referent in the context). Besides that, descriptive text must use attributive, identifying processes, epithets and classifiers in nominal groups. The most important of this language features is that a descriptive text must use simple present tense.

Example of Descriptive Text:

#### **Natural Bridge National Park**

##### ***Identification***

**Natural Bridge National Park** is a luscious tropical rainforest.

##### ***Description***

It is located 110 kilometers south of Brisbane and is reached by following **the Pacific Highway** to Nerang and then by traveling through **the Numimbah Valley**. This scenic roadway *lies* in the shadow of **the Lamington National Park**.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from **the main picnic area**. Swimming is permitted in **the rock pools**. Night-time visitors to the cave will discover the unique feature of the glow worms.

**Picnic areas** offer toilets, barbecues, shelter sheds, water and fire places; however, overnight camping is not permitted.

(Text source: Paul Attwood in Gerot and Wignell (1994:209))

**Note:**

**Bold printed words** show examples of specific participants.

*Italicized words* show examples attributive and identifying processes.

Underlined words show examples of epithets.

### **2.3 Theoritical Framework**

In this study, I used pre test-post test equivalent groups design. There are two groups employed in this design; the first group, the experimental group receives a treatment (x) while the second group, the control group receives treatment (y). Both group are given a prê test and post test. Pre-test will be given before doing the experiment, both groups will be given the same test. The result of this study can be seen by the comparison of the two post test results of the two classes.

The result of the study would be used to achieve the objective of the study of the research that are to find out whether there was any significant difference occurs in the improvement of students' mastery in writing descriptive text using BBC Nature video and Flash Card and to identify the effectiveness of both media of teaching writing descriptive text. As one of the language skills, writing demands the students to master it well. This skill will help them to express their thought, feelings, ideas and knowledge. To convey the material effectively the writer used media. Gerlack and Elly (1980: 241) proposed "a medium is any person, material or event that establishes condition that help learners or students to

acquire knowledge, skill, and attitudes” Brown (1977: 7) defines that “media as things that help the teachers’ implant the media of what is presented in the kind of students.” Media that were used by me are BBC Nature video and Flash Card.

To achieve the objectives of the study, I conducted true experimental research. The experiment was held through pre test-post test equivalent groups design. The population of the study was the eighth year students of SMP N 3 Sawangan Magelang. The total number of sample in this study was 60 students. The data were collected through a writing test.

In solving the problems, I carried out an experimental-comparative study using statistical method called *t*-test. I used two groups: experimental group and control group. In the control group I used Flash Card, while in the experimental group, I used BBC Nature video.

The technique to analyze the data was *t*-test formula. It was used as a technique to determine whether there was any significant difference between the means of the score of the experimental and the control group or not. The technique to analyze the data applied in the analysis can be seen in the diagram below.

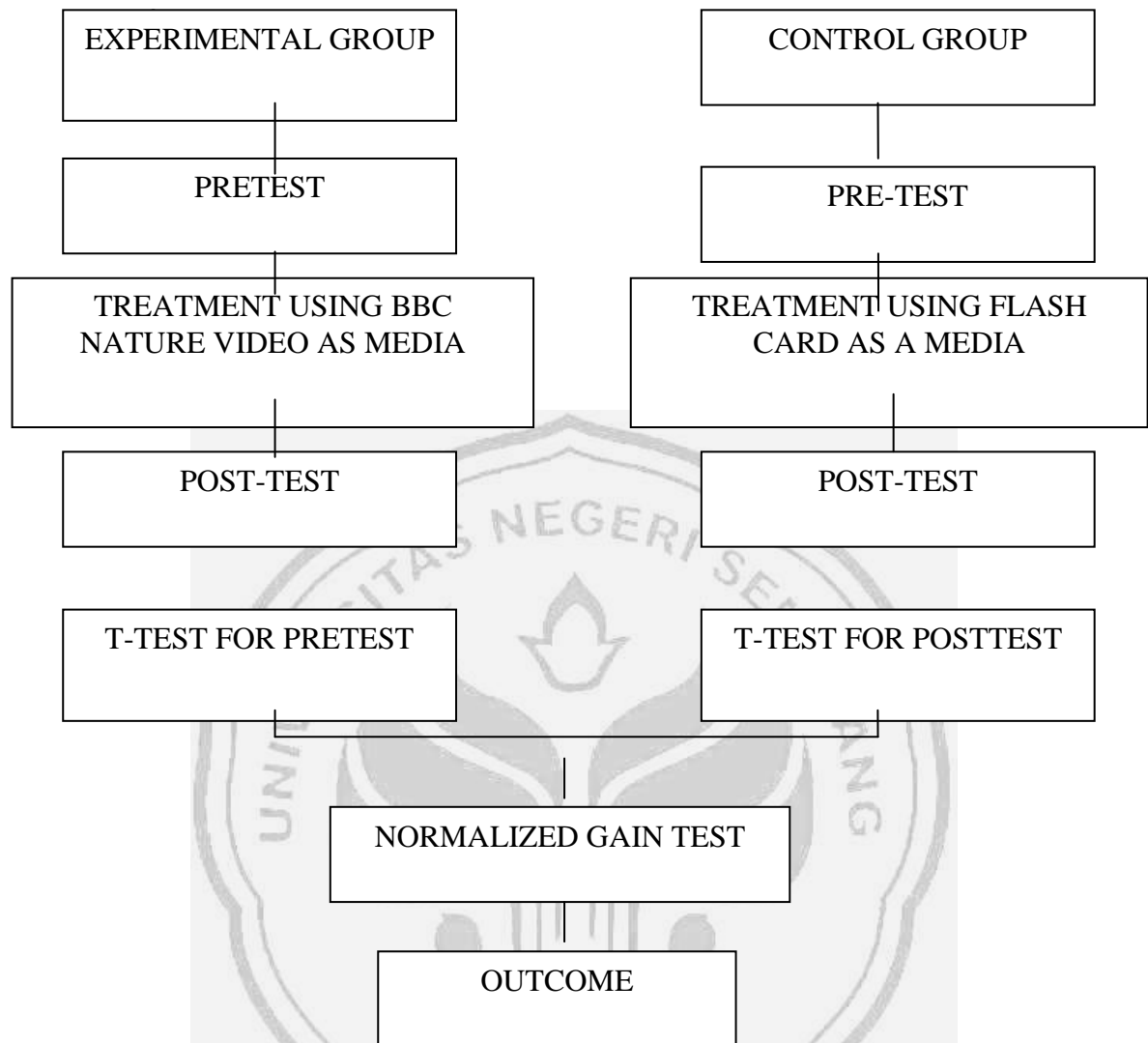


Figure 2.1 The theoretical framework of the study

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter was designed to describe research design, subject of the study, variable and hypotheses, instrument of the study, the steps of research, and methods of analyzing data.

#### **3.1 Research Design**

In carrying out a study, a researcher has to collect the data containing some information needed for his / her investigation. The data can be drawn from many sources, either person or things. Arikunto (2006: 129) states that “data sources in a study are basically subject from whom data can be drawn.” In this research, I used comparative study in experimental research design to collect the data.

##### ***3.1.1 The Experimental Design***

Best (1981: 68) states that “experimental research is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusion about relationship between independent and dependent variable”. Here, BBC Nature video and Flash Card were chosen to teach Descriptive text as treatments. So, it can be seen what will happen to students’ ability when the experimental group was taught by using BBC Nature video and the control group was taught by using Flash Card.

According to Best (1981: 68 - 81),

“there are ten designs in experimental research, The posttest-only, equivalent-groups design, The pretest –posttest equivalent-groups design, The Solomon four-groups design, the pretest-posttest nonequivalent-

groups design, The Time-Series Design, The Equivalent Time-Samples Design, The Equivalent Materials Pretest Posttest Design, The one-shot case study, The one-group pretest posttest design, The static-group comparison design.”

True Experimental Design : The pretest-posttest equivalent-groups design with two treatments was chosen as the research design in this study.

This is the scheme of the design:

<i>Experimental group</i>	R1	O1	X (Method a)	O <sub>2</sub>
<i>Control group</i>	R2	O3	C (Method b)	O <sub>4</sub>

(Best, 1981 : 70)

Figure 3.1 The Design of the True Experimental Research

Where,

R1 : Experimental Group

R2 : Control Group

X : Treatment using BBC Nature video

C : Treatment using Flash Cards

O<sub>1</sub> : Pre-test for experimental group

O<sub>2</sub> : Post-test for experimental group

O<sub>3</sub> : Pre-test for control group

O<sub>4</sub> : Post-test for control group

X gain :  $O_2 - O_1$

C gain :  $O_4 - O_3$

It can be explained that subjects were assigned to Experimental group and Control group. The quality of the subjects was checked by giving a pretest (O<sub>1</sub> and O<sub>3</sub>), and then the treatments were given. The experimental group was taught



descriptive text by using BBC Nature video as the medium. On the other hand, the control group was taught descriptive text by using Flash Card as the medium. After finishing the treatments, the test was given to both groups as the post-test ( $O_3$ ,  $O_4$ ). Post-test was given to measure the condition after treatment. The effectiveness of the treatment was shown by the differences between ( $O_2 - O_1$  and  $O_4 - O_3$ ) in both groups.

### 3.2 Subjects of the Study

In conducting research, I needed to decide the population, sample and sampling technique.

#### 3.2.1 Population

According to Best (1981 : 8), “A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group”. Meanwhile, Gay (1987: 120) argues “population is the group of interest to the researcher; the group to which she or he would like the result of the study to be generalized.” While according to Brown (1988: 8), “a population is any group individual that has one or more characteristics in common that are of interest to the researchers.” In addition, *Webster's New World™ College Dictionary* (1996: 1051) defines “population is the total set of items, person, etc from which a sample is taken.” So, population is groups of items or person that will be researched.

This study was conducted at SMP N 3 Sawangan Magelang in the academic year of 2012/2013. The population of this study was the eighth grade

students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013. The number of the students was 118 divided into 4 classes: VIIIA, VIIIB, VIIC and VIID. All of them were given the same English materials in teaching and learning process.

The reasons for choosing the eighth grade students as population in this research were based on the following considerations:

- (1) The students met the requirement to be used as the population of the study.
- (2) The students were assumed to have more or less the same ability of English writing.
- (3) The eighth grade students are taught how to write descriptive text as one of genres that must be taught to Junior High School students based on School Based Curriculum.

I selected two groups of students from the population as the sample in this study. The process of taking the samples would be discussed in the sampling technique.

### ***3.2.2 Sample and Sampling Technique***

In order to get the representative sample, that is a sample that could represent the true situation of the population, the sampling technique must be done in a correct way.

“A sample is a small proportion of a population selected for observation and analysis” (Best, 1981:8). While according to Arikunto (2002:109), “sample is part of population which is researched.” It is called sample research when we want to generalize the sample research result.

According to Gay (1987:101), “sampling was the process of selecting a number of individuals to represent the larger group from which they were selected”. Gay also states that “samples were usually drawn by random samples, each student of the population had an equal chance of being selected for the samples.

Sax (1979:183) states that “a sample was selected randomly when every member of the population had an equal chance of being selected in the sample”. Therefore, in this study, I used purposive sampling in selecting the sample since the population was homogeneous. According to Sugiyono (2008:85), “purposive sampling is obtained according to certain purposes not based on the stratum, random, or area. *This technique may be conducted because of some considerations, such as : restrictiveness of time, energy, and cost.*” Due to the reasons that have just been mentioned, it is convenient in many instances to use samples. I took 2 classes from 4 classes, selected 60 students from the population to be the sample. For this study, class VIII B which consisted of 30 students was chosen as the control group, while class VIII C which consisted of 30 students was chosen as the experimental group.

Both classes were selected *based on the following considerations :*

- (1) The two classes were given the same English materials by the same English teacher.
- (2) The students of those classes were equal in level of English because the average scores of their English test were the same.

### 3.3 Variable and Hypotheses

In statistics and testing, a variable is a property whereby the members of a set of group differ from one another for examples, the level of interest each creates, the amount of teaching time each method is used for and how difficult each method is used. This part also focuses on the hypotheses of the research.

#### 3.3.1 Variable

Brown (1989: 7-8) states that “variable is something that may vary, or differ.” According to the statement, variable is something that may make two things or two actions different or various in some ways. A variable is essentially what we can observe or quantity of the human characteristics or abilities involved.

Best (1981: 59) also states that “variables are the conditions or characteristics that the experimenter manipulates, controls, or observe.” According to Wiersma (1987: 25), “a variable is characteristic that takes on different values or conditions for different individual.”

The main variables in the research are usually the dependent and independent variable. So, the variables of this study were:

##### 3.3.1.1 Independent Variable

“Independent variable is the factor that is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon” (Tuckman, 1978: 58-58). The independent variable was introduced on both groups. Independent variable is stimulus variable or input. Based on the definition, the independent variable was the use of BBC Nature video and Flash Card in teaching Descriptive text.

### 3.3.1.2 Dependent Variable

“Dependent variable is the factor that is observed and measured to determine the effect of the independent variable, that is, the factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable” (Tuckman: 1978: 59). Dependent variable is a response variable or output. Based on the definition, the dependent variable of this study was the students’ ability in writing descriptive text.

### 3.3.2 Hypotheses

In conducting the experiment, I proposed the working hypothesis ( $H_a$ ) is accepted; that is “There is a significant difference of achievements in writing descriptive texts of students who are taught by using Flashcard and those who are taught by using BBC Nature video” it is shown by the significant difference in producing descriptive text between the experimental group and the control one.

Since the hypothesis would be analyzed statistically based on the result of the experiment, I put forward the null hypothesis ( $H_o$ ) as follows; “There is a no significant difference of achievements in writing descriptive texts of students who are taught by using Flashcard and those who are taught by using BBC Nature video.” It means that the null hypothesis ( $H_o$ ) is rejected.

## 3.4 Instrument of the Study

An instrument was very useful in collecting data required in the research. According to Kerlinger (1965:48) “instrument is an important device for collecting the data in a research study”. He also states that “for most research, the instrument used to measure the achievement in education is a test”. According to

Saleh (2001:31) “the word instrument refers to research tools for data collecting. It is therefore, a fundamental thing to be well thought - out by a researcher before she/he conducts an experiment”. Saleh (2001:31) also suggests “four types of instruments for gathering data: questionnaire, observation, interview, and test. In addition, Harris (1969: 71) states “there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test.”

The success of a study is more or less influenced by the instrument used because using the right instrument will guarantee the data required. Therefore, an instrument plays an important role to collect data. In this research, the writing test was chosen as instrument to collect the data. The test used in the research was a writing test for both pre test and post test which were given to both classes.

### **3.5 The Steps of Research**

Some steps done in a chronological order are always required in conducting an experiment. The following steps were taken by me when I worked on my experiment :

- (1) First of all, I chose the eighth grade students of SMP N 3 Sawangan Magelang as the population.
- (2) Then, I took two groups that consisted of class VIII B as the control group consisted of 30 students, while class VIII C as the experimental group consisted of 30 students. After that, I conducted the real experiment.

The activities of the experimental group are as the following :

(1) Pre-test

Pre-test was given before doing the experiment. I came into the class that was chosen as the experimental group. After giving short introduction, I gave the students the pre-test. The theme of pre testis “My Beloved Animal”.

(2) Activities in doing the experiment

The students were taught some materials about descriptive text. During the teaching process, I used BBC Nature video as the medium to engage students’ attention and imanigation.

(3) Post-test

The post-test was given at the end of the experiment. The test given was not the same as the pre-test. The theme is about “Animal”

The list of activities of the experimental group is as follows :

Table 3.1 Activities of the Experimental Group

No	Activities	Material
1	Pre-test	Descriptive text test
2	Teaching	BBC Nature video, A descriptive text’s text, communicative purpose.
3	Learning and Experiment	BBC Nature video, A descriptive text’s text, generic structure, and language features of descriptive text.

4	Teaching Learning and Experiment	BBC Nature video and A descriptive text
5	Experiment	BBC Nature video and a descriptive text
6	Experiment	A descriptive text
7	Post-test	Descriptive text test

The activities of the control group are as the following :

(1) Pre-test

The administration procedure of pre-test for the control group was the same as the administration procedure for the experimental group.

(2) Teaching and learning activities in the control group

In the process of teaching and learning in the control group, the students were given the same materials that were about descriptive text. However, the students were not given BBC Nature video as a medium, but they were taught descriptive text by using Flash Card.

(3) Post-test

Like the students in the experimental group, the students in the control group, the test were also given was not the same as the pre-test.

The list of activities of the control group is as the following :



Table 3.2 Activities of the Control Group

No	Activities	Material
1	Pre-test	Descriptive text test
2	Teaching-learning	Flash Card and a descriptive text's text, communicative purpose.
3	Teaching-learning	Flash Card and a descriptive text, generic structure, and language features of descriptive text.
4	Teaching-learning	Flash Card and a descriptive text
5	Teaching-learning	Flash Card and a descriptive text
6	Teaching-learning	Flash Card and a descriptive text
7	Post-Test	Descriptive text test

(4) Then, I scored the result of the test.

(5) I determined the means of the result of the two groups.

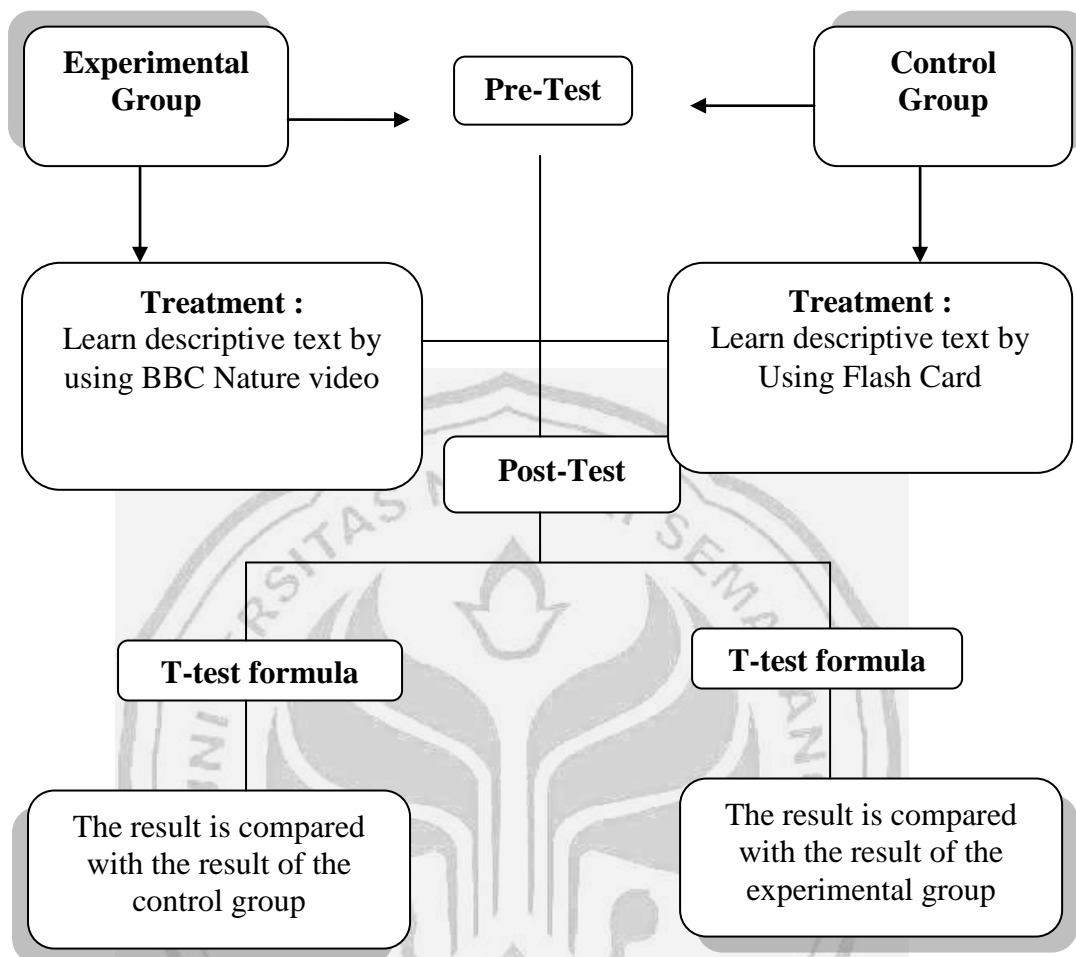
(6) I compared the two means by using the t-test formula.

(7) I consulted the t-value with the critical t-value at the 5 percent alpha level of significance.

(8) Finally, I draw a conclusion.

The figure of procedures of the experiment can be described in the figure below:

Figure 3.2 Procedure of Experiment



### 3.6 Methods of Collecting Data

Gathering the data is the most important thing in doing a research. The data were obtained from the students of SMP N 3 Sawangan Magelang in the academic year of 2012/2013. They were divided into two groups, the experimental group and the control group.

According to Sujana (2002: 8) there are several ways in collecting the data such as:

- (1) Conducting a direct research to the subject of the study or at a laboratory, concerning the subject of the study. The result of the research is recorded and then analyzed.
- (2) Taking or using a whole or a part of the reported data from various sources.
- (3) Arranging a questioner, that is the way of collecting the data using a list of questionnaires which has been prepared.

In this study, the first and the second steps were more appropriate in collecting the data because the research was about writing. The test was used to measure the students' ability in writing descriptive text.

