



**THE EFFECTIVENESS OF “IMAGINARY CLASSROOM”  
FOR TEACHING WRITING OF DESCRIPTIVE TEXT**

**(An Experimental Study of the Eighth Grade Students of SMPN 2 Gringsing  
in the Academic Year of 2015/2016)**

a final project

submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

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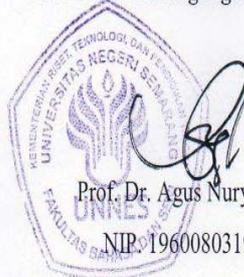
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menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar – benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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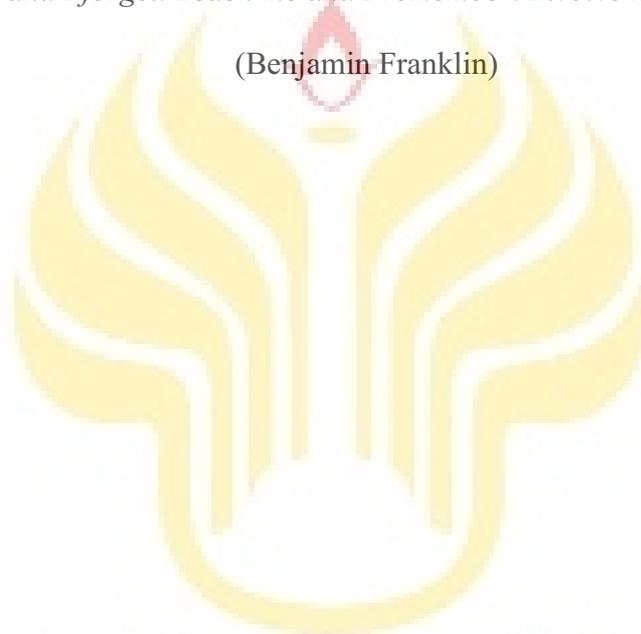
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## MOTTO AND DEDICATION

*“The more that you read, the more things you will know. The more that you learn,  
the more places that you will go.” (Dr. Seuss)*

*“Tell me and I forget. Teach me and I remember. Involve me and I learn.”  
(Benjamin Franklin)*



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This final project is dedicated to:

My beloved parents (B. Suwandi and Sri Kanti)

My beloved brother (Prasetya Adi Atmaja)

All of my family

All of my friends

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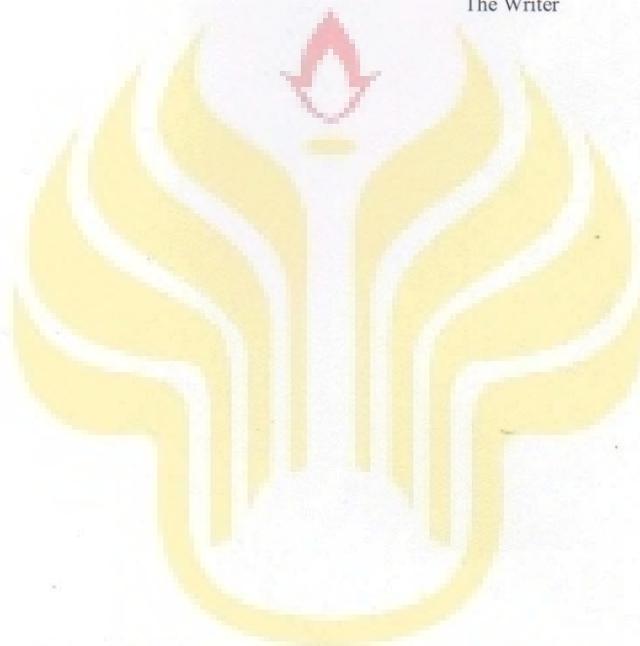
I dedicate my sincerest and deepest thanks to my beloved mother (Sri Kanti), father (B. Suwandi), and my little brother (Prasetya Adi Atmaja) who always support and pray for me. Special thanks go to my beloved roommate (Auliya Rahmawati), my lovely and best friends Sri Diah Ayuningsih, Deni Inayatsani, Betari Irma Ghasani, Anis Khairunnisa, Jeffri Dian Andhika, Bagus Dwi Pambudhi, Haifa Khairunnisa, and Dwi Ekayanti.