There are some steps in conducting the test. First step that is important is planning the test. In planning the test we have to know the characteristics of a good measuring instrument. What is the purpose of the test and what information to be obtained in the tests are very important for designing the test. According to Brown (1981), the things that must be considered in planning the tests are :

- (1) Relevance  
The test must measure the results, reflect the achievement of specific goals and objectives of a course. The test should contain material that has been taught, in addition, the test also measures only the knowledge and skills that have been taught in the course.
- (2) Proper sampling .  
Each test item should reflect the desired learning outcomes. If it is impossible, then the test should include representative sampling that essential in learning outcomes .
- (3) Standard Conditions  
If the test user does not use the test under the same conditions ( given the same time, level of difficulty and the same content, etc. ), differences in factors that will influence the performance of their scores can not be directly compared.
- (4) Difficulties  
Difficulty is defined as the percentage of people who gived right answer in the specified item. Difficulty, several things including the age of the students. In mastery, good testing items will be answered correctly by students who master the material. In other circumstances the difficult item used to determine grade, the purpose of testing to distinguish between students who have different levels of knowledge about a subject.

(5) Consistency

Consistency or reliability is important in the test because if the test is not consistently measure, individual score will vary from time to time.

(6) Meaningful score

Score will provide useful information accurate student achievement can be used to make decisions.

Then, after planning the test, the test was given to the students in the form of essay test. Here, the experimental group and control were asked to write descriptive text. There are two sections of the test :

(1) Pre-test

Before starting the research, the students were asked to do the pre test. The administration procedure of pre-test as the research instrument for the control group was the same as the administration procedure for the experimental group. Both of them were asked to write essay in the form of descriptive text. The theme was “My Beloved Animals”.

(2) Post-test

After having the treatment, the students were asked to do post-test. This test was used to find out the significant difference between the students' ability in writing a descriptive text before and after the treatment; and whether or not there was significant difference between the group taught by using BBC Nature video and taught by using Flash Card. Both of them were asked to write essay in the form of descriptive text. The theme was “My Beloved Animals”

### 3.7 Methods of Analyzing Data

I chosed the essay test as my instrument research. It means that the score depends on the capability of me. Therefore, I have guidance of evaluation appropriately. As I told before about the scoring guidance, there are two scoring guidances : First is the analytical scoring, the rating scale as proposed by Brown(2004: 243), that is an analytical scoring scale specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Second, the scoring which is based on the analytic method. This method is made to inform the students about their achievement (Heaton, 1990:146).

“There are 5 items scored, they are form, grammar, style, content and mechanic. Each is scored 5, then the maximum score is 25. This method is made to inform the students about their achievement”(Heaton, 1975:95). The results are raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. The obtained rating scale ranges from 1-100. Thus, I could take an example for students who got 25 of raw score. Its score was multiplied by 4. It means that the students got 100.

Some procedures were used to analyze the data. First, I was scoring the result of the test based on Heaton's Grid scoring guidance. Second, the mean was counted of the test result of the group. The mean or average will be computed by adding a list of scores and then dividing by the number of scores. The formula used is:

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

Notes:

$\bar{X}$  = Mean

$X$  = raw score of a person

$N$  = number of scores

$\Sigma$  = summation sign indicating that all  $X$  s in the distribution are added

(Mehrens & Lehmann 1978 : 77)

The third, I analyzed the data by using t-test. The t-test was used to know the influence of using BBC Nature video and Flash Card in teaching descriptive text. Before counting the t-test, standard deviation should be computed. The formula is as follows:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

(Sugiyono 2008 : 128)

After that, the t-test formula was applied to measure the significant difference between the experimental group and the control group. The formula of t-test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$t$  : t-test

$\bar{X}_1$  : the mean of the posttest of the Experimental group

$\bar{X}_2$  : the mean of the posttest of the Control group

$S$  : standard deviation

$n_1$  : the sum of the experimental group

$n_2$  : the sum of the control group

(Sugiyono 2008 : 128)



## **CHAPTER IV**

### **RESULTS OF THE STUDY**

In this chapter, the obtained data will be presented and analyzed. The data presentation is outlined in several parts. The first is discussion of the investigation, then followed by the normality and the homogeneity test. The comparison of the difference between the two means is presented in the third part. The core of this experiment is presented in the fourth part; it is the t-test result. The next part of this chapter is discussion of the research findings, followed by the advantages and disadvantages of using BBC Nature video and flashcards in teaching writing descriptive text.

#### **4.1 Discussion of the Investigation**

This part will present about the research step and the research result of the pre test, treatments, and posttest of the control and experimental group.

##### **4.1.1 Pre Test**

Both of the experimental group and the control group were given pre test on 15<sup>th</sup> June 2013. Every student from both groups was asked to write descriptive text that described cat at least in ten sentences. After I conducted the pre test, I began to score the students' pre test. I used rating scale as proposed by Heaton Grid. There were 5 items to be scored, namely form, grammar, style, content and mechanic. Each was scored 5, then the maximum score was 25. The scoring was based on the Heaton Guidance. This method was made to inform the students



about their achievement. The result was raw scores so that it was necessary to multiply them by 4 to get more meaningful numerical data. The obtained rating scale ranged from 1-100. Thus, I could take an example for students who got 25 of raw score. The score was multiplied by 4. It means that the students got 100.

In order to know the students' pre test in detail, she used the following formula to find out each criterion:

$$Ssa = \frac{\sum OSc}{Ss} \times Fa$$

Where:

Ssa = students' achievement

OSc = number of obtained scores

Fa = five aspects

Ss = number of the students

The following is the computation of the pre test score (the control group):

a. The form  $= \frac{109 \times 4}{30} \times 5 = 72.67$

b. The grammar  $= \frac{93 \times 4}{30} \times 5 = 62$

c. The style  $= \frac{100 \times 4}{30} \times 5 = 66.67$

d. The content  $= \frac{94 \times 4}{30} \times 5 = 64$

e. The mechanic  $= \frac{90 \times 4}{30} \times 5 = 60$

The following is the computation of the pre test score (the experimental group):

$$\text{a. The form} = \frac{101 \times 4}{30} \times 5 = 67.33$$

$$\text{b. The grammar} = \frac{93 \times 4}{30} \times 5 = 62$$

$$\text{c. The style} = \frac{103 \times 4}{30} \times 5 = 68.67$$

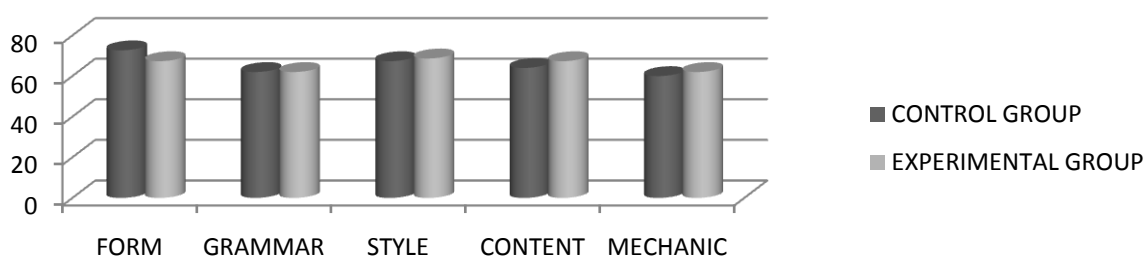
$$\text{d. The content} = \frac{101 \times 4}{30} \times 5 = 67.33$$

$$\text{e. The mechanic} = \frac{93 \times 4}{30} \times 5 = 62$$

The following is the score of the students' pre test which was based on five items:

**Table 4.1 The Result of the Pre-Test**

GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
CONTROL	72.67	62	67.33	64	60
EXPERIMENTAL	67.33	62	68.67	67.33	62



### Chart 4.1 The Result of the Pre-Test of the Control and Experimental Groups

#### 4.1.2 Treatment

I gave the treatments for five times they were held on June 21<sup>st</sup>, 22<sup>nd</sup>, 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> 2013. Before conducting the treatments, I prepared and arranged the teaching design as good as possible. The purpose was to give the guidance for the teaching and learning process. In the treatment, I gave the model activities for both the experimental and the control groups. The following is the table of the activities in doing the treatment and the brief explanation of the activities in doing the treatment is presented on the lesson plan of both experimental group and control group.

**Table 4.2**  
**The Treatment of the Experimental Group**

Time	Materials	Activities
Friday, June 21 <sup>st</sup> , 2013.	<ol style="list-style-type: none"> <li>1. BBC Nature Video Part 1 displayed from LCD projector.</li> <li>2. Power point presentation of explanation about the definition of descriptive text and the sample.</li> <li>3. Vocabularies from video are given.</li> <li>4. The generic structure and general features of descriptive text.</li> <li>5. Adjective, noun, pronouns, articles, nominal words used</li> </ol>	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's explanation displayed from LCD projector.</li> <li>2. Students learn descriptive text using BBC Nature video Part 1 (animal as topic).</li> <li>3. Students are showed the material about descriptive text.</li> <li>4. Students give attention to the teacher's explanation about the definition of</li> </ol>

	in descriptive text.	<p>descriptive text with BBC Nature video as media.</p> <p>5. Students are showed types of descriptive text, the structure and lexicogrammatical features.</p> <p>6. Students learn about adjective, noun, pronouns, articles, nominal words used in descriptive text.</p>
Saturday, June 22 <sup>nd</sup> , 2013.	<p>1. BBC Nature Video Part 2</p> <p>2. Power point presentation of grammar about simple present</p>	<p>1. Students learn about grammar used in descriptive text.</p> <p>2. Students learn Simple Present tense.</p> <p>3. Students are showed a list of verbs that will be used.</p> <p>4. Students are showed the examples of simple present tense and reconstruct the form or formula.</p> <p>5. Students learn the use of article such as, a/an, and the.</p> <p>6. Students are showed how to use pronouns (singular or plural).</p> <p>7. Students are showed a video as media.</p>
Monday,	1. BBC Nature Video Part 3	1. Students are showed video

June 24 <sup>th</sup> , 2013	displayed from LCD projector.	that can help students create descriptive text easier. 2. Students are asked to make the descriptive text in correct order.
Tuesday, June 25 <sup>th</sup> , 2013	1. BBC Nature Video Part 4 2. Blackboard 3. Selotip (paper glue)	1. Students are showed video that can help students create descriptive text easier. 2. Students are asked to make a group consists of 10 persons each. 3. Students are asked to make the descriptive text in correct order. 4. Some of the students are asked to present the written text in front of the class as the model.
Wednesday, June 26 <sup>th</sup> 2013	1. BBC Nature Video Part 5 2. A descriptive text	<ul style="list-style-type: none"> <li>Students are asked to work in pair and then discuss a video given by teacher.</li> <li>Students are asked to make sentences based on the given video.</li> <li>Students combine their sentences and construct a short descriptive text in pairs.</li> <li>Students change their works to the other pairs and</li> </ul>

		<p>analyze the generic structure and language features of the text.</p> <ul style="list-style-type: none"> <li>• Students together with the teacher discuss and identify the generic structure and language features of the descriptive text made by the students.</li> <li>• Students are asked to work individually to write sentences based on the video given by the teacher.</li> <li>• Students combine their sentences into a short descriptive text.</li> </ul>
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Table 4.3

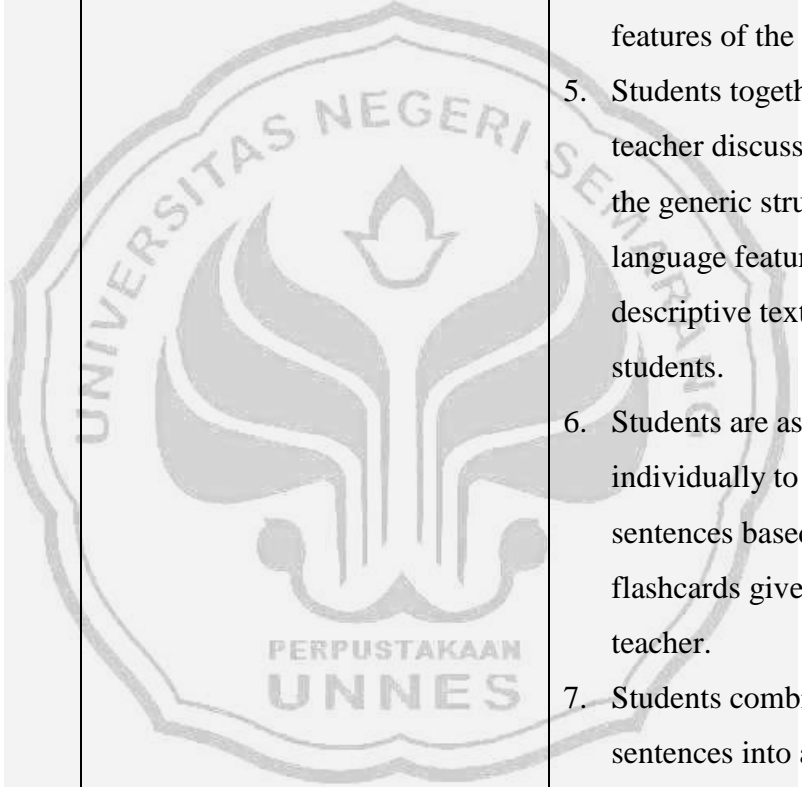
### The Treatment of the Control Group

Time	Materials	Activities
Friday, June 21 <sup>st</sup> , 2013.	<ol style="list-style-type: none"> <li>1. Flash Card of animal displayed from LCD projector.</li> <li>2. Power point presentation of explanation about the definition of descriptive text and the sample.</li> <li>3. Vocabularies from video are given.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's explanation displayed from LCD projector.</li> <li>2. Students learn descriptive text using Animal Flash Card (animal as topic).</li> <li>3. Students are showed the</li> </ol>

	<ol style="list-style-type: none"> <li>4. The generic structure and general features of descriptive text.</li> <li>5. Adjective, noun, pronouns, articles, nominal words used in descriptive text.</li> </ol>	<p>material about descriptive text.</p> <ol style="list-style-type: none"> <li>4. Students give attention to the teacher's explanation about the definition of descriptive text with flashcard as media.</li> <li>5. Students are showed types of descriptive text, the generic structure and lexicogrammatical features.</li> <li>6. Students learn about adjective, noun, pronouns, articles, and nominal words used in descriptive text.</li> </ol>
<p>Saturday, June 22<sup>nd</sup>, 2013.</p>	<ol style="list-style-type: none"> <li>1. Pet Flashcard</li> <li>2. Power point presentation of grammar about simple present</li> </ol>	<ol style="list-style-type: none"> <li>1. Students learn about the grammar used in descriptive text.</li> <li>2. Students learn Simple Present tense.</li> <li>3. Students are showed a list of verbs that will be used.</li> <li>4. Students are showed the examples of simple present tense and reconstruct the form or formula.</li> <li>5. Students learn the use of article such as, a/an, and the.</li> <li>6. Students are showed how to use pronouns (singular or</li> </ol>

		plural). 7. Students are showed a Pet flashcard as media.
Monday, June 24 <sup>th</sup> , 2013	1. Flash Card of Poultry	1. Students are showed Poultry Flash Card that can help students create descriptive text easier. 2. Students are asked to make the descriptive text in correct order.
Tuesday, June 25 <sup>th</sup> , 2013	1. Flash Card of Farm Animals 2. Blackboard 3. Selotip (paper glue)	1. Students are showed some flashcards that can help students create descriptive text easier. 2. Students are asked to make a group consists of 10 persons each. 3. Students are asked to make the descriptive text in correct order. 4. Some of the students are asked to present the written text in front of the class as the model.
Wednesday, June 26 <sup>th</sup> 2013	1. Flash Card of Wild animals 2. A descriptive text	1. Students are asked to work in pair to discuss a video given by teacher. 2. Students are asked to make sentences based on the given flashcards.



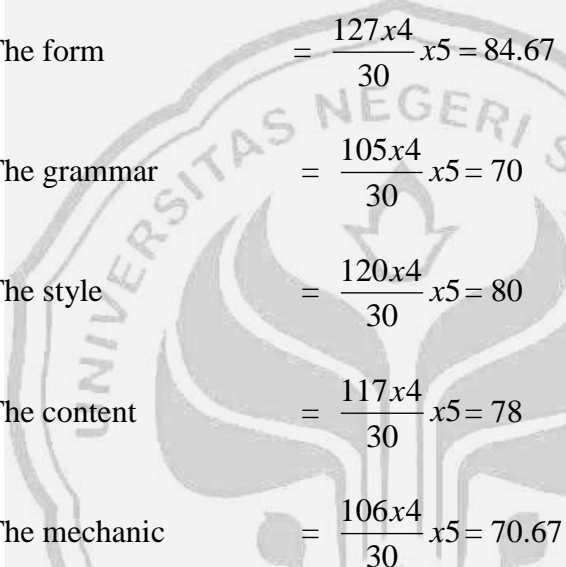
		 <ol style="list-style-type: none"> <li>3. Students combine their sentences and construct a short descriptive text in pairs.</li> <li>4. Students change their works to the other pairs and analyze the generic structure and language features of the text.</li> <li>5. Students together with the teacher discuss and identify the generic structure and language features of the descriptive text made by the students.</li> <li>6. Students are asked to work individually to write sentences based on the flashcards given by the teacher.</li> <li>7. Students combine their sentences into a short descriptive text.</li> </ol>
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#### **4.1.3 Post Test**

The post test was conducted after the treatments. It was held on 29<sup>th</sup> June 2013. It was conducted for the experimental group and the control group. In the post test, the students were asked to write a descriptive text. The test was used to measure the students' ability in writing descriptive text. In this test, the students were asked

to write descriptive text which describedrooster at least in ten sentences. They were given 40 minutes to do their test. After that, I scored and analyzed the result of their work.

In scoring the students' post test, I also used the same formula as I used in scoring the students' pre-test. The following is the computation of the students' post test (the control group):

- 
- a. The form  $= \frac{127 \times 4}{30} \times 5 = 84.67$
  - b. The grammar  $= \frac{105 \times 4}{30} \times 5 = 70$
  - c. The style  $= \frac{120 \times 4}{30} \times 5 = 80$
  - d. The content  $= \frac{117 \times 4}{30} \times 5 = 78$
  - e. The mechanic  $= \frac{106 \times 4}{30} \times 5 = 70.67$

The following is the computation of the students' post test (the experimental group):

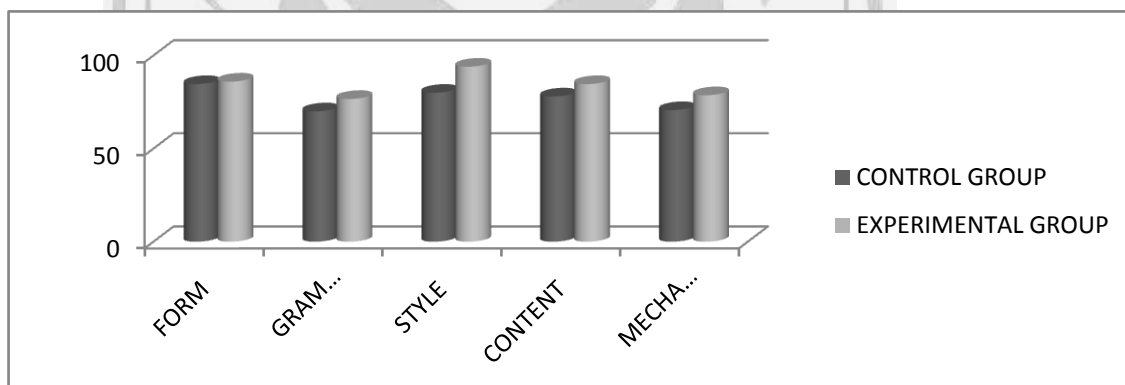
- a. The form  $= \frac{129 \times 4}{30} \times 5 = 86$
- b. The grammar  $= \frac{115 \times 4}{30} \times 5 = 74.67$
- c. The style  $= \frac{141 \times 4}{30} \times 5 = 94$
- d. The content  $= \frac{127 \times 4}{30} \times 5 = 84.67$

e. The mechanic  $= \frac{118}{30} \times 5 = 78.67$

The post test results of the control and experimental groups are presented in the table and chart below.

**Table 4.4 The Result of Post-Test**

GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
CONTROL	84.67	70	80	78	70.67
EXPERIMENTAL	86	76.67	94	84.67	78.67



**Chart 4.2 The Result of the Post-Test of the Control and Experimental Groups**

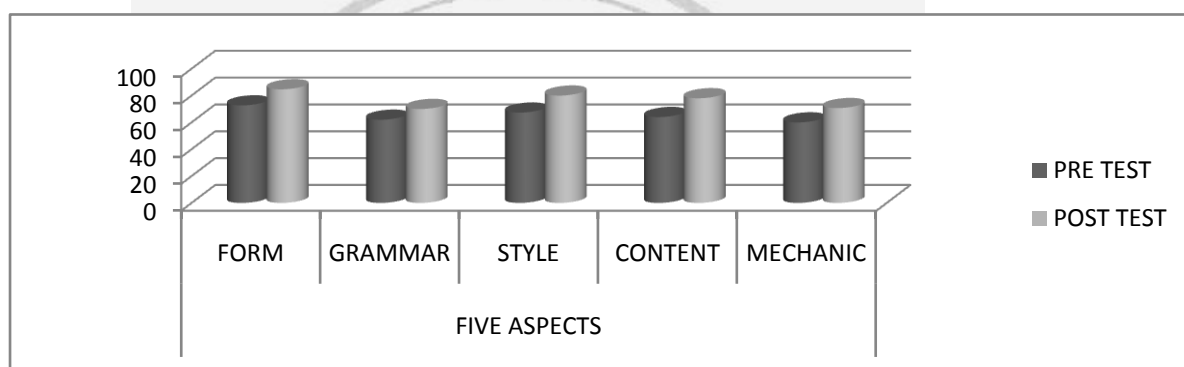
#### 4.1.4 Level of Students' Achievement

The data were obtained from the students' achievement of writing descriptive text.