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Semarang, April , 2016



The Writer



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## ABSTRACT

Purwaningtyas, Puspa. 2016. *The Effectiveness of Imaginary Classroom for Teaching Writing of Descriptive Text (An Experimental Study of the Eighth Grade Students of SMPN 2 Gringsing in the Academic Year of 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor 1: Dra. Indrawati, M.Hum. Advisor 2: Rini Susanti Wulandari, S.S., M.Hum.

**Key Words:** Imaginary Classroom, writing, descriptive text, experimental study

Writing is found to be a difficult skill that has to be mastered by the students. The students face many difficulties in writing, particularly in writing descriptive text. To overcome this problem, the teachers should think creatively. One of the ways is by applying interesting activity. Therefore, the writer conducted a study in applying Imaginary Classroom for teaching writing of descriptive text. The objectives of the study are to find out whether there is a significant difference in achievement between the students who are taught using “Imaginary Classroom” technique and those who are taught using conventional technique and to discuss the effectiveness of “Imaginary Classroom” technique for teaching writing of descriptive text.

The research design of this study is an experimental research. The study was conducted in SMPN 2 Gringsing in the academic year of 2014/2015. There were three activities during the research. First was pre-test for the experimental group (class 8C) and control group (class 8A). Second was treatment by treating the experimental group with Imaginary Classroom and the control group with conventional technique. Third was post-test for both groups to know the significant difference of achievement between the two groups.

The result of the study showed that the average scores of the pre-test for the experimental group was 72.95 and for the control group was 74.13. After the treatment, the post-test was conducted to both groups. The average score of the post-test for the experimental group was 79.5 and for the control group was 76.27. It showed that the average score of the experimental group was higher (6.55) than the average score of the control group (2.14). In addition, the  $t$ -test result showed that the  $t_{\text{value}}$  was higher (5.92405) than the  $t_{\text{table}}$  for  $\alpha = 5\%$  (1.68). It proved that there was a significant difference of achievement gained by the experimental group compared with the control group. The writer offers some suggestions: (1) For teachers, it is recommended to apply Imaginary Classroom in teaching writing of descriptive text. (2) For students, they can apply Imaginary classroom to help them in writing a descriptive text. (3) For other researchers, they can use this study as their reference to conduct other researches on the same field.

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, the reason for choosing the topic, the research problem, the purpose of the study, the significance of the study, the definition of the key terms, scope of the study, and the outline of the study.

### 1.1 Background of the Study

English is an international language and foreign language that in Indonesia, it is taught in schools starting from elementary to college students both in state and private schools. The mastery of English is very important for everyone. For students, in Indonesia, the mastery of English is very important, because it is one of the compulsory subjects that they have to learn in schools. Then, when they graduate, their English will be also very useful for them to get a job. Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Based Curriculum (SBC) applied in Indonesia, English is one of the subjects that has to be studied by the students in every grade at junior high school. There are four skills in learning English. They are listening, speaking, reading, and writing. One of the skills that the students should master is writing skill. In this case, teachers have to know deeply about this subject and they have expertise in all of skills. Harmer (2007: 112) stated that:

Out of four language skills, writing is taught at the last stage because it needs more thinking time, and it allows more opportunity for language

processing; it can be said that writing can be taught to the students if they have been taught the materials of three other skills before.

Learning and teaching writing should not be separated from other skills. Those four skills have to be taught in sequence. Before the students learn how to write a text in English, they have to master the reading skill first by reading some texts in English. The materials about listening skill and speaking skill also have to be taught first before they are taught the material about writing skill.

Writing is one of difficult language skills in learning English. The students face many difficulties in writing. They cannot learn to write a text in English without the teacher's help. Before the students try to write a text in English, teachers should teach them the aspects in writing first.

Based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP/SBC), the students are expected to have the ability to make functional text in written and spoken form realized in four competences; listening, speaking, reading and writing. Junior high school students are expected to have the ability to create many short functional texts and monologue or essay in the form of descriptive, procedure, recount, narrative, and report. Based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School Based Curriculum (SBC), one of the standard competences for the eighth grade students of junior high school is to create a simple short essay in the form of descriptive text.

Descriptive text is one of the text types which has to be taught in junior high school. In the level of junior high school, the knowledge and understanding about descriptive text of the students are limited. Some students still have difficulties in

writing descriptive text. There are many factors that influence them. One of the decisive factors is that in the classroom teachers teach by using conventional technique. They only explain orally without giving examples on how to write a good paragraph and directly ask them to write a descriptive text individually. Therefore, students could not get clear information and have difficulties in organizing their ideas and sentences in writing. Another factor is students' interest to the lesson. If the atmosphere in the classroom is not conducive for them to learn the lesson, and the teacher does not teach the material with interesting activity, students could be bored. They will also be unenthusiastic and unmotivated to learn the lesson.

Nowadays, there are many techniques and media which can help students in writing a descriptive text. One of the techniques is cooperative learning. There are many kinds of techniques in cooperative learning, such as, jigsaw, think-pair-share, numbered-heads together, make a match, etc. There are also some media that can also help students in writing a descriptive text, such as, picture, video, television, etc. The technique and media, however, may not work very well for some students. They may feel unenthusiastic and unmotivated to do the writing. They want to create something they like (descriptive text) based on their imagination. Craft (2001) stated that:

Imagination is intrinsic to the creative process and operates as children develop their capacity for creative thinking and action. Imaginative thinking and creativity are significant as children construct knowledge and learn to communicate ideas.

They have their own imagination of what they will try to write. Each student has his/her own imagination and creativity to create a descriptive text. In this case, it is a descriptive text about his/her ideal classroom. Each student must have his/her own ideal classroom. Craft (2001) also stated that:

Creativity stimulates learning. When children are encouraged to think independently and creatively, they become more interested in discovering things for themselves, more open to new ideas, and keen to work with others to explore ideas. As a result, self-motivation, pace of learning, levels of achievement and self-esteem increase.

In line with students' difficulty in writing and based on those explanations, the writer wants to prove that the use of an interesting activity that is integrated in a proper technique will help students in writing. The writer uses "Imaginary Classroom" in teaching writing of descriptive text. "Imaginary Classroom" is one of "Five-Minute Activities". Ur and Wright (1992: 36) stated that:

Teacher tells the students to imagine that the room is absolutely empty: no furniture, no people, nothing. Then they are asked to write how to refurnish it based on their own imagination. Imaginary Classroom helps students in creating and writing about their ideal classroom.

Through "Imaginary Classroom", students are expected to write descriptive text about specific place (in this case their ideal classroom) and improve their writing skill. If this teaching is applied, teachers can minimize their difficulties in teaching writing of descriptive text. In this final project, the writer intends to use "Imaginary Classroom" in teaching writing of descriptive text.

## 1.2 Reasons for Choosing the Topic

The reasons for choosing “The Effectiveness of “Imaginary Classroom” for Teaching Descriptive Text” as the topic of the study are:

- (1) Descriptive text is one of the English text types that should be taught to the eighth grade of junior high school.
- (2) Descriptive text is a text type or genre that describes a particular person, place or thing. To write a good description, students have to describe and explain a particular object in detail (for this research, describe a particular place in detail).
- (3) English teachers need to use an interesting activity that can be integrated in a proper technique. It will help students in writing. By using “Imaginary Classroom”, the students can be motivated to write descriptive text and improve their writing skill.
- (4) Junior high school students are expected to have the ability to create many short functional texts and monologue or essay in the form of descriptive, procedure, recount, narrative, and report. Based on *KTSP*, one of the standard competences for the eighth grade students of junior high school is to create a simple short essay in the form of descriptive text.