The following are the charts of the students' average scores which cover five components of writing on the control group.

**Table 4.5****The Average Score of the Control Group**

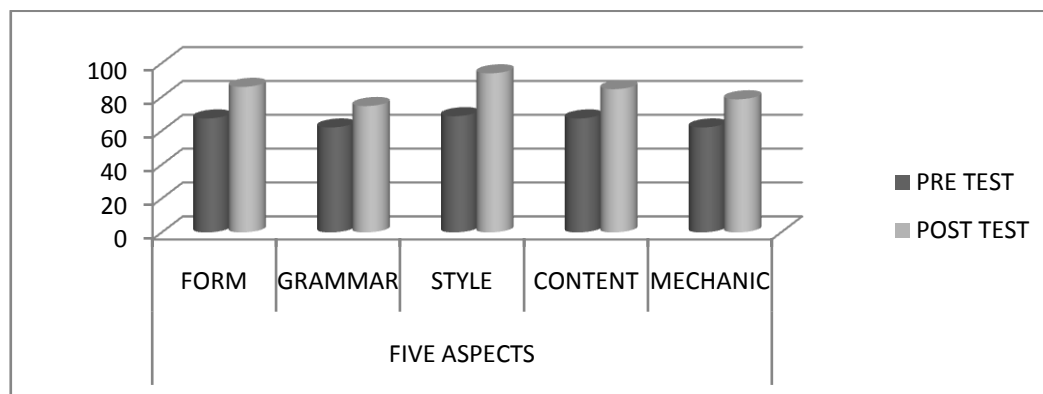
<b>CONTROL GROUP</b>	<b>FIVE ASPECTS</b>				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
PRE TEST	72.67	62	67.33	64	60
POST TEST	84.67	70	80	78	70.67

**Chart 4.3****The Average Score of the Control Group**

The following are the charts of the students' average scores which cover five components of writing on the control and the experimental group.

**Table 4.6****The Average Score of the Experimental Group**

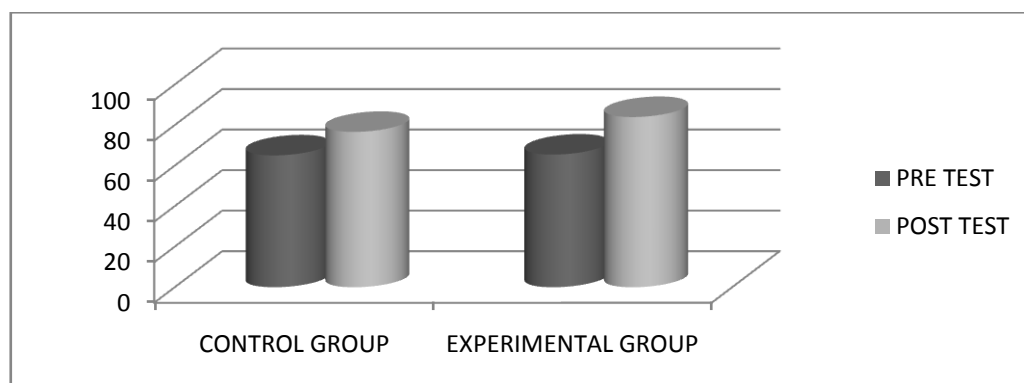
<b>EXPERIMENTAL GROUP</b>	<b>FIVE ASPECTS</b>				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
PRE TEST	67.33	62	68.67	67.33	62
POST TEST	86	74.67	94	84.67	78.67

**Chart 4.4****The Average Score of the Experimental Group**

From the charts above, the average scores of each component of writing on the two groups improved on the post-test. From those results, the average scores of the two groups were analyzed. In details, it can be seen on the chart below:

**Table 4.7****The Average Score between the Control and Experimental Groups**

SCORE	CONTROL GROUP	EXPERIMENTAL GROUP
PRE TEST	65.07	65.47
POST TEST	76.67	84

**Chart 4.5****The Average Score between the Control and Experimental Groups**

From the chart above, the different average score between the control and experimental groups was shown. In the control group, the average score of the pre-test was 65.07 and the post-test 76.67. From those scores, the different average score between the pre-test and the post-test of the control group was 11.60. While, in the experimental group, the average score of the pre-test was 65.47 and the post-test was 84.00. The different average score between those tests was 18.53. It meant that the different average score of the experimental group was higher than in the control group.

It could be concluded that there was improvement of the experimental groups achievement after they received the treatment using BBC Nature video. It was also proven by the t-test formula. The result showed that there was a significant difference between the control and experimental groups on their writing product. The computation can be seen in Appendix.

## **4.2 Normality and Homogeneity**

After the data were gathered, the normality and the homogeneity should be checked in order to know if the data could be analyzed.

### **4.2.1 Normality**

Before the t-test computation, it was needed to make sure that the data were normal. Research data tabulation can be found in appendix.

After getting the data of the control and experimental groups, the normality of those data were analyzed. It was found that the  $X^2_{hitung}$  of pretest and posttest of the control group was 1.822395 and 5.54864807, while the

$X^2_{hitung}$  of pretest and posttest of the experimental group was 3.681975 and 4.714604.

Then, the results were consulted with critical value of  $X^2_{hitung} (\alpha) (dk)$  with  $\alpha = 0.05$  and  $dk = 3$ , whose result is 7.815. Since the value of  $X^2_{hitung} (\alpha) (dk)$  of the control and experimental groups were lower than 7.815, the data were considered to be normally distributed. The computation of normality can be seen in Appendices.

#### 4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group are homogeneity or not. The computation of homogeneity goes as follow:

$$F = \frac{V_e}{V_c}$$

Use the formula stated above, the homogeneity of pre-test of the experimental and control groups is computed as follow:

$$\begin{aligned} F &= \frac{V_e}{V_c} \\ &= \frac{72.25747126}{47.37471264} \\ &= 1.525232919 \end{aligned}$$

The value of F table with dk numerator  $V1 = n1 - 1 = 30 - 1 = 29$ , dk denominator  $v2 = n2 - 1 = 30 - 1 = 29$  and  $\alpha = 5\%$ , squared to  $V1 = 30$  and  $V2 = 30$

is 1.85. Because  $F_{hitung} (1.53) < 1.85$  then we can conclude that the data of both pretest is homogeny.

While the homogeneity of post-test of both groups was computed as follow:

$$F = \frac{V_e}{V_c}$$

$$= \frac{50.75862069}{56.36781609}$$

$$= 0.900489396$$

The value of F table with dk numerator  $V1 = n1 - 1 = 30 - 1 = 29$ , dk denominator  $v2 = n2 - 1 = 30 - 1 = 29$  and  $\alpha = 5\%$ , squared to  $V1 = 30$  and  $V2 = 30$  is 1.85. Because  $F_{hitung} (0.90) < 1.85$  then we can conclude that the data of both pretest is homogeny. The computation of homogeneity can be seen in Appendices.

### 4.3 Difference between the Two Means

After analyzing the normality and homogeneity of the data, the computation was made. The first way to identify the significant difference between the control and experimental groups were by comparing the different means of both groups. The data being compared were the difference between the two means of the pre-test and post-test, because the data showed the result of the treatment.

The difference between the two means was computed using the following formula as stated by Arikunto (2002:264):



$$\overline{X_e} = \frac{\sum X_e}{N_e} \qquad \overline{X_c} = \frac{\sum X_c}{N_c}$$

Where:

$\overline{X_e}$  = the mean of the experimental group

$\overline{X_c}$  = the mean of the control group

$\sum X_e$  = the total of the students' scores in the experimental group

$\sum X_c$  = the total of the students' scores in the control group

$N_e$  = the number of the students in the experimental group

$N_c$  = the number of the students in the control group

The mean of the control group on the pre-test:

$$\overline{X_c} = \frac{\sum X_c}{N_c} = \frac{1952}{30} = 60.07$$

The mean of the control group on the post-test:

$$\overline{X_c} = \frac{\sum X_c}{N_c} = \frac{2300}{30} = 76.67$$

Whereas, the mean of the experimental group on the pre-test:

$$\overline{X_e} = \frac{\sum X_e}{N_e} = \frac{1964}{30} = 65.47$$

The mean of the experimental group on the post-test:

$$\overline{X_e} = \frac{\sum X_e}{N_e} = \frac{2520}{30} = 84.00$$

From the calculation, it can be seen that in the control group, the mean of the pre-test was 65.07 and the post-test 76.67. From those scores, the different mean between the pre-test and the post-test on the control group was 11.60. While, on the experimental group, the mean of pre-test was 65.47 and post-test was 84.00. The different mean between those tests was 18.53. It meant that the different mean on the experimental group was higher than that of the control group.

It could be concluded that there was good improvement of the experimental groups achievement after they received the treatment using BBC Nature videos. However, it could not be concluded that the difference between the two means of pre-test and post-test was significant. Therefore, to determine whether the difference between the two means was statistically significant, the t-test formula was applied.

#### **4.4 Analyzing the T-test**

The study was intended to investigate whether there is any significant difference of ability in writing descriptive text between the students who were taught by using flashcards and those who were taught by using BBC Nature videos as media. It was hypothesized that the difference occurred.

To measure the significance of the pre-test and the post-test, the t-test was used. T-value obtained from the computation should be consulted with the critical value in the t-table. The result of the consultation is then used as an attempt to verify the hypothesis.

Before applying the t-test formula, the standard deviation should be computed first. The formula is as follows:

$$\begin{aligned}
 S &= \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(29)(50,75862069) + (29)(56,36781609)}{30 + 30 - 2}} \\
 &= \sqrt{\frac{1472,00000001 + 1634,66666661}{58}} \\
 &= \sqrt{\frac{3106,66666662}{58}} \\
 &= \sqrt{53,56321839} \\
 &= 7,318689663457524 \\
 &\approx 7,31
 \end{aligned}$$

After that, the t-test formula was applied to measure the significant difference between the control and the experimental groups. The formula is as follows:

$$\begin{aligned}
 t &= \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}} \\
 &= \frac{84 - 76,67}{7,31 \sqrt{\frac{1}{30} - \frac{1}{30}}} \\
 &= \frac{7,33}{7,31 \times 0,26}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{7,33}{1,9006} \\
 &= 3,856676838892981 \\
 &\approx 3,86
 \end{aligned}$$

To interpret the  $t$  obtained, it should be consulted with the critical value of the  $t$ -table to check whether the difference was significant or not. In educational research, the 5% (0.05) level of significance was used. If the  $t$ -value is higher than  $t$ -table, it means that there is significant difference between the two means. Contrary, if the  $t$ -value is lower than  $t$ -table, it means that there is no significant difference between two means.

The number of subjects in this study for the control and experimental groups were 60 with the degree of freedom ( $df$ ) = 58, that was  $N_x + N_y - 2 = 58$ . At the 5% (0.05) alpha level of significance,  $t$ -value that was obtained was 3.86 and  $t$ -table was 2.00, so the  $t$ -value is higher than  $t$ -table. It means that there is significant difference between the two means. Therefore, there was significant difference in achievement between students who were taught writing descriptive text by using flashcards and those who were taught by using BBC Nature videos.

In other words, the research findings revealed that the result of the treatment was in line with my hypothesis that “There is a significant difference of achievement s in writing descriptive texts of students who are taught by using flashcards and those who are taught by using BBC Nature video.”

Therefore, the null hypothesis that “There is no a significant difference of achievements in writing descriptive texts of students who are taught by using flashcards and those who are taught by using BBC Nature video” was rejected.

## 4.5 Discussion of the Research Findings

The aim of the tests, pre test and post test, were to investigate whether there is any significance difference of the students' achievement in writing descriptive text taught by using flashcards in control group and BBC Nature videos in experimental group as media at the eight year students of SMP Negeri 3 Sawangan, Magelang in the academic year of 2012/2013.

In the pre-test, the average scores of the control and the experimental groups were 65.07 and 65.47. From the pre-test, it can be said that the ability of the two groups was relatively the same. From the scores, it can be concluded that the two groups were homogenous, because there was only slight difference in the pre-test result between the control group and the other one (experimental group). After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 84.00 and the control group got 76.67.

Providing students with BBC Nature videos made an upgrading in their writing ability more than giving them flashcards. It can be seen in the average of each aspect both in the pre-test and the post-test section below.

**Table 4.8**

**Average of Each Aspect both in Pre-Test and Post-Test of the Control Group**

<b>CONTROL GROUP</b>	<b>Pre-test</b>	<b>Post-test</b>
Average of form	72.67	84.67
Average of grammar	62	70
Average of style	67.33	80

Average of content	64	78
Average of mechanic	60	70.67

**Table 4.9**

**Average of Each Aspect both in Pre-Test and Post-Test  
of the Experimental Group**

<b>EXPERIMENTAL GROUP</b>	<b>Pre-test</b>	<b>Post-test</b>
Average of form	67.33	86
Average of grammar	62	76.67
Average of style	68.67	94
Average of content	67.33	84.67
Average of mechanic	62	78.67

From both of the tables above, it can be seen that the students writing ability in describing a particular animal based on the flashcards and the BBC Nature videos was increasing, but the posttest score of the experimental group of each aspects was higher than the score of the control group. The increasing ability involved the whole aspects of the components of writing: form, grammar, style, content, mechanic, as explained below :

**(1) Students' Form in Writing**

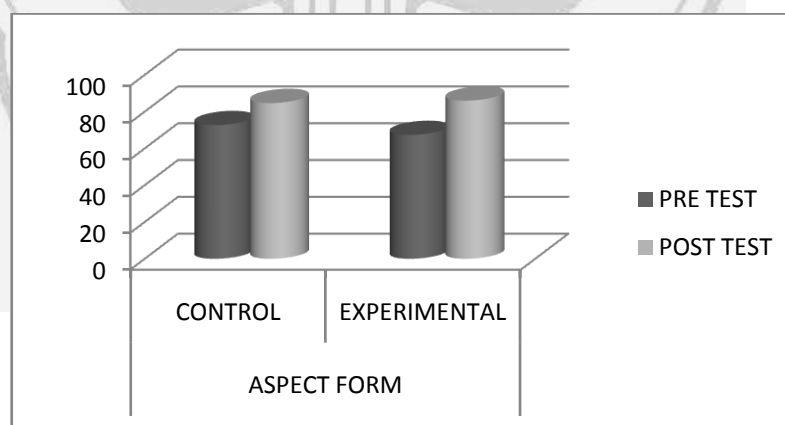
Talking about form, the students' ability in organizing sentences into a good paragraph was so poor. They still produced simple and rather unorganized sentences. After being given the treatment by using BBC Nature videos, the

ability of the experimental group in organizing sentences was getting better comparing to the control group after being given treatment by using flashcards. In the post-test, the students' form in writing showed an improvement. The following table shows the results.

**Table 4.10 Students' Writing Form**

TEST	ASPECT FORM	
	CONTROL	EXPERIMENTAL
PRE TEST	72.67	67.33
POST TEST	84.67	86
RANGE	12	18.67

**Chart 4.6 Students' Writing Form**



The control group students' writing form improved. It can be proved by the pre-test score, 72.67, and the post-test score, 84.67. It meant the students had made **12**points improvement.

Meanwhile, the experimental group students' writing form also improved. It can be proved by the pre-test score, 67.33, and the post-test score, 86.00. It

meant the students had made **18.67** points of improvement. Therefore, the experimental group had made higher improvement than the control group.

## (2) Students' Grammar in Writing

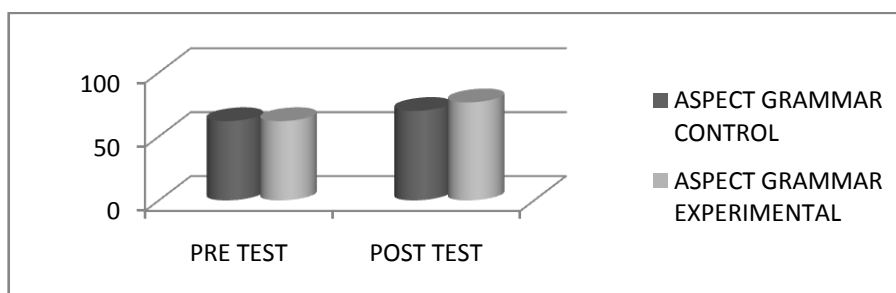
Moreover, the student's ability of both the control and the experimental groups in comprehending grammar aspect was weak. The students in those groups showed that they had poor ability in producing good structure. The given treatment influenced their grammar ability and gave contribution to improving their grammar comprehension. The result of the experimental group who was taught by using BBC Nature videos was higher than the control group.

In the post-test, the students' grammar in writing showed an improvement. The following table shows the results.

**Table 4.11 Students' Writing Grammar**

TEST	ASPECT GRAMMAR	
	CONTROL	EXPERIMENTAL
PRE TEST	62	62
POST TEST	70	76.67
RANGE	8	14.67

**Chart 4.7 Students' Writing Grammar**





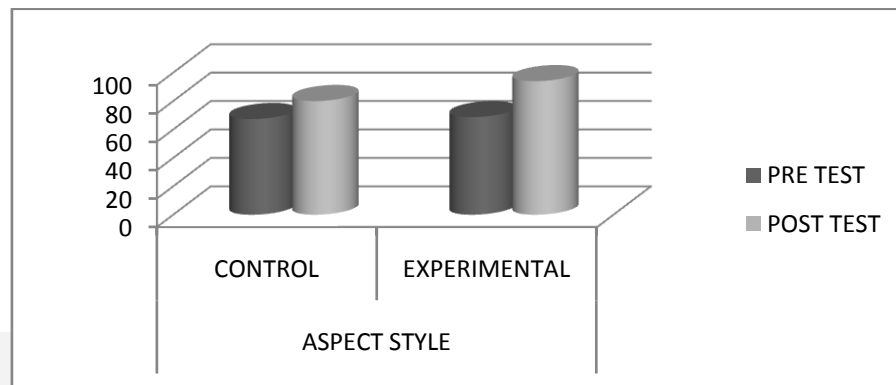
Many of the students in both experimental and control group were poor in grammar. In the post- test, there was an improvement and the experimental group got higher score than the control group. The pre-test score of control group was 62 and the post-test was 70.00. It meant the students improved 8 points. The pre test score of the experimental group was 62 and the post test was 76.67. It meant the students of the experimental group improved 14.67 points.

(3) Students' Style in Writing

The students' ability in mastering vocabulary was also poor. They did not use appropriate words in showing their ideas on the written products of their pre-test. In the post-test, the students' style in writing showed an improvement. The following table shows the results.

**Table 4.12 Students' Writing Style**

TEST	ASPECT STYLE	
	CONTROL	EXPERIMENTAL
PRE TEST	67.33	68.67
POST TEST	80	94
RANGE	12.67	25.33

**Chart 4.8 Students' Writing Style**

Many of them were poor in style of the text. However, in the post- test, there was significant improvement. The pre-test score of the control group was 67.33 and the post-test was 84.67. It meant the students had made **12.67** points of improvement. The pre-test score of the experimental group was 68.67 and the post test was 94. It meant the students of experimental group got higher improvement than the control group. It improved **25.33** points.

#### (4) Students' Content in Writing

The students' ability in producing good content in writing was generally weak. In the pretest, they could not understand what they had to do, so they only produced very simple sentences like "The cat has four legs.". The treatment given to the experimental group and the control group were able to improve their vocabulary and their ability in combining content as well. BBC Nature videos showed them many new vocabularies related to the topics than the flash cards. Using BBC Nature video was also able to stimulate their creativity in building their ideas and constructing good written content.

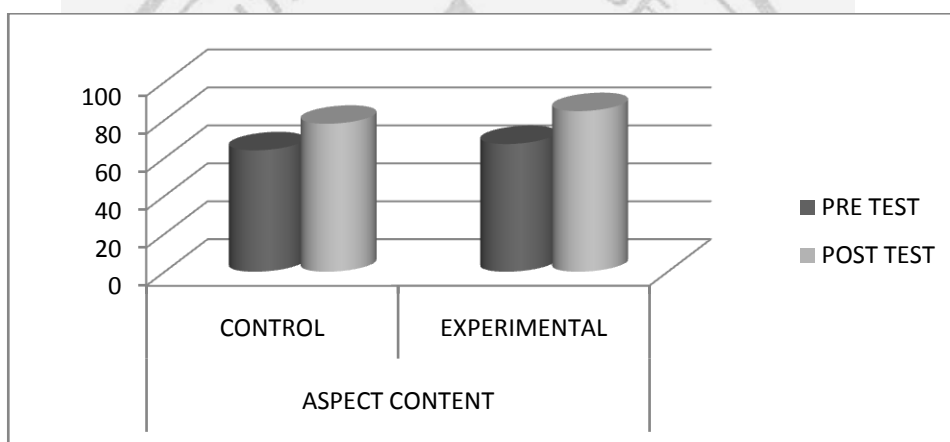
In the post-test, the students' content in writing showed an improvement.

The following table and chart show the results.

**Table 4.13 Students' Writing Content**

TEST	ASPECT CONTENT	
	CONTROL	EXPERIMENTAL
PRE TEST	64	67.33
POST TEST	78	84.67
RANGE	14	17.34

**Chart 4.9 Students' Writing Content**



In the post- test of control group and experimental group, the students writing content improved. The pre-test score of control group was 64 and the post-test was 78. It meant the students writing content ability improved 14 points. The pre-test score of experimental group was 67.33 and the post-test was 84.67. It meant the students ability in writing content improved 17.34 points.

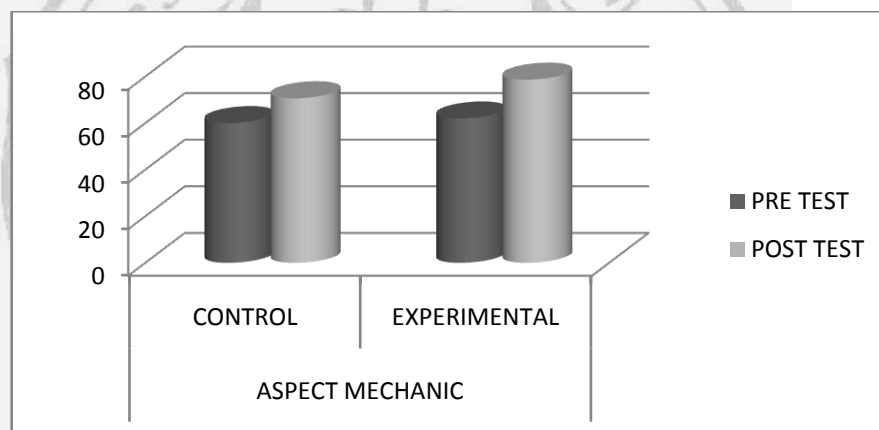
(5) Student's Mechanic in Writing

In the post-test, the students' content in writing showed an improvement. The following table and chart show the results.

**Table 4.14 Students' Writing Mechanic**

TEST	ASPECT MECHANIC	
	CONTROL	EXPERIMENTAL
PRE TEST	60	62
POST TEST	70.67	78.67
RANGE	10.67	16.67

**Chart4.10 Students' Writing Mechanic**



In the post- test, there were also an improvement, the experimental group had higher score than the control group. The pre-test score of the control group was 60.00 and the post-test was 70.67 It meant the students writing mechanic ability improved **10.67** points. The pre-test score of the experimental group was 62.00 and the post-test was 78.67 It meant the students ability in writing mechanic improved **16.67** points.

From all of those aspects, BBC Nature videos had made much improvement on style , content and form than the use of flashcards. But, both of BBC Nature

video and flashcards did not make a significant improvement on grammar and mechanic, so the teacher must also concern on those kinds of aspects.

The mean of the pre-test of the control and experimental group were only 65.07 and 65.47. It was lower than the criterion of the assessment from the minimal standard of the school that was 68. The mean of the post test were 76.67 and 84.00 meaning that those higher than the pre-test and higher than the standard score. It increased 11.60 and 18.53 point from the pre-test.

From those results, it could be concluded that the activities during the study ran well. In the end of the test, the students could eliminate their difficulties in writing, especially in writing descriptive text. The improvement of the students proved that BBC Nature videos and flash cards are effective to be used in teaching writing a descriptive text to the eighth grade students of junior high school. We could also see that there was a significant effect of teaching writing descriptive text using BBC Nature videos as the media, that they were able to make the students' ability in making composition more improved than teaching writing with flashcards.

#### **4.6 The Advantages and Disadvantages of Using Flash Cards and BBC Nature Videos in Teaching Writing Descriptive Text**

Based on the results of the research, the writer found that the use of BBC Nature Video and Flash Card as media improve students' writing skills of descriptive texts. This section will present about the advantages and disadvantages of both media.

#### **4.6.1 Flash Cards**

Using various kinds of media in the classroom to help and support the teachers in presenting the material has always been a challenge, and how to bring these media in the classroom is more than a challenge. Students and teachers should be able to use different media through different technologies in their classrooms.

Flash Card is one of the media that is appropriate to be used in teaching a second language. Flash cards are wonderful teaching aids when used to elicit responses from the most reluctant students. They can be used to trigger the imaginations of students in all grades, or all ages. Pictures can work to describe an object which is showed.

As a kind of pictures, flash cards are more interesting because they are printed on better quality of paper that is vivid, bright and it also support with the name of the object. Having slightly difference with pictures, based on the research was done, flash cards have some advantages. Those are:

- (1) motivate the students to write compositions more easily than ever before,  
and
- (2) offer the students opportunities to exchange ideas with their peers and help  
to focus attention.

Although flashcards have many advantages, they still have some limitations as follows:

- (1) Students do not always know how to read flash cards.
- (2) The teacher must be selective in choosing the appropriate flashcard, the  
choice of its, is really influenced by the objective of the lesson.

#### **4.6.2 BBC Nature Video**

The application of media in teaching learning process will enable teachers to transmit the material being taught more easily and effectively. Documentary films in BBC Nature video is one of the media which is valuable in supporting the instructional process. If it is applied properly, it will be an effective teaching aid through the information provided to help the students in writing descriptive text.

The advantages of the BBC Nature Video over the other media are as follows:

- (1) BBC Nature Video provide much information. The motion pictures as well as sounds describing things on the films will make the students catch the idea of what they are to create, write sequences of sentences and build the text easily.
- (2) Repetition of the films can be held as required related to the information needed.
- (3) The use of BBC Nature video can gain students' motivation and stimulate their interest in writing.
- (4) BBC Nature video are able to bring a variety of exiting situations of the outside world into the classroom.
- (5) Using BBC Nature video will be very useful for teachers since it helps them introduce and explain about the descriptive text more easily. Teachers will easily help their students in building idea of what they are to write and explore it into an appropriate text.

Inspite of the advantages, there are some weaknesses of using BBC Nature video in teaching writing descriptive text, they are:

- (1) Using BBC Nature video should be prepared and organized carefully in order to reach the benefits of using the media.
- (2) The choice of the documentary films is really influenced by the objective of the lesson.
- (3) During the films, the interaction between teacher and students are less active since the attention of the students focuses on the films.
- (4) The instruction activities by using documentary films as media needs a lot of requirements related to the use of technology in teaching learning process.

The limitations of the flashcards can be easily covered by BBC Nature videos. In the videos, the students can easily know the part body of the animal specifically and in detail. BBC Nature videos also provide information that may be missed by the students when they are interpreting the flashcards.

From the result of t-test and analysis above, both of flashcards and BBC Nature videos affect the students ability in writing descriptive text, but the videos give much more significant contribution.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research study started from the questions whether there is any significance differences of the achievements in writing descriptive texts of students who are taught by using flash cards and those who are taught by using BBC Nature videos, and which one is more effective in giving contribution to improve the students' ability (achievements) in writing descriptive text at eight grade students of SMPN 3Sawangan, Magelang in the academic year of 2012/2013, teaching using flash cards or BBC Nature videos. In the end of the report, conclusions and suggestions of what have been discussed in the previous chapters will be presented here.

#### **5.1 Conclusions**

Based on the result findings and discussion in the previous chapter, there are some conclusions that could be drawn as follows:

- (1) There is a significant difference of achievements in writing descriptive texts of students who were taught by using flash cards and those who were taught by using BBC Nature videos. As the computation explained in the previous chapter showed that the t-test value (3.860) was higher than t-table (2.00). It means that there is significant difference in writing descriptive text ability between the students who were taught by using flash cards and those who were taught by using BBC Nature videos as media.

In other words, the research findings revealed that the result of the treatment was in line with my hypothesis that “There is a significant difference of achievements in writing descriptive texts of students who are taught by using flash cards and those who are taught by using BBC Nature videos.”

Therefore, the null hypothesis that “There is no a significant difference of achievements in writing descriptive texts of students who are taught by using flash cards and those who are taught by using BBC Nature videos” was rejected.

- (2) The use of flash cards and BBC Nature videos actually gives contribution to improving students’ achievements in writing descriptive texts. Based on the statistical analysis, it can be seen that on the control group, the average score of the pre-test was 65,07 and the post-test 76.67. From those scores, the different average score between the pre-test and the post-test on the control group was 11.60. While, on the experimental group, the average score of the pre-test was 67,47 and the post-test was 84,00. The different average score between those tests was 16.53. It could be concluded that there was good improvement of both group’s achievement as good contribution after they received the treatments.
- (3) By comparing the different average scores (means) of both groups and the scores achieved by each group in the two tests (pre-test and post-test), I come to the conclusion that the use of BBC Nature videos gave a significant difference in the improvement of the students’ writing

descriptive text ability and it is effective to be used in teaching writing a descriptive text.

## 5.2 Suggestions

Based on the conclusion above, I would like to present the following suggestions to:

### (1) The students

The use of BBC Nature videos and flashcards could be interesting way or positive force to obtain higher achievement in improving their writing ability in creating a descriptive text.

### (2) The English teachers

The use of BBC Nature videos and flashcards help the teacher to find another way to teach written descriptive text and both media will trigger them to have inspiration in improving their teaching methods so that they can direct the students' attention and finally improve the students' achievements in their writing ability of the material that they thought. So, the teachers must be able to create their own way to arise their students' interest in the lesson especially in writing descriptive text.

### (3) The next researchers

Finally, it is hoped that the result of this research will be useful for readers. This research also can be one of the references for the next researchers who want to conduct deeper research by using all various kinds of media including BBC Nature videos and flashcards. They are also

expected to be able to cover the limitation in this study and provide more detailed information about this study.



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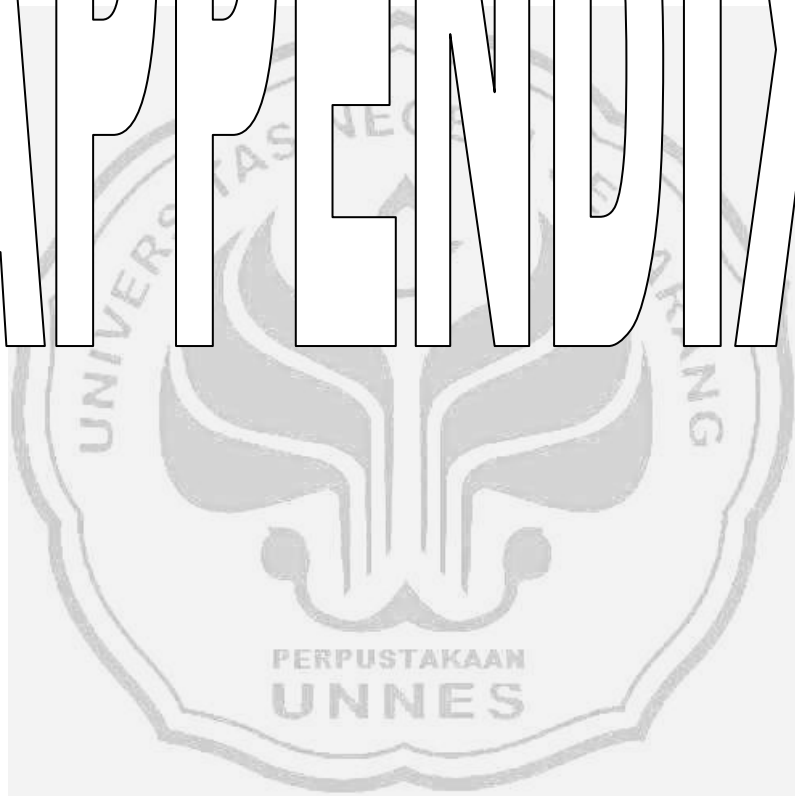
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# APPENDIXES





APPENDIX 1

**8B PRE TEST ( CONTROL GROUP )**

NO	NAME	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC	TOTAL	TOTAL*4*100%
1	C- 01	3	3	4	3	3	16	64
2	C- 02	4	3	3	3	3	16	64
3	C- 03	4	3	4	4	3	18	72
4	C- 04	3	3	3	4	4	17	68
5	C- 05	4	3	4	3	3	17	68
6	C- 06	3	3	3	3	2	14	56
7	C- 07	3	3	3	3	3	15	60
8	C- 08	3	3	3	3	3	15	60
9	C- 09	3	2	3	3	3	14	56
10	C- 10	3	3	3	3	3	15	60
11	C- 11	4	3	4	3	3	17	68
12	C- 12	4	3	4	4	3	18	72
13	C- 13	4	4	4	4	4	20	80
14	C- 14	4	3	3	3	3	16	64
15	C- 15	3	3	3	3	3	15	60
16	C- 16	4	3	4	4	3	18	72
17	C- 17	4	3	3	4	3	17	68
18	C- 18	3	3	3	3	3	15	60
19	C- 19	4	3	3	3	3	16	64
20	C- 20	4	3	4	3	3	17	68

21	C- 21	4	3	3	3	3	16	64
22	C- 22	4	4	3	3	3	17	68
23	C- 23	4	3	3	3	3	16	64
24	C- 24	3	3	3	3	3	15	60
25	C- 25	4	4	3	3	3	17	68
26	C- 26	3	3	3	2	2	13	52
27	C- 27	5	4	4	4	4	21	84
28	C- 28	3	3	3	3	2	14	56
29	C- 29	4	3	3	3	3	16	64
30	C- 30	4	3	4	3	3	17	68
SUM		109	93	100	96	90	488	1952
AVERAGE		3,63333	3,1	3,333333	3,2	3	16,267	65,06666667
VARIANCE								47,37471264
STANDARD DEVIATION								6,882929074

APPENDIX 2

8B POST TEST (CONTROL GROUP)

NO	NAME	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC	TOTAL	TOTAL*4*100%
1	C- 01	4	3	4	4	3	18	72
2	C- 02	5	4	4	4	3	20	80
3	C- 03	5	4	4	5	4	22	88
4	C- 04	4	3	4	4	3	18	72
5	C- 05	5	4	4	4	4	21	84
6	C- 06	4	3	3	3	3	16	64
7	C- 07	4	3	4	4	4	19	76
8	C- 08	4	3	4	4	3	18	72
9	C- 09	4	3	3	4	3	17	68
10	C- 10	4	3	4	4	4	19	76
11	C- 11	4	4	4	4	4	20	80
12	C- 12	5	4	4	4	4	21	84
13	C- 13	5	4	5	4	4	22	88
14	C- 14	4	4	4	4	4	20	80
15	C- 15	4	3	4	4	3	18	72
16	C- 16	5	4	5	4	4	22	88
17	C- 17	5	4	4	4	4	21	84
18	C- 18	4	3	4	3	3	17	68
19	C- 19	4	3	4	4	3	18	72
20	C- 20	4	4	4	4	4	20	80

21	C- 21	5	4	4	4	4	21	84
22	C- 22	4	4	4	4	3	19	76
23	C- 23	4	3	4	4	3	18	72
24	C- 24	4	3	4	4	4	19	76
25	C- 25	3	4	4	4	4	19	76
26	C- 26	3	3	3	3	4	16	64
27	C- 27	5	4	5	5	4	23	92
28	C- 28	4	3	4	3	3	17	68
29	C- 29	4	3	4	3	3	17	68
30	C- 30	4	4	4	4	3	19	76
SUM		127	105	120	117	106	575	2300
AVERAGE		4,233	3,5	4	3,9	3,5333333	19,167	76,66666667
VARIANCE								56,36781609
STANDARD DEVIATION								7,507850298

Appendix 3

**8C PRETEST (EXPERIMENTAL GROUP)**

NO	NAME	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC	TOTAL	TOTAL*4*100 %
1	E - 01	3	3	3	3	2	14	56
2	E - 02	3	3	3	3	3	15	60
3	E - 03	4	4	4	4	3	19	76
4	E - 04	3	3	3	3	2	14	56
5	E - 05	3	3	3	4	3	16	64
6	E - 06	3	2	3	3	2	13	52
7	E - 07	4	4	4	4	4	20	80
8	E - 08	4	4	4	5	4	21	84
9	E - 09	4	3	4	4	3	18	72
10	E - 10	4	3	3	3	3	16	64
11	E - 11	3	3	3	3	2	14	56
12	E - 12	3	3	3	3	3	15	60
13	E - 13	4	3	3	4	4	18	72
14	E - 14	4	3	3	3	3	16	64
15	E - 15	3	3	4	3	4	17	68
16	E - 16	3	3	4	4	4	18	72
17	E - 17	3	3	4	3	4	17	68
18	E - 18	3	3	3	3	3	15	60
19	E - 19	4	4	4	4	4	20	80
20	E - 20	3	3	4	4	3	17	68

21	E - 21	3	3	4	3	3	16	64
22	E - 22	3	3	4	3	2	15	60
23	E - 23	3	2	3	3	2	13	52
24	E - 24	4	3	3	3	4	17	68
25	E - 25	2	3	3	3	3	14	56
26	E - 26	3	3	3	2	3	14	56
27	E - 27	4	3	4	4	4	19	76
28	E - 28	3	4	3	3	3	16	64
29	E - 29	4	3	4	3	3	17	68
30	E - 30	4	3	3	4	3	17	68
SUM		101	93	103	101	93	491	1964
AVERAGE		3,36667	3,1	3,43333	3,3666667	3,1	16,3667	65,46666667
VARIANCE								72,25747126
STANDARD DEVIATION								8,500439475

Appendix 4

**8C POSTTEST (EXPERIMENTAL GROUP)**

NO	NAME	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC	TOTAL	TOTAL*4*100%
1	E - 01	4	3	4	4	3	18	72
2	E - 02	4	4	5	4	4	21	84
3	E - 03	5	4	5	4	4	22	88
4	E - 04	4	4	4	4	3	19	76
5	E - 05	4	4	4	4	4	20	80
6	E - 06	4	3	4	4	3	18	72
7	E - 07	4	5	5	5	4	23	92
8	E - 08	5	4	5	5	5	24	96
9	E - 09	5	4	5	5	4	23	92
10	E - 10	4	4	5	4	3	20	80
11	E - 11	4	3	4	4	4	19	76
12	E - 12	4	3	5	4	4	20	80
13	E - 13	4	4	5	5	4	22	88
14	E - 14	4	3	5	4	4	20	80
15	E - 15	5	4	5	5	4	23	92
16	E - 16	5	4	5	5	4	23	92
17	E - 17	4	4	5	4	4	21	84
18	E - 18	4	4	4	3	3	18	72
19	E - 19	5	4	5	5	5	24	96
20	E - 20	4	4	5	4	4	21	84
21	E - 21	4	4	5	4	4	21	84

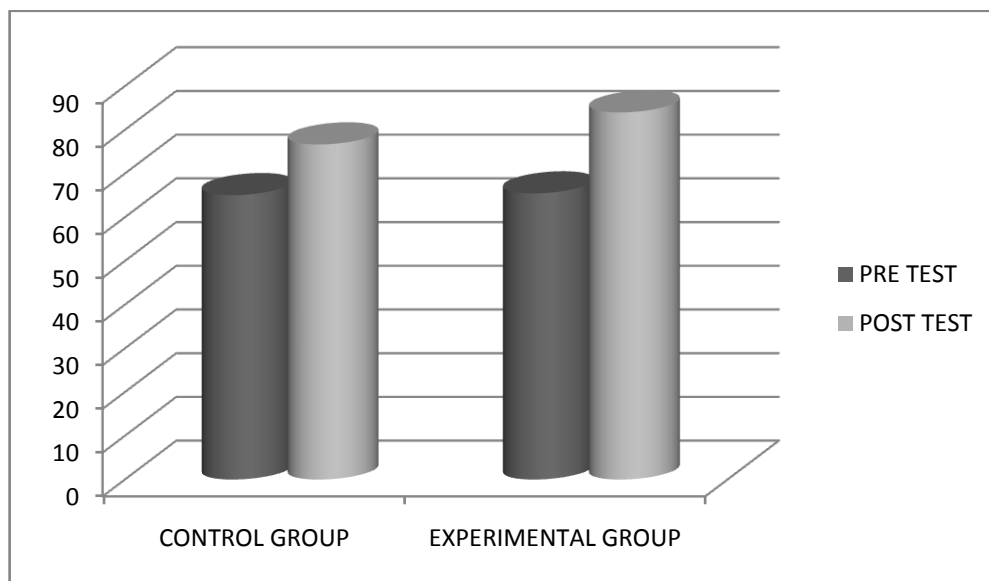
22	E - 22	4	4	4	4	4	20	80
23	E - 23	4	3	4	4	4	19	76
24	E - 24	5	4	5	4	4	22	88
25	E - 25	4	4	4	4	4	20	80
26	E - 26	4	4	5	4	4	21	84
27	E - 27	5	4	5	5	5	24	96
28	E - 28	4	4	5	4	4	21	84
29	E - 29	4	4	5	4	4	21	84
30	E - 30	5	4	5	4	4	22	88
SUM		129	115	141	127	118	630	2520
AVERAGE		4,3	3,833333333	4,7	4,23333333	3,933333333	21	84
VARIANCE								50,75862069
STANDARD DEVIATION								7,124508452