### 1.3 Research Problems

The problems which are discussed in this study are:

- (1) Is there any significant difference in students' achievement in writing descriptive text between students taught using "Imaginary Classroom" and those taught using conventional technique?
- (2) To what extent is "Imaginary Classroom" technique effective for teaching writing of a descriptive text?

### 1.4 Purposes of the Study

Based on the research problems, the objectives of the study can be stated as follows:

- (1) To find out whether there is a significant difference in achievement between the students taught using "Imaginary Classroom" technique and those who are taught using conventional technique.
- (2) To discuss the effectiveness of "Imaginary Classroom" technique for teaching writing of descriptive text.

### 1.5 Significances of the Study

There are some significances that can be taken from this study:

- (1) The result of the study can give knowledge that can be beneficial for the readers and can be the next related research to be reviewed.
- (2) The result of the study can be applied for the teachers who want to find another technique to be applied in teaching writing of descriptive text.

- (3) “Imaginary Classroom” can be used as a technique or strategy that will give solution on how to teach writing of descriptive text about a place properly and clearly so students can master it.

## 1.6 Definition of the Key Terms

To avoid differences in interpretation, in this study the definition of the key terms is needed, particularly relating to the title of the study.

### (1) Imaginary Classroom

“Imaginary Classroom” is one of five minutes activities that can be applied in the classroom. The teacher tells the students to imagine that the room is absolutely empty: no furniture, no people, nothing. They have to create their ideal classroom by suggesting how to ‘refurnish’ it (Ur and Wright, 1992: 36). By using “Imaginary Classroom” technique, teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. When the students are interested in the learning, they will concentrate and participate actively in the class. By using their own imagination, the students can enjoy their writing. In this research, the application of “Imaginary Classroom” technique is emphasized in teaching writing of descriptive text.

### (2) Writing

Meyers (2005: 2) defines writing as a way to produce language, which people do naturally when they speak. Writing is communicating with others in a verbal way. Writing is also an action, a process of discovering and

organizing ideas, putting them on paper and reshaping and revising them. In this research, the application of writing is emphasized in teaching writing descriptive text using “Imaginary Classroom”.

### (3) Descriptive Text

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP/SBC)*, one of the competence standards for the eighth grade students of junior high school is to create a simple short essay in the form of descriptive text. According to Hornby (1995: 314), “Descriptive text is giving picture in words; describing something.” In this research, the application of descriptive text was emphasized in teaching writing descriptive text using “Imaginary Classroom”.

### 1.7 Scope of the Study

In this research, the writer limits the scope of the study on:

1. The students’ achievement in writing descriptive text.
2. The application of “Imaginary Classroom” technique in teaching writing of descriptive text.
3. The subject of the research is the eighth grade students of SMPN 2 Gringsing.
4. The study is an experimental research. In this research, the writer uses simple random sampling as the technique to choose the sample. She

takes the sample of the population randomly. Two classes are chosen as the experimental group and the control group.

### **1.8 Outline of the Study**

This final project is divided into five chapters. The outline of the study can be stated as follows:

Chapter I is the introduction which discusses the background of the study, the reason for choosing the topic, the research problem, the purposes of the study, the significance of the study, the definition of the key terms, scope of the study, and the outline of the study.

Chapter II is review of related literature. It discusses the previous study, review of related literature, and framework of the present study.

Chapter III deals with the research methodologies which consist of the research design, subject of the study, research variables and hypotheses, instrument for collecting data, method of collecting data, scoring system, and method of analyzing data.