## APPENDIX 5

### DIFFERENCE BETWEEN TWO MEANS

SCORE	CONTROL GROUP	EXPERIMENTAL GROUP
<b>PRE TEST</b>	65,07	65,47
<b>POST TEST</b>	76,67	84



APPENDIX 6                      Analysis Elements of Pre test  
**ANALYSIS ELEMENT PRE TEST CONTROL GROUP**

$$1 \text{ FORM} \qquad \qquad \qquad = \frac{109}{30} \times 20 = 72,67$$

$$2 \text{ GRAMMAR} \qquad \qquad \qquad = \frac{93}{30} \times 20 = 62$$

$$3 \text{ STYLE} \qquad \qquad \qquad = \frac{100}{30} \times 20 = 66,67$$

$$4 \text{ CONTENT} \qquad \qquad \qquad = \frac{96}{30} \times 20 = 64$$

$$5 \text{ MECHANIC} \qquad \qquad \qquad = \frac{90}{30} \times 20 = 60$$

**ANALYSIS ELEMENT PRE TEST EXPERIMENTAL GROUP**

$$1 \text{ FORM} \qquad \qquad \qquad = \frac{101}{30} \times 20 = 67,33$$

$$2 \text{ GRAMMAR} \qquad \qquad \qquad = \frac{93}{30} \times 20 = 62$$

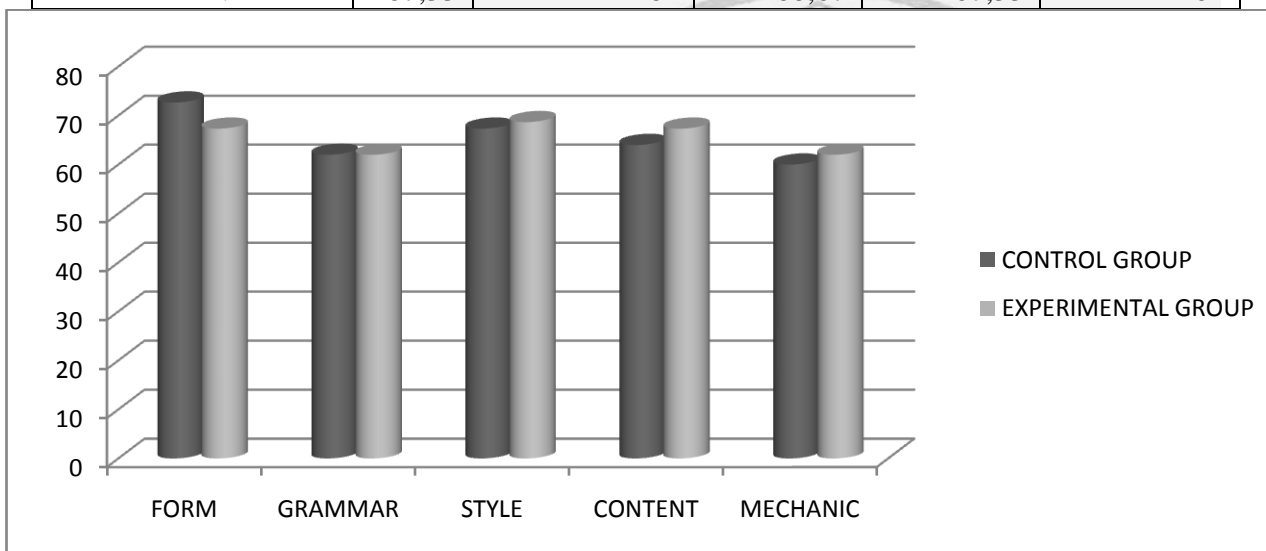
$$3 \text{ STYLE} \qquad \qquad \qquad = \frac{103}{30} \times 20 = 68,67$$

$$4 \text{ CONTENT} \qquad \qquad \qquad = \frac{101}{30} \times 20 = 67,33$$

$$5 \text{ MECHANIC} \qquad \qquad \qquad = \frac{93}{30} \times 20 = 62$$

### THE RESULTS OF THE PRE TEST

GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
CONTROL	72,67	62	67,33	64	60
EXPERIMENTAL	67,33	62	68,67	67,33	62



**ANALYSIS ELEMENTS OF POST TEST CONTROL GROUP**

$$1 \text{ FORM} = \frac{127}{30} \times 20 = 84,67$$

$$2 \text{ GRAMMAR} = \frac{105}{30} \times 20 = 70$$

$$3 \text{ STYLE} = \frac{120}{30} \times 20 = 80$$

$$4 \text{ CONTENT} = \frac{117}{30} \times 20 = 78$$

$$5 \text{ MECHANIC} = \frac{106}{30} \times 20 = 70,67$$

**ANALYSIS ELEMENTS OF POST TEST EXPERIMENTAL GROUP**

$$1 \text{ FORM} = \frac{129}{30} \times 20 = 86$$

$$2 \text{ GRAMMAR} = \frac{115}{30} \times 20 = 76,67$$

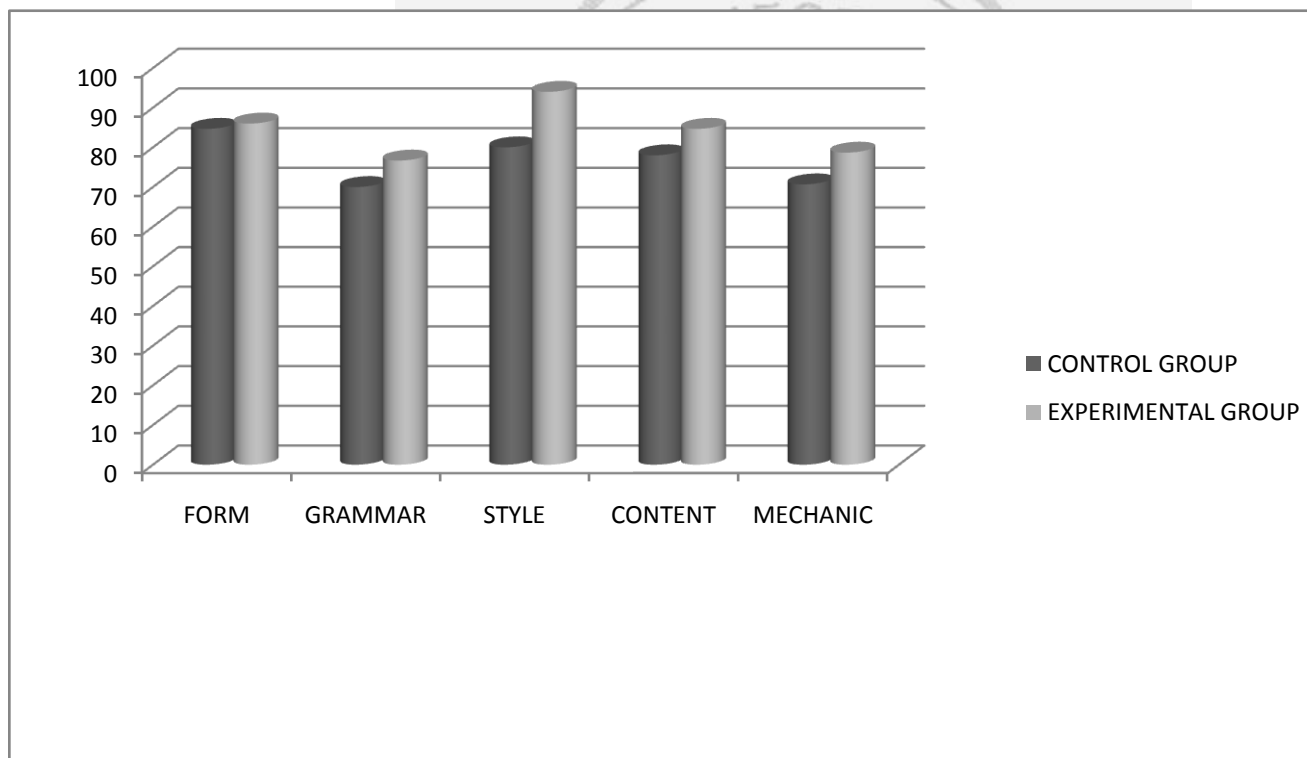
$$3 \text{ STYLE} = \frac{141}{30} \times 20 = 94$$

$$4 \text{ CONTENT} = \frac{127}{30} \times 20 = 84,67$$

$$5 \text{ MECHANIC} = \frac{118}{30} \times 20 = 78,67$$

### THE RESULTS OF THE POST TEST

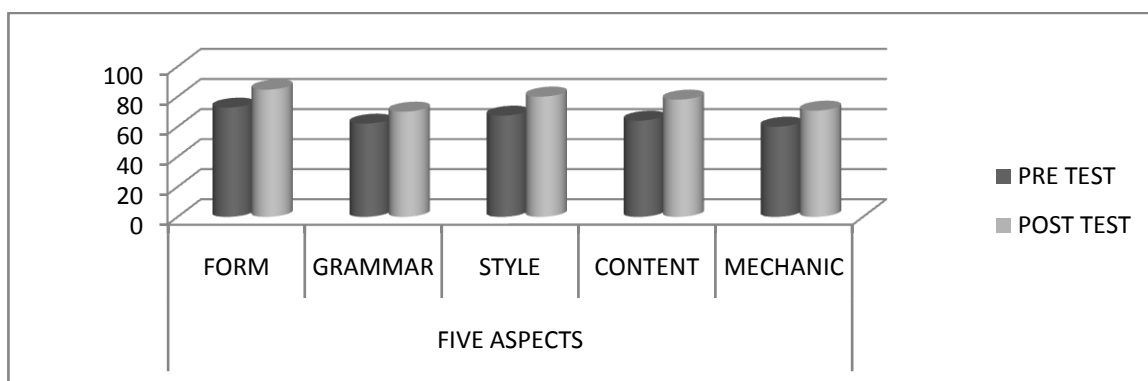
GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
CONTROL	84,67	70	80	78	70,67
EXPERIMENTAL	86	76,67	94	84,67	78,67



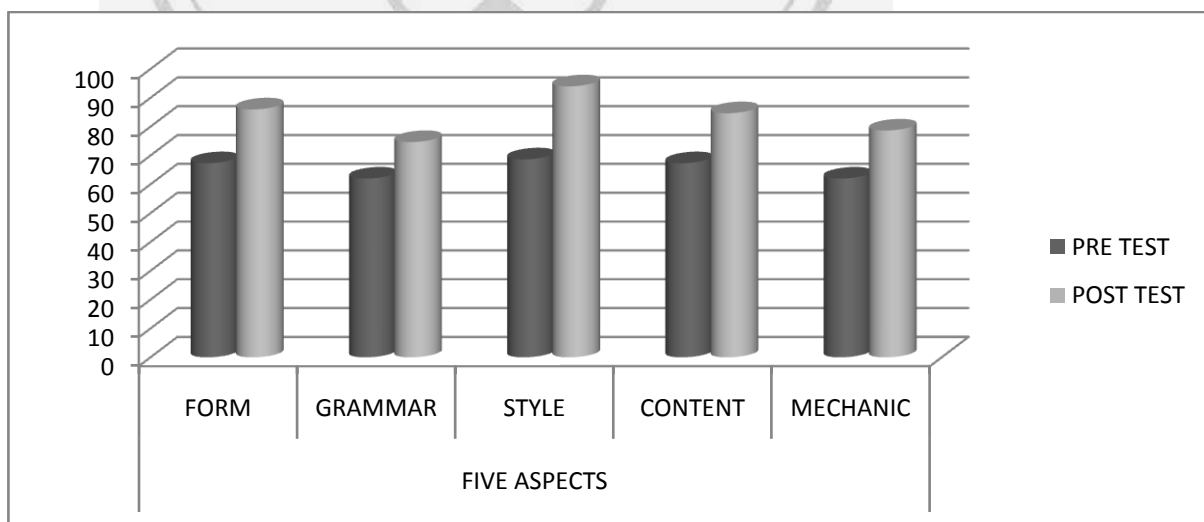
# APPENDIX 8

## Five Aspects

CONTROL GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
PRE TEST	72,67	62	67,33	64	60
POST TEST	84,67	70	80	78	70,67



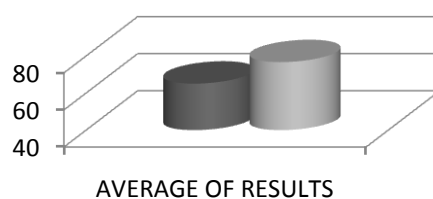
EXPERIMENTAL GROUP	FIVE ASPECTS				
	FORM	GRAMMAR	STYLE	CONTENT	MECHANIC
PRE TEST	67,33	62	68,67	67,33	62
POST TEST	86	74,67	94	84,67	78,67



APPENDIX 9

Pre test and Post test of Control Group

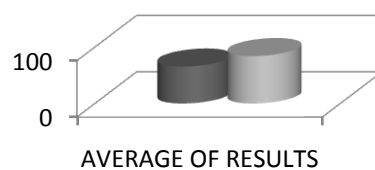
NO	NAME	PRE TEST	POST TEST	RANGE
1	C- 01	64	72	8
2	C- 02	64	80	16
3	C- 03	72	88	16
4	C- 04	68	72	4
5	C- 05	68	84	16
6	C- 06	56	64	8
7	C- 07	60	76	16
8	C- 08	60	72	12
9	C- 09	56	68	12
10	C- 10	60	76	16
11	C- 11	68	80	12
12	C- 12	72	84	12
13	C- 13	80	88	8
14	C- 14	64	80	16
15	C- 15	60	72	12
16	C- 16	72	88	16
17	C- 17	68	84	16
18	C- 18	60	68	8
19	C- 19	64	72	8
20	C- 20	68	80	12
21	C- 21	64	84	20
22	C- 22	68	76	8
23	C- 23	64	72	8
24	C- 24	60	76	16
25	C- 25	68	76	8
26	C- 26	52	64	12
27	C- 27	84	92	8
28	C- 28	56	68	12
29	C- 29	64	68	4
30	C- 30	68	76	8
AVERAGE		65,066667	76,6666667	11,6



■ PRE TEST CONTROL GROUP  
■ POST TEST CONTROL GROUP

APPENDIX 10 Pre test and Posttest of Experimental Group

NO	NAME	PRE TEST	POST TEST	RANGE
1	E- 01	56	72	16
2	E- 02	60	84	24
3	E- 03	76	88	12
4	E- 04	56	76	20
5	E- 05	64	80	16
6	E- 06	52	72	20
7	E- 07	80	92	12
8	E- 08	84	96	12
9	E- 09	72	92	20
10	E- 10	64	80	16
11	E- 11	56	76	20
12	E- 12	60	80	20
13	E- 13	72	88	16
14	E- 14	64	80	16
15	E- 15	68	92	24
16	E- 16	72	92	20
17	E- 17	68	84	16
18	E- 18	60	72	12
19	E- 19	80	96	16
20	E- 20	68	84	16
21	E- 21	64	84	20
22	E- 22	60	80	20
23	E- 23	52	76	24
24	E- 24	68	88	20
25	E- 25	56	80	24
26	E- 26	56	84	28
27	E- 27	76	96	20
28	E- 28	64	84	20
29	E- 29	68	84	16
30	E- 30	68	88	20
AVERAGE		65,466667	84	18,5333



■ PRE TEST EXPERIMENTAL GROUP  
 ■ POST TEST EXPERIMENTAL GROUP



## APPENDIX 11

## Pre Test Normality of Control Group

No	X <sub>2</sub>	f	f(X <sub>2</sub> )	x <sub>2</sub>	fx <sub>2</sub>	(fx <sub>2</sub> ) <sup>2</sup>
1	52	1	52	-13,067	-13,067	170,738
2	56	3	168	-9,0667	-27,2	739,84
3	60	6	360	-5,0667	-30,4	924,16
4	64	7	448	16,6253	116,377	13543,6
5	68	8	544	2,93333	23,4667	550,684
6	72	3	216	6,93333	20,8	432,64
7	80	1	80	14,9333	14,9333	223,004
8	84	1	84	18,9333	18,9333	358,471
Total	536	30	1952			16943,1
mean	65,06667					
Variance	47,37471					
Standart Deviation	6,882929					

nominal test for pre - test score of the control group

Maximum Score 84  
 Minimum Score 52  
 Range 32

class interval =  $k = 1 + 3,3 \log(32)$   
 $k = 1 + 3,3(1,5051)$   
 $k = 5,97$  (rounded  $\rightarrow 6$ )

Class Width =  $\frac{\text{Range} : \text{class interval}}{\text{interval}}$   
 $\frac{32}{5,97}$   
 $5,360134$   
 rounded 5

Class Interval	Frequency
52 - 56	4
57 - 61	6
62 - 66	7
67 - 71	8
72 - 76	3
77 - 81	1
82 - 86	1

$X_{\min}$	$Z_i$	$PZ$	$P$	$E_i$	$o_i$	$(o_i - E_i)^2$
						$o_i$
51,5	-1,97	0,0244				
			0,0831	2,493	4	0,56776
56,5	-1,24	0,1075				
			0,194	5,82	6	0,0054
61,5	-0,52	0,3015				
			0,2817	8,451	7	0,30077
66,5	0,21	0,5832				
			0,2406	7,218	8	0,07644
71,5	0,93	0,8238				
			0,1277	3,831	3	0,23019
76,5	1,66	0,9515				
			0,0401	1,203	1	0,04121
81,5	2,39	0,9916				
			0,0075	0,225	1	0,60063
86,5	3,11	0,9991				
$\chi^2_{hitung}$						1,8224

$$\chi^2_{hitung} = 1,822395$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.82 \text{ ( see the chi-square table)}$$

Because  $\chi^2_{hitung} (1,822395) < 7.82$  then pretest score for control group is said to be normally distributed

APPENDIX 12

Post Test Normality of Control Group

No	X <sub>2</sub>	f	f(X <sub>2</sub> )	x <sub>2</sub>	fx <sub>2</sub>	(fx <sub>2</sub> ) <sup>2</sup>
1	64	2	128	-12,67	-25,34	642,1156
2	68	4	272	-8,67	-34,68	1202,7024
3	72	6	432	-4,67	-28,02	785,1204
4	76	6	456	-0,67	-4,02	16,1604
5	80	4	320	3,33	13,32	177,4224
6	84	4	336	7,33	29,32	859,6624
7	88	3	264	11,33	33,99	1155,3201
8	92	1	92	15,33	15,33	235,0089
Total	624	30	2300			5073,5126
mean	76,6667					
Variance	56,3678					
Standart Deviation	7,50785					

nominal test for pre - test score of the control group

Maximum Score 92

Minimum Score 64

Range 28

class interval =

$$k = 1 + 3,3 \log(28)$$

$$k = 1 + 3,3(1,4472)$$

$$k = 5,77 \text{ (rounded to 6)}$$

Class Width =

$$\text{Range : class interval}$$

$$28 : 5,77$$

$$4,85$$

rounded 5

Class Interval	Frequency
64 - 68	6
69 - 73	6
74 - 78	6
79 - 83	4
84 - 88	7
89 - 93	1

$X_{\min}$	$Z_i$	$PZ$	$P$	$E_i$	$o_i$	$(o_i - E_i)^2$
						$o_i$
63,5	-1,75	0,0401				
			0,0978	2,934	6	1,566726
68,5	-1,09	0,1379				
			0,1993	5,979	6	7,35E-05
73,5	-0,42	0,3372				
			0,2576	7,728	6	0,497664
78,5	0,24	0,5948				
			0,2238	6,714	4	1,841449
83,5	0,91	0,8186				
			0,1243	3,729	7	1,5284916
88,5	1,58	0,9429				
			0,0446	1,338	1	0,114244
93,5	2,24	0,9875				
	$\chi^2$ hitung					5,5486481

$$\chi^2 \text{ hitung} = 5,54864807$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2 (\alpha) (dk) = X^2 (5\%) (3) = 7.82 \text{ ( see the chi-square table)}$$

Because  $\chi^2 \text{ hitung} (5,54864807) < 7.82$  then posttest score for control group is said to be normally distributed

## APPENDIX 13

## Pre Test Normality of Experimental Group

No	X <sub>1</sub>	f	f(X <sub>1</sub> )	x <sub>1</sub>	fx <sub>1</sub>
1	52	2	104	-13,47	-26,94
2	56	5	280	-9,47	-47,35
3	60	4	240	-5,47	-21,88
4	64	5	320	-1,47	-7,35
5	68	6	408	2,53	15,18
6	72	3	216	6,53	19,59
7	76	2	152	10,53	21,06
8	80	2	160	14,53	29,06
9	84	1	84	18,53	18,53
Total	612	30	1964		
Mean	65,46667				
Variance	72,25747				
Standart Deviation	8,500439				

Nominal test for pre - test score of the experimental group

Maximum Score 84

Minimum Score 52

Range 32

class interval =  $k = 1 + 3,3 \log(32)$   
 $k = 1 + 3,3(1,5051)$   
 $k = 5,97$  (rounded  $\rightarrow 6$ )

Class Width =  $\frac{\text{Range : class interval}}{\text{interval}}$   
 $\frac{32}{5,97} : 5,360134$   
rounded 5

Class Interval	Frequency
52 - 56	7
57 - 61	4
62 - 66	5
67 - 71	6
72 - 76	5
77 - 81	2
82 - 86	1

$X_{\min}$	$Z_i$	$PZ$	$P$	$E_i$	$o_i$	$(o_i - E_i)^2$
						$o_i$
51,5	-1,64	0,0505				
			0,0964	2,892	7	2,41081
56,5	-1,05	0,1469				
			0,1723	5,169	4	0,34164
61,5	-0,47	0,3192				
			0,2286	6,858	5	0,69043
66,5	0,12	0,5478				
			0,2133	6,399	6	0,02653
71,5	0,71	0,7611				
			0,1421	4,263	5	0,10863
76,5	1,30	0,9032				
			0,0674	2,022	2	0,00024
81,5	1,89	0,9706				
			0,0226	0,678	1	0,10368
86,5	2,47	0,9932				
	$\chi^2_{hitung}$					3,68198

$$\chi^2_{hitung} = 3,681975$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.82 \text{ ( see the chi-square table)}$$

Because  $\chi^2_{hitung} (3,681975) < 7.82$  then pretest score for experimental group is said to be normally distributed

APPENDIX 14 . Post Test Normality of Experimental Group

No	X <sub>1</sub>	f	f(X <sub>1</sub> )	x <sub>1</sub>	fx <sub>1</sub>	(fx <sub>1</sub> ) <sup>2</sup>
1	72	3	216	-12	-36	1296
2	76	3	228	-8	-24	576
3	80	6	480	-4	-24	576
4	84	7	588	0	0	0
5	88	4	352	4	16	256
6	92	4	368	8	32	1024
7	96	3	288	12	36	1296
Total	588	30	2520			5024
mean	84					
Variance	50,75862					
Standart Deviation	7,124508					

nominal test for pre - test score of the experimental group

Maximum 96

Minimun 72

Range 24

class interval =  $k = 1+3,3\log(24)$   
 $k = 1+3,3(1,3802)$   
 $k = 5,56$  (rounded  $\rightarrow 6$ )

Class Width =  $\text{Range} : \text{class interval}$   
 $24 : 5,56$   
 $4,316547$   
rounded 4

Class Interval	Frequency
72 - 75	3
76 - 79	3
80 - 83	6
84 - 87	7
88 - 91	4
92 - 95	4
96 - 99	3

$X_{\min}$	$Z_i$	$PZ$	$P$	$E_i$	$o_i$	$(o_i - E_i)^2$
						$o_i$
71,5	-1,75	0,0401				
			0,0769	2,307	3	0,16008
75,5	-1,19	0,117				
			0,1473	4,419	3	0,67119
79,5	-0,63	0,2643				
			0,2078	6,234	6	0,00913
83,5	-0,07	0,4721				
			0,2158	6,474	7	0,03953
87,5	0,49	0,6879				
			0,1652	4,956	4	0,22848
91,5	1,05	0,8531				
			0,0932	2,796	4	0,3624
95,5	1,61	0,9463				
			0,0391	1,173	3	1,11264
99,5	2,18	0,9854				
	$\chi^2$ hitung					4,7146

$$\chi^2_{\text{hitung}} = 4,714604$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.82 \text{ ( see the chi-square table)}$$

Because  $\chi^2_{\text{hitung}} (4,714604) < 7.82$  then pretest score for experimental group is said to be normally distributed



**HOMOGENITY of Pre Test**

According to the data we've just calculated above we have :

X1 =	Variance (ve) =	
65.47	72,25747126	n1 = 30 (experimental group test)
X2 =	Variance (Vc) =	
65.07	47,37471264	n2 = 30 (control group test)

$$F = \frac{V_e}{V_c}$$

$$= \frac{72,2574713}{47,3747126}$$

$$= 1,525232919$$

The value of F table with dk numerator V1 = n1 - 1 = 30 - 1 = 29, dk denominator v2 = n2 - 1 = 30 - 1 = 29 and  $\alpha = 5\%$ , squared to V1 = 30 and V2 = 30 is 1.85  
Because F hitung (1,53) < 1.85 then we can conclude that the data of both pretest is homogeny

**t-Test**

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(29)(47,37471264) + (29)(72,25747126)}{30 + 30 - 2}}$$

$$= \sqrt{\frac{1373,86666656 + 2095,46666654}{58}}$$

$$= \sqrt{\frac{3469,3333331}{58}}$$

$$= \sqrt{59,81609195}$$

$$= 7,734086368149764$$

$$\approx 7,73$$

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{65,47 - 65,07}{7,73 \sqrt{\frac{1}{30} - \frac{1}{30}}} \\
&= \frac{0,4}{7,31 \times 0,26} \\
&= \frac{0,4}{1,9006} \\
&= 0,1990247786 \\
&\approx 0,199
\end{aligned}$$

The value of t-table with  $dk = 30+30-2 = 58$ , squared to 60 and significance level  $(\alpha) = 5\%$  is 2,00

Because t value  $(0.199) < 2.00$  thus we can conclude that t is not significant, meaning that there is no difference in pre – test data in controlled and experimental group.

## APPENDIX 16 Homogeneity and T-test of Post test

### HOMOGENITY of Post - test

According to the data we've just calculated above we have :

	Variance (ve) =	n1 = 30 (experimental group test)
X1 = 84	50,75862069	
	Variance (Vc)	
X2 = 76,67	=56,36781609	n2 = 30 (control group test)

$$F = \frac{V_e}{V_c}$$

$$= \frac{50,75862069}{56,36781609}$$

$$= 0,900489396$$

The value of F table with dk numerator V1 = n1 - 1 = 30 - 1 = 29, dk denominator v2 = n2-1 = 30 - 1 = 29 and  $\alpha = 5\%$ , squared to V1 = 30 and V2 = 30 is 1.85  
Because F hitung (0,90) < 1.85 then we can conclude that the data of both pretest is homogeny

### t-Test

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(29)(50,75862069) + (29)(56,36781609)}{30 + 30 - 2}}$$

$$= \sqrt{\frac{1472,00000001 + 1634,66666661}{58}}$$

$$= \sqrt{\frac{3106,66666662}{58}}$$

$$= \sqrt{53,56321839}$$

$$= 7,318689663457524$$

$$\approx 7,31$$

$$\begin{aligned}
 t &= \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{84 - 76,67}{7,31 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\
 &= \frac{7,33}{7,31 \times 0,26}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{7,33}{1,9006} \\
 &= 3,856676838892981 \\
 &\approx 3,86
 \end{aligned}$$

The value of t-table with  $dk = 30+30-2 = 58$ , squared to 60 and significance level  $(\alpha) = 5\%$  is 2,00

Because t value  $(3,86) > 2.00$  thus we can conclude that t is significant, meaning that there is a difference in post – test data in controlled and experimental group.

## APPENDIX 17

## SYLLABUS CONTROL GROUP

School : Junior High School (SMP)

Year/Semester : VIII / I

Subject : Bahasa Inggris

Standar Kompetensi :

### 6. Writing

Expressing the meaning in the simple short functional text for interaction in surrounding environment.

#### Basic Competence

6.1 Expressing the meaning of ideas in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment

6.2 Expressing the meaning of ideas and rhetoric steps in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the descriptive and recount text.

Basic Competence	Learning Materials	Learning Activities	Indicator	Scoring			Time Allocation	Source
				Technique	Type of Instrument	Example of Instrument		
6.1 Expressing the meaning of ideas in simple short functional text using a variety of written	<u>Written Short Descriptive text</u>  <b>A. The Sea Eagle</b>  There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.	➤ First Meeting  a. Opening activities <ul style="list-style-type: none"> <li>Students greet the teacher</li> <li>Students are asked who is</li> </ul>	<b>A. Cognitive</b> <ul style="list-style-type: none"> <li>Students are able to identify textual meaning in the descripti</li> </ul>	Written Test	<i>Responding Written Test</i>	You are to write a short descriptive text! Pay attention to these points	7x 40 menit	Text book, LCD, Flash Card

<p>language accurately, fluently and acceptable to interact with the immediate environment</p> <p>6.2</p> <p>Expressing the meaning of ideas and rhetoric steps in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the descriptive and recount</p>	<p>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.</p> <p>Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.</p> <p>Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non- flying animals do with paws, claws, or hands on their forelimbs.</p>	<p>absent today</p> <ul style="list-style-type: none"> <li>Students are listened to the explanation of the teacher to state the topic</li> <li>Students are asked about the topic related the students’.</li> </ul> <p>b. Main activities</p> <p><b>Exploration</b> <b>BKOF</b></p> <ul style="list-style-type: none"> <li>Students pay attention to several Flash Card of animal showed by the teacher.</li> </ul>	<p>ve text.</p> <ul style="list-style-type: none"> <li>Students are able to identify the rhetoric step of descriptive text.</li> <li>Students are able to identify the communicative purpose of descriptive text.</li> <li>Students are able to identify the language</li> </ul>			below!		
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text.	<p style="text-align: center;"><b>B. Bongo the Orangutan</b></p> <p>There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.</p> <p>She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast</p> <p><b>Source:</b>  <a href="http://www.omepage.mac.com">www.omepage.mac.com</a>  <u>Characteristics of Descriptive Text</u></p> <ul style="list-style-type: none"> <li>• A <i>descriptive text</i> is a text that describes the features of someone, something, or a certain place.</li> <li>• Generic structure : <ul style="list-style-type: none"> <li>- <i>Introduction</i> is the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to give responses related to the picture being showed.</li> <li>• Students together with the teacher discuss the part of the giraffe on the picture to notify the vocabulary</li> <li>• Students are asked to write down the vocabulary they found</li> <li>• Students are</li> </ul>	<p>e features of descriptive text</p> <p><b>B. Psikomotoric</b></p> <ul style="list-style-type: none"> <li>• Students are able to read aloud the descriptive text.</li> <li>• Students are able to write an essay in the form of descriptive text.</li> </ul> <p><b>C. Affective</b></p> <ul style="list-style-type: none"> <li>• Students are able to work</li> </ul>					
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	<p>part of the paragraph that introduces the character.</p> <p>Example :  <i>Paragraph 1 in Sea Eagle text.</i></p> <p>- <i>Description</i> is the part of the paragraph that describes the character.</p> <p>Example : <i>The color of its feathers is light brown. It has a strong and sharp yellowish beak.</i></p> <p><u>Vocabulary</u></p>	<p>learnt about simple Present tense, generic structure of Descriptive text, Language feature of Descriptive text</p> <p><b>Elaboration Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>Students are divided by 5 group, then discuss and make a descriptive text based on the Flash Card.</li> </ul> <p><b>Elaboration</b></p>	<p>not only individually but also in group.</p> <ul style="list-style-type: none"> <li>Students respects to others.</li> </ul>					
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	<p>Related to the text : Smooth,gentle,move,float,d velop, etc and the exercises</p> <p><u>Grammar</u> Simple Present Tense Pattern : S + V1 / Vs/es</p>	<p><b>Independent Construction of the Text (ICoT)</b></p> <ul style="list-style-type: none"> <li>Students do the <i>pre-test</i> and <i>post test</i></li> <li>Students are asked to make a short written descriptive text</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>Students are asked what the students still didn't understand.</li> <li>Students</li> </ul>						
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		<p>identify difficult words.</p> <ul style="list-style-type: none"> <li>• Students ask to learn descriptive text</li> </ul> <p>c. Students Closing activities</p> <p>➤ Students:</p> <ul style="list-style-type: none"> <li>• Give comments or questions about what they had studied.</li> <li>• Give the summary and comment.</li> </ul>						
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## APPENDIX 18

## SYLLABUS EXPERIMENTAL GROUP

School : Junior High School (SMP)

Year/Semester : VIII / I

Subject : Bahasa Inggris

Standar Kompetensi :

### 6. Writing

Expressing the meaning in the simple short functional text for interaction in surrounding environment.

#### Basic Competence

6.1 Expressing the meaning of ideas in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment

6.2 Expressing the meaning of ideas and rhetoric steps in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the descriptive and recount text.

Basic Competence	Learning Materials	Learning Activities	Indicator	Scoring			Time Allocation	Source
				Technique	Type of Instrument	Example of Instrument		
6.1 Expressing the meaning of ideas in simple short functional text	<u>Written Short Descriptive text</u>  <b>C. The Sea Eagle</b>  There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.	d. Opening activities <ul style="list-style-type: none"> <li>Students greet the teacher</li> <li>Students are asked who is absent today</li> </ul>	<b>A. Cognitive</b> <ul style="list-style-type: none"> <li>Students are able to identify textual meaning in the descriptive</li> </ul>	Written Test	<i>Responding Written Test</i>	You are to write a short descriptive text! Pay attention to these points	7x 40 menit	Text book, LCD, Picture, BBC

<p>using a variety of written language accurately, fluently and acceptably to interact with the immediate environment</p> <p>6.2 Expressing the meaning of ideas and rhetoric steps in simple short functional</p>	<p>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.</p> <p>Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.</p> <p>Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non- flying animals do with paws, claws, or hands on their forelimbs.</p>	<ul style="list-style-type: none"> <li>Students are listened to the explanation of the teacher to state the topic</li> <li>Students are asked about the topic related the students' experiences.</li> </ul> <p>e. Main activities</p> <p><b>Exploration</b> <b>BKOF</b></p> <ul style="list-style-type: none"> <li>Students pay attention to several Picture of animal and Video showed by the teacher.</li> </ul>	<p>ve text.</p> <ul style="list-style-type: none"> <li>Students are able to identify the rhetoric step of descriptive text.</li> <li>Students are able to identify the communicative purpose of descriptive text.</li> <li>Students are able to identify the language</li> </ul>			below!		Nature Video
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<p>l text using a variety of written language accurately, fluently and acceptably to interact with the immediate environment in the descriptive and recount text.</p>	<p style="text-align: center;"><b>D. Bongo the Orangutan</b></p> <p>There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.</p> <p>She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast</p> <p><b>Source:</b>  <a href="http://www.omepage.mac.com">www.omepage.mac.com</a></p> <p><u>Characteristics of Descriptive Text</u></p> <ul style="list-style-type: none"> <li>• A <i>descriptive text</i> is a text that describes the features of someone, something, or a certain place.</li> <li>• Generic structure : <ul style="list-style-type: none"> <li>- <i>Introduction</i> is the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to give responses related to the picture being showed.</li> <li>• Students together with the teacher discuss the part of object on the picture to notify the vocabulary</li> <li>• Students are asked to write down the vocabulary they found</li> <li>• Students are</li> </ul>	<p>e features of descriptive text</p> <p><b>B. Psikomotoric</b></p> <ul style="list-style-type: none"> <li>• Students are able to read aloud the descriptive text.</li> <li>• Students are able to write an essay in the form of descriptive text.</li> </ul> <p><b>C. Affective</b></p> <ul style="list-style-type: none"> <li>• Students are able to work</li> </ul>						
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	<p>part of the paragraph that introduces the character.</p> <p>Example :  <i>Paragraph 1 in Sea Eagle text.</i></p> <p>- <i>Description</i> is the part of the paragraph that describes the character.</p> <p>Example : <i>The color of its feathers is light brown. It has a strong and sharp yellowish beak.</i></p> <p><u>Vocabulary</u></p>	<p>learnt about simple Present tense, generic structure of Descriptive text, Language feature of Descriptive text</p> <p><b>Elaboration Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>Students are divided by 5 group, then discuss and make a descriptive text based on the Video.</li> </ul> <p><b>Independent</b></p>	<p>not only individually but also in group.</p> <ul style="list-style-type: none"> <li>Students respects to others.</li> </ul>					
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	<p>Related to the text : Smooth,gentle,move,float,d evelop, etc and the exercises</p> <p><u>Grammar</u> Simple Present Tense Pattern : S + V1 / Vs/es</p>	<p><b>Construction of the Text (ICoT)</b></p> <ul style="list-style-type: none"> <li>Students do the <i>pre-test</i>, <i>post test</i></li> <li>Students are asked to make a short written descriptive text</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>Students are asked what the students still didn't understand.</li> <li>Students identify</li> </ul>						
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		<p>difficult words.</p> <ul style="list-style-type: none"> <li>• Students ask to learn</li> </ul> <p>descriptive text</p> <p>f. Students Closing activities</p> <ul style="list-style-type: none"> <li>➤ Students:             <ul style="list-style-type: none"> <li>• Give comments or questions about what they had studied.</li> <li>• Give the summary and comment.</li> </ul> </li> </ul>						
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## APPENDIX 19

### LESSON PLAN EXPERIMENTAL GROUP

**Subject** : English  
**School** : SMP N 3 SAWANGAN MAGELANG  
**Grade/ Semester** : VIII/ I  
**Time Allotment** : 7 X 40 minutes

#### I. Standard Competence

##### 6. Writing

To express the meaning in the simple short functional written text and essay in the forms of descriptive and procedure to interact with the surrounding environment and or in the context of academic.

#### II. Basic Competence

6.1 Expressing the meaning of ideas in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment

6.2 Expressing the meaning of ideas and rhetoric steps in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the descriptive and recount text.

#### III. Indicators

##### A. Cognitive

- Students are able to identify textual meaning in the descriptive text.
- Students are able to identify the rhetoric step of descriptive text.
- Students are able to identify the communicative purpose of descriptive text.
- Students are able to identify the language features of descriptive text

##### B. Psikomotoric

- Students are able to read aloud the descriptive text.
- Students are able to write an essay in the form of descriptive text.

##### C. Affective

- Students are able to work not only individually but also in group.
- Students respects to others.

#### IV. Objectives

By the end of the lesson, all students are able to :

##### A. Cognitive

- Identify textual meaning in the descriptive text.

- Identify the rhetoric step of descriptive text.
- Identify the communicative purpose of descriptive text.
- Identify the language features of descriptive text

#### **B. Psikomotoric**

- Read aloud the descriptive text.
- Write an essay in the form of descriptive text.

#### **C. Affective**

- Able to work not only individually but also in group.
- Respects to others.
- Responsible to do the task both in group and individually.

**Skill** : Reading and Writing

**Stage** : MoT, JcoT and IcoT

**Theme** : Descriptive Text

#### **V. Learning Material**

Written Short Descriptive text

##### **A. The Sea Eagle**

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non- flying animals do with paws, claws, or hands on their forelimbs.

##### **B. Bongo the Orangutan**

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast

**Source:** [www.omepage.mac.com](http://www.omepage.mac.com)

Characteristics of Descriptive Text

• A *descriptive text* is a text that describes the features of someone, something, or a certain place.

• Generic structure :

- *Introduction* is the part of the paragraph that introduces the character.

Example : *Paragraph 1 in Sea Eagle text.*

- *Description* is the part of the paragraph that describes the character.

Example : *The color of its feathers is light brown. It has a strong and sharp yellowish beak.*

### Vocabulary

Related to the text : Smooth, gentle, move, float, develop, etc and the exercises

### Grammar

Simple Present Tense

Pattern : S + V1 / Vs/es

### **VI. Methods**

- Direct Instruction
- Question and Answer.
- Contextual Teaching and Learning ( CTL )
- Practice Presentation Production
- Group Discussion
- TPR
- Cooperative Learning : Round Robin Time Table
- Team Pair Check
- Exercise

### **VII. Media**

- Text Book ( handout )
- Power Point
- Flash Card
- LCD

### **VIII. Sequences of Activity**

#### ➤ First Meeting

##### a. Opening activities

- Students greet the teacher
- Students are asked who is absent today

- Students are listened to the explanation of the teacher to state the topic
- Students are asked about the topic related the students' eksperimences to build up the basic mind set.

b. Main activities

**Exploration**

**BKOF**

- Students pay attention to several picture of animal showed by the teacher.
- Students are asked to give responses related to the picture being showed.
- Students together with the teacher discuss the part of the object on the picture to notify the vocabulary
- Students are asked to write down the vocabulary they found

**Elaboration**

**Independent Construction of the Text (ICoT)**

- Students do the *pre-test*
- Students are asked to make a short written descriptive text

**Confirmation**

- Students are asked what the students still didn't understand.
- Students identify difficult words.
- Students ask to learn descriptive text

c. Students Closing activities

➤ Students:

- Give comments or questions about what they had studied.
- Give the summary and comment.

➤ Second meeting

a. Opening activities

#### Apperception and Motivation :

- Students greet the teacher
- Students are asked who is absent today
- Students are listened to the explanation of the teacher to state the topic
- Students are asked about the topic related the students' eksperimences to build up the basic mind set.

#### b. Main activities

##### **Exploration BKOF**

- Students listen what is the goal of the lesson
- The students are asked some questions related to the materials that going to be discuss.
- Students pay attention to the Picture of several animals showed by teacher.
- Students give response to the questions related to the picture.
- Students watch documentary films in BBC Nature Video part 1
- Students write any information based on the documentary films being shown and are asked to collect the information they get to make their descriptive text on the follow up activities.

##### **MOT**

- Students are asked to take turn read the text.
- Students discuss the difficult words related to the text
- Students listen and pay attention to teacher's explanation about descriptive text.
- Teacher stimulates the students to find the social function of the descriptive text.
- Students recognize the social function and generic structure of descriptive text lead by the teacher.

- Students identify the significant Lexicogrammatical features of descriptive. Those are the use of simple present tense, relational processes and focusing on generic participants (Grammar).
- Students listen to the explanation of how the descriptive text organized.

### **Elaboration**

#### **Joint Construction of the Text (JCoT)**

- Students discuss and answer several questions based on the text.
- Students pay attention to an example of another descriptive text given by teacher.
- Students are asked to answer several questions based on the text given by the teacher.
- Students are asked to analyze the social function, generic structure, and lexicogrammatical of the given text.

#### **Independent Construction of the Text (ICoT)**

- Students are asked to write sentences with the given key words
- Students are asked to looking for a short descriptive text.

### **Confirmation**

- Students are asked what the students still didn't understand.
- Students identify difficult words.
- Students answer several question related to descriptive text.

#### **c. The last activities**

##### **➤ Students:**

- Give comments or questions about what they had studied.

- Give the summary and comment.

➤ Third Meeting

**Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do

**Main Activities :**

**Exploration**

**Building Knowledge of the Field (BKoF)**

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students watch documentary films in BBC Nature Video Part 2 on the LCD screen.
- Students write any information based on the documentary films to be collected for their source of information needed for their writing.

**Elaboration**

**Modeling of the Text**

- Students pay attention to the teacher's explanation about Simple Present Tense
- Students pay attention to the teacher's demonstration of how to use simple present tense in a descriptive text.

**Confirmation**

**Joint Construction of the Text (JCoT)**

- Students are asked to write sentences with the given keywords on the white board using simple present.
- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several video given by teacher.
- Students are asked to answers several question related to the given video.

#### Independent Construction of the Text (ICoT)

- Students work in group writing several sentences based on the video
- Students are asked to make a short descriptive text with their group.
- Students are asked to do the exercises on the text book as homework.

#### Closing :

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

#### ➤ Fourth Meeting

##### Opening :

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do



### **Main Activities :**

#### **Exploration**

##### **Building Knowledge of the Field (BKoF)**

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students pay attention to the BBC Nature Video Part 3 showed by teacher.
- Students identify the video and recognize the vocabulary related to the video.

#### **Elaboration**

##### **Modeling of the Text**

- Students pay attention to the teacher's explanation about Simple Present Tense.
- Students pay attention to the teacher's demonstration of how to use simple present tense in a descriptive text.

#### **Confirmation**

##### **Joint Construction of the Text (JCoT)**

- Students are asked to write sentences with the given keywords on the white board using simple present tense.
- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several video given by teacher.
- Students are asked to answers several question related to the given video.

##### **Independent Construction of the Text (ICoT)**

- Students work in group writing several sentences based on the video.

- Students are asked to make a short descriptive text with their group.
- Students are asked to do the exercises on the text book as homework.

**Closing :**

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

➤ **Fifth Meeting**

**Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do

**Main Activities :**

**Exploration**

**Building Knowledge of the Field (BKoF)**

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students pay attention to the BBC Nature Video Part 4 showed by teacher.
- Students identify the video and recognize the vocabulary related to the video.

### **Elaboration**

#### **Modeling of the Text**

- Students pay attention to the teacher's explanation about Simple Present Tense.
- Students pay attention to the teacher's demonstration of how to use simple present tense and in a descriptive text.

### **Confirmation**

#### **Joint Construction of the Text (JCoT)**

- Students are asked to write sentences with the given keywords on the white board using simple present.
- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several video given by teacher.
- Students are asked to answers several question related to the given video.

#### **Independent Construction of the Text (ICoT)**

- Students work in group writing several sentences based on the video.
- Students are asked to make a short descriptive text with their group.
- Students are asked to do the exercises on the text book as homework.

### **Closing :**

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

➤ Sixth Meeting

**Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students pay attention to the objectives of the lesson they are going to learn.
- Students listen to teacher's guidance about the materials they are going to learn.

**Main Activities :**

**Exploration**

Building Knowledge of the Field (BKoF)

- Students discuss about the previous materials.
- Students respond the teacher's question about the previous materials.
- Students pay attention to the BBC Nature video Part 5 showed by teacher.
- Students identify the video and recognize the vocabulary related to the video.

Elaboration

Modeling of the Text

- Students pay attention to a short descriptive text on their text book.
- Students are stimulated to find the social function, generic structure, and language features of the text.
- Students pay attention to the teacher explanation and correction related to their previous group made descriptive text.

Confirmation

Joint Construction of the Text (JCoT)

- Students are asked to work in pair to discuss a video given by teacher.
- Students are to make sentences based on the given video.

- Students combine their sentences and construct a short descriptive text in pair.
- Students change their works to the other students and analyze the generic structure and language features of the text.
- Students together with the teacher discuss in identifying the generic structure and language features of the descriptive text made by the students.

#### Independent Construction of the Text

- Students are asked to work individually to write sentences based on the video given by the teacher. Students combine their sentences into a short descriptive text.

#### Closing :

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students listen to teacher's advice and wishes to prepare for their post test.

#### ➤ Seventh Meeting

#### Opening :

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do.

#### Main Activities :

##### Exploration

##### Building Knowledge of the Field (BKoF)

- Students brush up on their materials about descriptive text.
- Students give respond to the teacher's questions related to the materials they have learned.

- Students pay attention to BBC Nature Video part 6 showed by the teacher.
- Students together with the teacher discuss the animal on the picture to notify the vocabulary.
- Students are asked to write down the vocabulary they found.

#### Confirmation

#### Independent Construction of the Text

- Students do the *post-test*.
- Students are asked to make a short written descriptive text.

#### Closing :

- Students listen to the conclusion of the lesson.
- Students are given reinforcement and are allowed to ask if they have any questions, problems, or difficulties.

### VIII. STRUCTURAL ASSIGNMENT

By given text, students identify the meaning in the text.

- Technique : Written Test
- Instrument Form : Short Answer  
Essay text

#### Source and Media of Study :

1. Text book
2. Slide Presentation
3. Flash Card
4. BBC Nature Video

#### Structure of Assignments

- a. Students do the exercise that relate to Descriptive text
- b. Students create their own Descriptive text

#### Assessment

Indicator	Evaluation
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	Technique	Instrument	Example
<b>A. Cognitive</b> <ul style="list-style-type: none"> <li>Students are able to identify textual meaning in the descriptive text.</li> <li>Students are able to identify the rhetoric step of descriptive text.</li> <li>Students are able to identify the communicative purpose of descriptive text.</li> <li>Students are able to identify the language features of descriptive text</li> </ul>	Written	Responding	You are to write a short descriptive text! Pay attention to these points below!
<b>B. Psikomotoric</b> <ul style="list-style-type: none"> <li>Students are able to read aloud the descriptive text.</li> <li>Students are able to write an essay in the form of descriptive text.</li> </ul>		Written test	
<b>C. Affective</b> <ul style="list-style-type: none"> <li>Students are</li> </ul>	Character Test	Implicit in every part of the	

<p>able to work not only individually but also in group.</p> <ul style="list-style-type: none"> <li>Students respects to others.</li> </ul>		activity	
---	--	----------	--

☐ **Type**

Writing Test : Short essay

☐ **Objective**

Students are able to:

- Recognize a descriptive text
- Identify the social purpose, generic structure, and Lexicogrammatical features of descriptive text
- Construct a written descriptive text

☐ **Instrument**

**I. Pre-test**

**Subject : English**

**Grade : VIII/1**

**Test type : Writing test**

**Type of text : Descriptive**

**Time Allotment : 1x40'**

**Instruction :**

You are to write a short descriptive text! Pay attention to these points below!

1. Look at the picture of animal provided!
2. Determine your specific topic!
3. Build main ideas of your text!
4. Use these questions to help you to investigate your text
  - a. What is this animal?
  - b. How does it look like?
  - c. Where does it live?
  - d. What is the colour of it?
  - e. What is special about it?
5. Combine your main ideas into paragraph
6. Construct your descriptive text containing of 10 - 15 sentences
7. Notice the generic structures and language features of the text
8. Your time is not more than 40 minutes

**II. Post-test**

**Subject : English**

**Grade : VIII/1**

**Test type : Writing test**

**Type of text : Descriptive**



**Time Allotment : 1x40'**

**Instruction :**

You are to write a short descriptive text! Pay attention to these points below!

1. Look at the picture of animal provided!
2. Determine your specific topic
3. Build main ideas of your text

Use these questions to help you to investigate your text

- a. What is this animal?
- b. How does it look like?
- c. Where does it live?
- d. What is the colour of it?
- e. What is special about it?

4. Combine your main ideas into paragraph
5. Construct your descriptive text containing of 10 - 15 sentences
6. Your time is not more than 40 minutes

☐ **Rubric**

**Scoring Guidance Take from Heaton's grid and Categories**

Scoring Guidance			
No.	Component	Score	Definition
1	<b>Form</b>	<b>5</b>	<b>Excellent</b> : Flowing style – very easy to understand – both complex sentences very effective.
		<b>4</b>	<b>Good</b> : Quite flowing style-most easy to understand- a few complex sentences very effective.
		<b>3</b>	
		<b>2</b>	
		<b>1</b>	<b>Inadequate</b> : Jerky style – an effort needed to understand and enjoy – complex sentence confusing – mostly simple sentences or compound sentences.
2	<b>Grammar</b>	<b>5</b>	<b>Unacceptable</b> : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”
		<b>4</b>	
		<b>3</b>	<b>Excellent</b> : Mastery of grammar taught on course – only 1 and 2 minor mistakes.
		<b>2</b>	
		<b>1</b>	
3	<b>Style</b>	<b>5</b>	<b>Fair</b> : Only 1 major mistake but a few mistakes.
			<b>Inadequate</b> : Major mistakes that lead to difficult in

4	Content	4	understanding lack mastery of sentence contribution.
		3	<b>Unacceptable</b> : Numerous serious mistakes – no mastery of sentences construction – almost all unintelligible.
		2	
		1	<b>Excellent</b> : Use of wide range of vocabulary taught previously.
		5	<b>Good</b> : Good use of new word acquired – fairly appropriate synonyms, circumlocutions.
5	Mechanic	4	<b>Fair</b> : Attempts to use words
		3	<b>Inadequate</b> : Restricted vocabulary – use of synonym (but not always appropriate)
		2	<b>Unacceptable</b> : Very restricted vocabulary – inappropriate use of synonyms–seriously hinders communication.
		1	
		5	<b>Excellent</b> : All sentences support the topic-highly organized–clear progression of ideas–well linked–like educated native speakers.
		4	
		3	
		2	<b>Good</b> : Ideas well organized – link could occasionally be clearer but communication not impaired.
		1	<b>Fair</b> : Some lacks of organization – re-reading required for classification of ideas.
			<b>Inadequate</b> : Little or no attempts at connectivity – thought readers can deduce some organization – individuals’ ideas may be clear but very difficult to deduce connection between them
	<b>Unacceptable</b> : Lack of organization so serve that communication is seriously impaired.		
	<b>Excellent</b> : No errors.		
	<b>Good</b> : 1 or 2 minor errors only (e.g. le or el)		
	<b>Fair</b> : Several errors – some interfere with communication – not too hard to understand.		
	<b>Inadequate</b> : Several errors – some interfere with communication – some words very hard to understand.		
	<b>Unacceptable</b> : Numerous errors – hard to recognize several words – communication made very difficult.		

#### ☐ Scoring

Writing Test

**Maximum Score: 25 point**

To obtain an exact score we divide the total score with the maximum score with

the maximum score and multiply with 100

The formula :  $\text{Score B}_2 = \frac{\text{total score}}{25} \times 100$

### CHARACTER ASSESMENT

Aspect	Criteria	Score
Respect	Show respect to others continuously.	A
	Show respect consistently to others.	B
	Show respect rarely to others.	C
	Show no respect at all.	D
Confidence	Excellent self confidence	A
	Above Average self confidence	B
	Good enough self confidence.	C
	Lack of self confidence.	D
Cooperations	Very cooperative	A
	Cooperative continuously	B
	Cooperative enough	C
	No cooperative	D
Responsibility	Very responsible	A
	Responsible continuously	B
	Responsible enough	C
	No Responsible	D

Signature of the teacher

Signature of the researcher

NIP.

Nindita Irma Habsari  
NIM. 2201409045

## LESSON PLAN CONTROL GROUP

**Subject** : English  
**School** : SMP N 3 SAWANGAN MAGELANG  
**Grade/ Semester** : VIII/ I  
**Time Allotment** : 7 X 40 minutes

### I. Standard Competence

#### 6. Writing

To express the meaning in the simple short functional written text and essay in the forms of descriptive and procedure to interact with the surrounding environment and or in the context of academic.

### II. Basic Competence

6.1 Expressing the meaning of ideas in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment

6.2 Expressing the meaning of ideas and rhetoric steps in simple short functional text using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the descriptive and recount text.

### III. Indicators

#### A. Cognitive

- Students are able to identify textual meaning in the descriptive text.
- Students are able to identify the rhetoric step of descriptive text.
- Students are able to identify the communicative purpose of descriptive text.
- Students are able to identify the language features of descriptive text

#### B. Psikomotoric

- Students are able to read aloud the descriptive text.
- Students are able to write an essay in the form of descriptive text.

#### C. Affective

- Students are able to work not only individually but also in group.
- Students respects to others.

### IV. Objectives

By the end of the lesson, all students are able to :

#### A. Cognitive

- Identify textual meaning in the descriptive text.
- Identify the rhetoric step of descriptive text.
- Identify the communicative purpose of descriptive text.
- Identify the language features of descriptive text

#### **B. Psikomotoric**

- Read aloud the descriptive text.
- Write an essay in the form of descriptive text.

#### **C. Affective**

- Able to work not only individually but also in group.
- Respects to others.
- Responsible to do the task both in group and individually.

**Skill** : Reading and Writing

**Stage** : MoT, JcoT and IcoT

**Theme** : Descriptive Text

#### **V. Learning Material**

Written Short Descriptive text

##### **A. The Sea Eagle**

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non- flying animals do with paws, claws, or hands on their forelimbs.

##### **B. Bongo the Orangutan**

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast

**Source:** [www.omepage.mac.com](http://www.omepage.mac.com)

### Characteristics of Descriptive Text

• A *descriptive text* is a text that describes the features of someone, something, or a certain place.

• Generic structure :

- *Introduction* is the part of the paragraph that introduces the character.

Example : *Paragraph 1 in Sea Eagle text.*

- *Description* is the part of the paragraph that describes the character.

Example : *The color of its feathers is light brown. It has a strong and sharp yellowish beak.*

### Vocabulary

Related to the text : Smooth, gentle, move, float, develop, etc and the exercises

### Grammar

Simple Present Tense

Pattern : S + V1 / Vs/es

### **VI. Methods**

- a) Direct Instruction
- b) Question and Answer.
- c) Contextual Teaching and Learning ( CTL )
- d) Practice Presentation Production
- e) Group Discussion
- f) TPR
- g) Cooperative Learning : Round Robin Time Table
- h) Team Pair Check
- i) Exercise

### **VII. Media**

- Text Book ( handout )
- Power Point
- Flash Card
- LCD

### **VIII. Sequences of Activity**

➤ First Meeting

a. Opening activities

- Students greet the teacher
- Students are asked who is absent today

- Students are listened to the explanation of the teacher to state the topic
- Students are asked about the topic related the students' eksperimences to build up the basic mind set.

b. Main activities

**Exploration**

**BKOF**

- Students pay attention to several Flash Card of animal showed by the teacher.
- Students are asked to give responses related to the picture being showed.
- Students together with the teacher discuss the part of the giraffe on the picture to notify the vocabulary
- Students are asked to write down the vocabulary they found

**Elaboration**

**Independent Construction of the Text (ICoT)**

- Students do the *pre-test*
- Students are asked to make a short written descriptive text

**Confirmation**

- Students are asked what the students still didn't understand.
- Students identify difficult words.
- Students ask to learn descriptive text

c. Students Closing activities

➤ Students:

- Give comments or questions about what they had studied.
- Give the summary and comment.

➤ Second meeting

**a. Opening activities**

Apperception and Motivation :

- Students greet the teacher
- Students are asked who is absent today
- Students are listened to the explanation of the teacher to state the topic
- Students are asked about the topic related the students' eksperimences to build up the basic mind set.

**b. Main activities**

**Exploration**

**BKOF**

- Students listen what is the goal of the lesson
- The students are asked some questions related to the materials that going to be discuss.
- Students pay attention to the Flash card of several animals showed by teacher.
- Students give response to the questions related to the Flash Card.
- Students identify the part of the animal on the picture and notify the vocabulary.
- Students pay attention to the teacher's additional information related to the Flash Card.

**MOT**

- Students are asked to take turn read the text.
- Students discuss the difficult words related to the text
- Students listen and pay attention to teacher's explanation about descriptive text.
- Teacher stimulates the students to find the social function of the descriptive text.



- Students recognize the social function and generic structure of descriptive text lead by the teacher.
- Students identify the significant Lexicogrammatical features of descriptive. Those are the use of simple present tense, relational processes and focusing on generic participants (Grammar).
- Students listen to the explanation of how the descriptive text organized.

#### **Elaboration**

##### **Joint Construction of the Text (JCoT)**

- Students discuss and answer several questions based on the text.
- Students pay attention to an example of another descriptive text given by teacher.
- Students are asked to answer several questions based on the text given by the teacher.
- Students are asked to analyze the social function, generic structure, and lexicogrammatical of the given text.

##### **Independent Construction of the Text (ICoT)**

- Students are asked to write sentences with the given key words
- Students are asked to looking for a short descriptive text.

#### **Confirmation**

- Students are asked what the students still didn't understand.
- Students identify difficult words.
- Students answer several question related to descriptive text.

#### **c. The last activities**

- Students:

- Give comments or questions about what they had studied.
- Give the summary and comment.

➤ Third Meeting

**Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do

**Main Activities :**

**Exploration**

**Building Knowledge of the Field (BKoF)**

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students pay attention to the Flash Card showed by teacher.
- Students identify the Flash Card and recognize the vocabulary related to the Flash Card.

**Elaboration**

**Modeling of the Text**

- Students pay attention to the teacher's explanation about Simple Present Tense
- Students pay attention to the teacher's demonstration of how to use simple present tense in a descriptive text.

**Confirmation**

**Joint Construction of the Text (JCoT)**

- Students are asked to write sentences with the given keywords on the white board using simple present.

- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several Flash Card given by teacher.
- Students are asked to answers several question related to the given Flash Card.

#### Independent Construction of the Text (ICoT)

- Students work in group writing several sentences based on the Flash Card.
- Students are asked to make a short descriptive text with their group.
- Students are asked to do the exercises on the text book as homework.

#### Closing :

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

#### ➤ Fourth Meeting

#### Opening :

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do

#### Main Activities :

##### Exploration

##### Building Knowledge of the Field (BKoF)

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students pay attention to the Flash Card showed by teacher.
- Students identify the Flash Card and recognize the vocabulary related to the Flash Card.

### **Elaboration**

#### Modeling of the Text

- Students pay attention to the teacher's explanation about Simple Present Tense.
- Students pay attention to the teacher's demonstration of how to use simple present tense in a descriptive text.

### **Confirmation**

#### Joint Construction of the Text (JCoT)

- Students are asked to write sentences with the given keywords on the white board using simple present and relational process.
- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several Flash Card given by teacher.
- Students are asked to answers several question related to the given Flash Card.

#### Independent Construction of the Text (ICoT)

- Students work in group writing several sentences based on the Flash Card.
- Students are asked to make a short descriptive text with their group.

- Students are asked to do the exercises on the text book as homework.

**Closing :**

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

➤ **Fifth Meeting**

**Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do

**Main Activities :**

**Exploration**

**Building Knowledge of the Field (BKoF)**

- Students review on the last material.
- Students respond the teacher's question about the previous materials.
- Students discuss and analyze their text together with the teacher.
- Students pay attention to the Flash Card showed by teacher.
- Students identify the Flash Card and recognize the vocabulary related to the Flash Card.

**Elaboration**

**Modeling of the Text**

- Students pay attention to the teacher's explanation about Simple Present Tense.
- Students pay attention to the teacher's demonstration of how to use simple present tense and in a descriptive text.

### **Confirmation**

#### **Joint Construction of the Text (JCoT)**

- Students are asked to write sentences with the given keywords on the white board using simple present.
- Students pay attention to the teacher correction to their sentences on the white board.
- Students are asked to work in group of four to discuss several Flash Card given by teacher.
- Students are asked to answers several question related to the given Flash Card.

#### **Independent Construction of the Text (ICoT)**

- Students work in group writing several sentences based on the Flash Card.
- Students are asked to make a short descriptive text with their group.
- Students are asked to do the exercises on the text book as homework.

#### **Closing :**

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students are asked to do the exercises the text book.
- Students listen to teacher's advice and wishes.

#### ➤ **Sixth Meeting**

##### **Opening :**

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students pay attention to the objectives of the lesson they are going to learn.
- Students listen to teacher's guidance about the materials they are going to learn.

### **Main Activities :**

#### **Exploration**

##### **Building Knowledge of the Field (BKoF)**

- Students discuss about the previous materials.
- Students respond the teacher's question about the previous materials.
- Students pay attention to the Flash Card showed by teacher.
- Students identify the Flash Card and recognize the vocabulary related to the Flash Card.

##### **Elaboration**

##### **Modeling of the Text**

- Students pay attention to a short descriptive text on their text book.
- Students are stimulated to find the social function, generic structure, and language features of the text.
- Students pay attention to the teacher explanation and correction related to their previous group made descriptive text.

##### **Confirmation**

##### **Joint Construction of the Text (JCoT)**

- Students are asked to work in pair to discuss a picture given by teacher.
- Students are to make sentences based on the given picture.
- Students combine their sentences and construct a short descriptive text in pair.

- Students change their works to the other students and analyze the generic structure and language features of the text.
- Students together with the teacher discuss in identifying the generic structure and language features of the descriptive text made by the students.

#### Independent Construction of the Text

- Students are asked to work individually to write sentences based on the Flash Card given by the teacher. Students combine their sentences into a short descriptive text.

#### Closing :

- Students are given reinforcement.
- Students listen and pay attention to summary of the lesson.
- Students give comments all about what they had been learned.
- Students listen to teacher's advice and wishes to prepare for their post test.

#### ➤ Seventh Meeting

#### Opening :

- Students give response when teacher opens class by greeting.
- Students pay attention and give response to the teacher in checking the attendance list.
- Students listen to teacher's guidance about what they are going to do.

#### Main Activities :

##### Exploration

##### Building Knowledge of the Field (BKoF)

- Students brush up on their materials about descriptive text.
- Students give respond to the teacher's questions related to the materials they have learned.
- Students pay attention to several Flash Card showed by the teacher.



- Students together with the teacher discuss the animal on the picture to notify the vocabulary.
- Students are asked to write down the vocabulary they found.

Confirmation

Independent Construction of the Text

- Students do the *post-test*.
- Students are asked to make a short written descriptive text.

**Closing :**

- Students listen to the conclusion of the lesson.
- Students are given reinforcement and are allowed to ask if they have any questions, problems, or difficulties.

## VIII. STRUCTURAL ASSIGNMENT

By given text, students identify the meaning in the text.

- Technique : Written Test
- Instrument Form : Short Answer  
Essay text

**Source and Media of Study :**

1. Text book
2. Slide Presentation
3. Flash Card

**Structure of Assignments**

- a. Students do the exercise that relate to Descriptive text
- b. Students create their own Descriptive text

**Assessment**

Indicator	Evaluation		
	Technique	Instrument	Example
<b>A. Cognitive</b>	Written	Responding	You are to write a short

<ul style="list-style-type: none"> <li>• Students are able to identify textual meaning in the descriptive text.</li> <li>• Students are able to identify the rhetoric step of descriptive text.</li> <li>• Students are able to identify the communicative purpose of descriptive text.</li> <li>• Students are able to identify the language features of descriptive text</li> </ul> <p><b>B. Psikomotoric</b></p>			<p>descriptive text!</p> <p>Pay attention to these points below!</p>
		Written test	

<ul style="list-style-type: none"> <li>Students are able to read aloud the descriptive text.</li> <li>Students are able to write an essay in the form of descriptive text.</li> </ul> <p><b>C. Affective</b></p> <ul style="list-style-type: none"> <li>Students are able to work not only individually but also in group.</li> <li>Students respects to others.</li> </ul>	Character Test	Implicit in every part of the activity	
---	----------------	--	--

☐ **Type**

Writing Test : Short essay

☐ **Objective**

Students are able to:

- Recognize a descriptive text
- Identify the social purpose, generic structure, and Lexicogrammatical features of descriptive text
- Construct a written descriptive text

☐ **Instrument**

**I. Pre-test**

**Subject : English**

**Grade : VIII/1**

**Test type : Writing test**

**Type of text : Descriptive**

**Time Allotment : 1x40'**

**Instruction :**

You are to write a short descriptive text! Pay attention to these points below!

1. Look at the picture of animal provided!
2. Determine your specific topic!
3. Build main ideas of your text!
4. Use these questions to help you to investigate your text
  - a. What is this animal?
  - b. How does it look like?
  - c. Where does it live?
  - d. What is the colour of it?
  - e. What is special about it?
5. Combine your main ideas into paragraph
6. Construct your descriptive text containing of 10 - 15 sentences
7. Notice the generic structures and language features of the text
8. Your time is not more than 40 minutes

**II. Post-test**

**Subject : English**

**Grade : VIII/1**

**Test type : Writing test**

**Type of text : Descriptive**

**Time Allotment : 1x40'**

**Instruction :**

You are to write a short descriptive text! Pay attention to these points below!

1. Look at the picture of animal provided!
  2. Determine your specific topic
  3. Build main ideas of your text
- Use these questions to help you to investigate your text
- a. What is this animal?
  - b. How does it look like?
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Scoring Guidance			
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		3	<b>Good</b> : Quite flowing style-most easy to understand- a few complex sentences very effective.
		2	<b>Fair</b> : Style reasonably smooth–not too hard to understand and enjoy complex sentences–fairly effective.
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		3	<b>Excellent</b> : Mastery of grammar taught on course – only 1 and 2 minor mistakes.
		2	<b>Good</b> : a few minor mistakes only (preposition, articles, etc).
		1	<b>Fair</b> : Only 1 major mistake but a few mistakes.
3	<b>Style</b>	5	<b>Inadequate</b> : Major mistakes that lead to difficult in understanding lack mastery of sentence contribution.
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		3	
		2	
		1	<b>Excellent</b> : Use of wide range of vocabulary taught previously.
4	<b>Content</b>	5	<b>Good</b> : Good use of new word acquired – fairly appropriate synonyms, circumlocutions.
		4	<b>Fair</b> : Attempts to use words
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5	<b>Mechanic</b>	5	<b>Excellent</b> : All sentences support the topic-highly organized–clear progression of ideas-well linked-like educated native speakers.
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		3	

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#### ☐ Scoring

Writing Test

**Maximum Score: 25 point**

To obtain an exact score we divide the total score with the maximum score with the maximum score and multiply with 100

The formula :  $\text{Score B}_2 = \frac{\text{total score}}{25} \times 100$

#### **CHARACTER ASSESMENT**

Aspect	Criteria	Score
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	Show respect consistently to others.	B
	Show respect rarely to others.	C
	Show no respect at all.	D
Confidence	Excellent self confidence	A
	Above Average self confidence	B

	Good enough self confidence.	C
	Lack of self confidence.	D
Cooperations	Very cooperative	A
	Cooperative continuously	B
	Cooperative enough	C
	No cooperative	D
Responsibility	Very responsible	A
	Responsible continuously	B
	Responsible enough	C
	No Responsible	D

Signature of the teacher

Signature of the researcher

NIP.

Nindita Irma Habsari  
NIM. 2201409045

## APPENDIX 21

### INSTRUMENT AND ANSWER SHEET OF THE POST-TEST

Theme : Animal

Pattern : Simple present tense

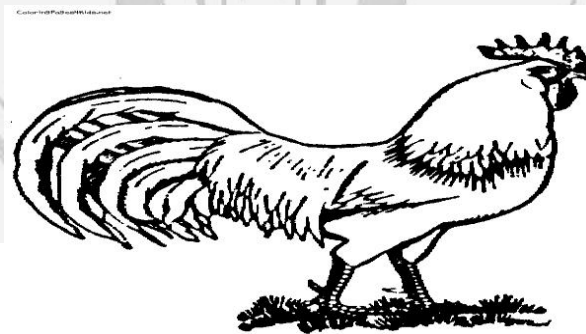
Kind of text : descriptive

Time allotment : 40 minutes

**Instruction :**

- Write your name, number and class.
- You are to write a short descriptive text! Pay attention to these points below!
- 1. Look at the picture of animal provided!
- 2. Determine your specific topic!
- 3. Build main ideas of your text!
- 4. Use these questions to help you to investigate your text
  - a. What is this animal?
  - b. Where does it live?
  - c. How does it look like?
  - d. What is the colour of it?
  - e. What is special about it?
- 5. Combine your main ideas into paragraph
- 6. Construct your descriptive text containing of 10 - 15 sentences
- 7. Notice the generic structures and language features of the text
- 8. Your time is not more than 40 minutes
- 9. Look up your dictionary if you need it.

**Pay attention to these pictures below to help you create your Descriptive Text!**





Name :  
Students' number :  
Class :

## Identification

Descriptions.....



## APPENDIX 22

### INSTRUMENT AND ANSWER SHEET OF THE PRE-TEST

Theme : Animal

Pattern : Simple present tense

Kind of text : descriptive

Time allotment : 40 minutes

**Instruction :**

- Write your name, number and class.
- You are to write a short descriptive text! Pay attention to these points below!
- 1. Look at the picture of animal provided!
- 2. Determine your specific topic!
- 3. Build main ideas of your text!
- 4. Use these questions to help you to investigate your text
  - a. What is this animal?
  - b. Where does it live?
  - c. How does it look like?
  - d. What is the colour of it?
  - e. What is special about it?
- 5. Combine your main ideas into paragraph
- 6. Construct your descriptive text containing of 10 - 15 sentences
- 7. Notice the generic structures and language features of the text
- 8. Your time is not more than 40 minutes
- 9. Look up your dictionary if you need it.

**Pay attention to these pictures below to help you create your Descriptive Text!**



Name :  
Students' number :  
Class :

(title) .....

## Identification

.....

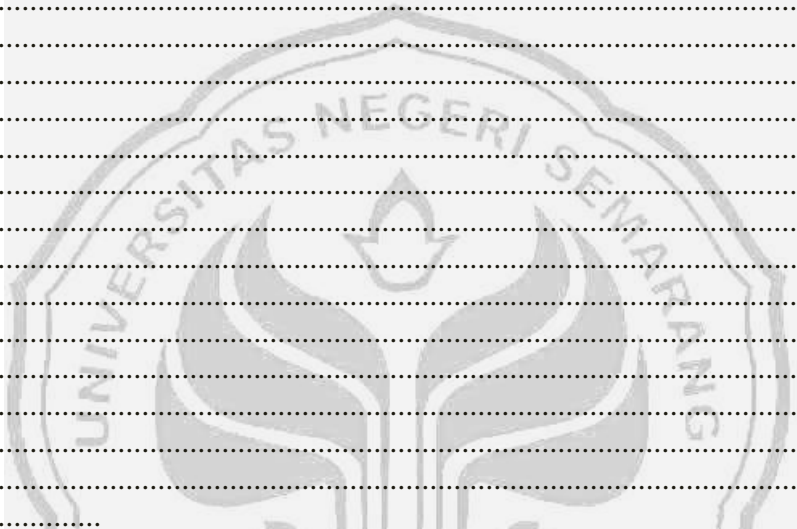
.....

.....

.....

.....

Descriptions.....



## APPENDIX 23

### DOCUMENTATION

Pre Test of Control Group



Pre Test of Experimental Group



Treatment and Class Activity of Experimental Group



### Treatment and Class Activity of Control Group



Post Test of Control Group

Post Test of Experimental Group



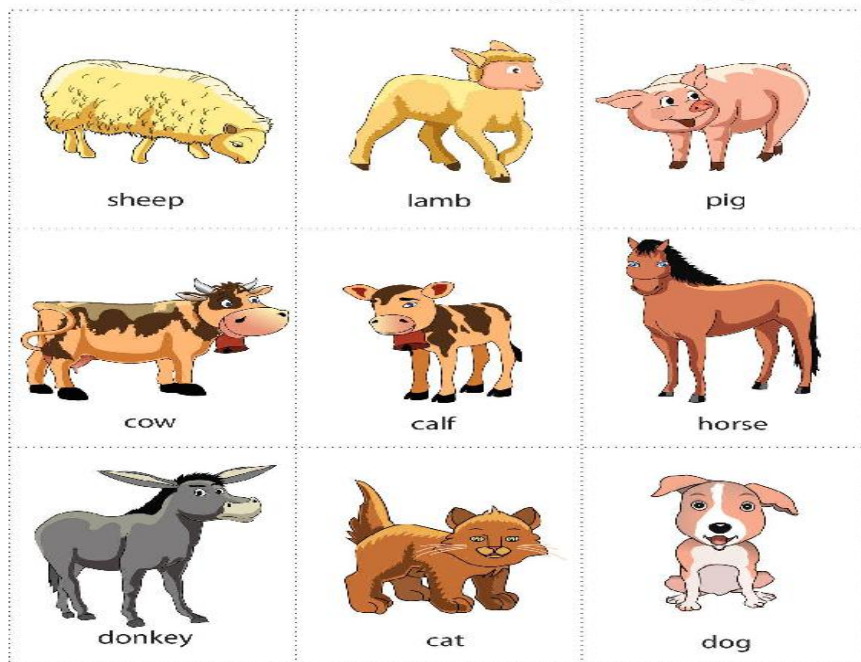


## APPENDIX 24

### FLASHCARDS

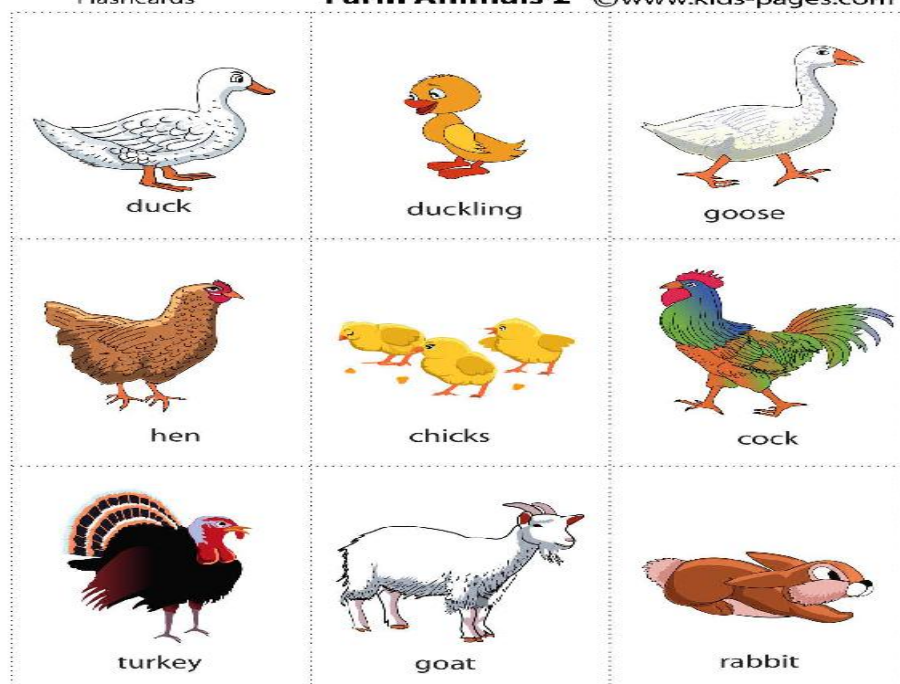
Flashcards

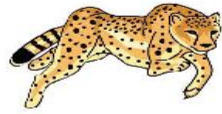
**Farm Animals 1** ©www.kids-pages.com



Flashcards

**Farm Animals 2** ©www.kids-pages.com





cheetah



lion



tiger



mountain lion



rhino



zebra



squirrel



skunk



raccoon



camel



crocodile



panda bear



elephant



bear



giraffe



fox

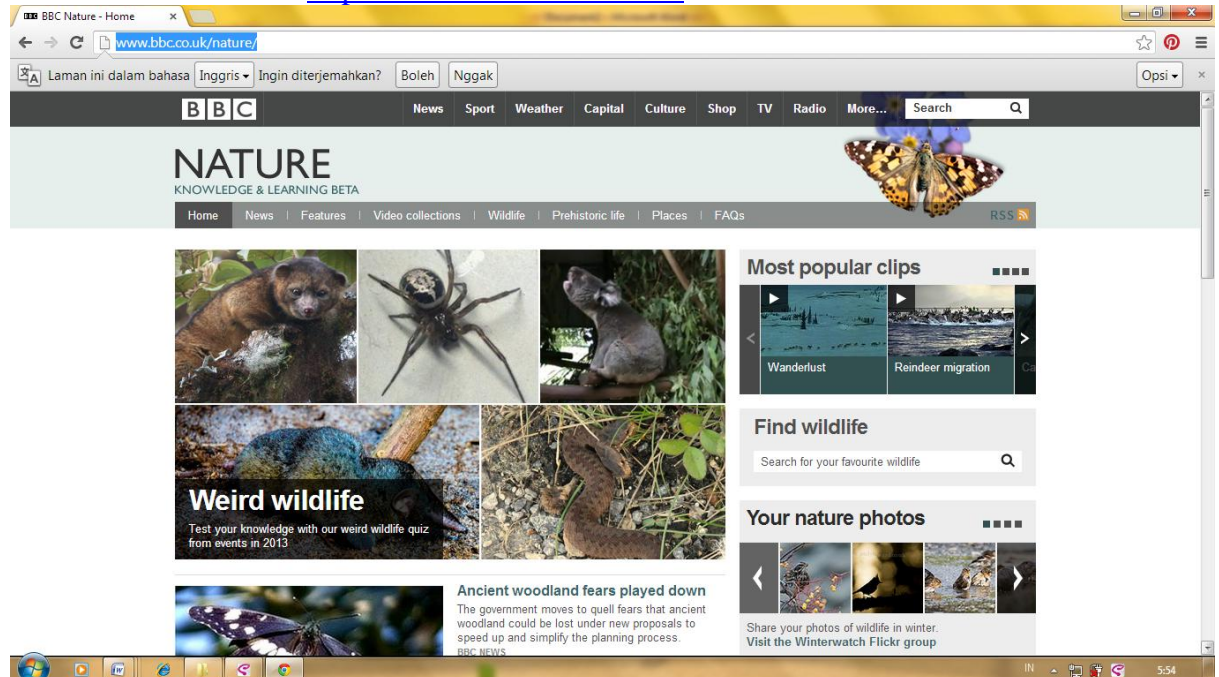


wolf

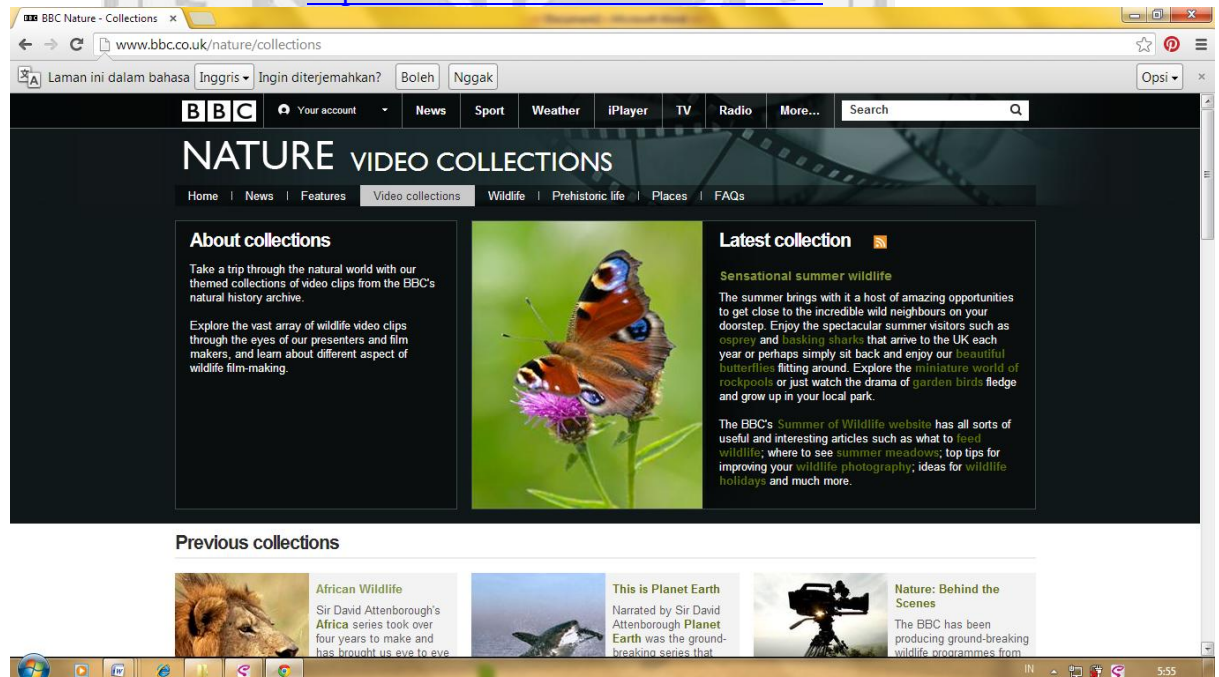


elk

BBC NATURE VIDEO  
PRINT SCREEN from <http://www.bbc.co.uk/nature/>



PRINT SCREEN from <http://www.bbc.co.uk/nature/collections>





# The Control Group

## Writing Product



## Control Group Pre test

(title) THE CAT

### Identification

In the my grandparent's there ~~are~~ a cat.

### Descriptions

The color of it fur is white. Its paw was very sharp. Cat have many sizes, shapes and color. Its eye is very sharp. Its sharp nose. Its tail is very long. Its like eat fish, ~~and~~ mouse, and salted egg.

(title) The cat

### Identification

There is an cat live in my house. It was a cat. The color of its fur is black white. It has sharp nail and sharp fang. Its nail are very sharp. It hunts for mouse and eat meat.

Descriptions. cat's have many sizes and color. cat have sharp nose, sharp ear and sharp eye. There are for hunting the prey. The cat walks on four legs and has a very flexible body and sharp nail for bite the prey and then cat has a tongue to core for its fur.

## Control Group Post test

(title) The Rooster

### Identification

There is an Rooster nesting on the my house.  
It was a Rooster. The color of its feathers  
is red. its claws is sharp

Descriptions. Rooster have many Feather. It has  
comb. It has a long beak. It walks on two  
legs and has a very flexible neck and  
strong beak to handle foods. to care for  
its feather. it has a long tail. it has beak  
very sharp, strong and toes with claws. its  
Forelimbs serve as wings. It has a two spur,  
and for many other jobs that non-flying  
foods do with paws, claws, or hands or  
their forelimbs

(title) Rooster

### Identification

The Rooster

There is an Rooster neting on the tree near grand-  
parent's in house. it was a Rooster. The color of its  
feathers is light brown, black, or white and others.  
Example: Rooster have

Descriptions. Rooster have many feather, it has comb. it  
has a long beak. it walks on two legs and has  
a very flexible neck and strong beak to hackles,  
the face a beautiful color the tail white and red,  
the thigh is what white or red, the spur is what  
black, the toes with claws yellow or black, the  
wing is what total two and color black or red,  
the breast is what red and the wattles is what  
red.

# The Experimental Group

## Writing Product



## Experimental Group Pre test

(title) ... I have a cat

Identification

identification ⇒ Sport is a regular house cat. he is an adorable cat.

Description ⇒ he has orange fur with white and black spots. I like to tiddle him because his fur feels soft. ever morning I give sport milk. Sport does not like rice, so I give him cat food. Sport is an active animal. he likes to run around the house. he likes to chase everyone in my house. when he feels tired or sleepy, sport usually sleeps on the sofa in the living room or sometimes under the table.

(title) ... My Animal care is cat

Identification

In my house, I have animal care. Wang one is an cat, he is very funny.

The color of its fur is white with head and tail black. He have two ear. He is very lively on to play, and he very like to eat salted fish.

Descriptions

My cat have two eyes color black, he is flat nose, he is body is a fat, fur soft and thick. Except that he is have legs four with paw palsted, strong and sharp. He is a very angry when I not give he salted fish. I very happy when I to play with my cat.



## Experimental Group Post test

### (title) THE ROOSTER

#### Identification

There is an Rooster resting in the home or in the cross. It was a Rooster the color of its feathers is light Black. Its claw is very sharp. Rooster have a many sizes and color.

#### Descriptions

Its forelimbs (or arm) serve as wings. This means they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods.

### (title) The Cock

#### Identification

There is a cock live in my grand parent's house in wamambo it was a cock The color of its feathers is black red It has strong and sharp claws and then have strong beak for eat the foods and to fight with the opposite.

Descriptions. Cock's have many size and color. cock have strong and sharp claws and then have strong and sharp beak there are for eating foods and to fight with the opposite The special about cock is have a beautiful color and comb. The tail is very long and beautiful.