Chapter IV concerns with the result of the study based on data analysis and the discussion of research findings.

Chapter V describes the conclusions and suggestions. It concludes the study and provides suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the theories and ideas related to the research. It consists of three subchapters. They are review of the previous studies, review of related literature, and framework of the present study.

#### 2.1 Review of the Previous Studies

There are number of studies that have been done related to the topic of teaching writing of descriptive text. One of them was conducted by Mawadah (2009). She conducted a research entitled *The Effectiveness of Mind Mapping Strategy in Teaching the Students to Write Descriptive Text*. The objective of her research was to find out whether the teacher used the mind mapping strategy or not, and whether that strategy help the students improve their skill in writing. The result of this research showed that the mean of post-test of the experimental group is 78.50 and the control group is 75.53. The obtained t-test (tvalue) is 4.57672, whereas the t-table is 1.99 for  $\alpha = 5\%$ . The t-test value is higher than the t-table ( $4.57672 > 1.99$ ). The result proved that mind mapping is more effective as the teaching strategy in teaching descriptive text than the conventional strategy. Finally, she suggests to the teachers to use mind mapping strategy in teaching descriptive text.

Another research was conducted by Astri (2011). She conducted a research entitled *The Use of Five-Minutes Activities to Improve Students Ability in Writing Descriptive Text at the Seventh Grade Junior High School*. Based on the result of

this research, it is showed that the pre-test score is lower (64.11) than the post-test score (79.68). It means that the post-test result increases 15.57 points from the pre-test result. In addition, from the calculation there is a significant difference between the experimental group and the control group. The *t*-test result shows that  $t_{\text{value}}$  was 7.2841 and  $t_{\text{table}}$  for  $\alpha = 5\%$  was 1.84. It means that the  $t_{\text{value}}$  is higher than the critical value ( $7.2841 > 1.84$ ). It proves that there is a significant difference between teaching writing descriptive by using Five-Minute Activities and using pictures. The result of the study shows that Five-Minute Activities can be used as an alternative method in teaching writing descriptive text. It really helps students to learn writing optimally, moreover, the students' achievement in writing descriptive text while they are using Five-Minutes Activities as the alternative method in teaching writing descriptive text is high.

Jiwandono (2012) conducted a research entitled *Animated GIF (Graphics Interchange Format) as an Alternative Medium in Improving the Students' Ability in Writing Descriptive Text*. There was a significant difference in scores between the students taught using animated GIF and the students taught using pictures. It can be proved by the significant difference of result of both groups. The experimental group got 71.12 in pre-test and 89.91 in post- test, while the control group got 71.21 in pre-test and 86.29 in post-test. It means that using Animated GIF as an Alternative Medium in Improving the Students' Ability in Writing gave a better result than without using it. The *t*-value obtained was also higher than the critical value. It means that Animated GIF as an Alternative Medium was effective and could be used to improve students' ability in writing.

Another researcher working on this topic was Sahrianto (2012). He conducted a research entitled *The Effectiveness of Collaborative Learning in the Teaching of Descriptive Text Writing*. The result of this research showed that the mean score of the pre-test data from experimental group was 55.13 and from the control group was 57.40. At the end of the experiment, the post test was conducted, and the result of the post test was better than the pretest. The mean score of the experimental group was 72.17, while the mean score of the control group was 64.35. It means that using Collaborative Learning in teaching writing gave a better result than without using it. The t-value obtained was also higher than the critical value. It means that Collaborative Learning was effective and could be used to improve students' mastery of writing.

Furthermore, Fitriana (2014) conducted a research entitled *The Effectiveness of "Make a Match Technique" in Teaching writing of Descriptive Text*. Based on the result of this research, it is showed that the post-test score (84.8) is higher than the pre-test score (73.28). It means the post-test result increased 11.52 points from the pre-test result. In addition, from the calculation there was a significant difference between the experimental group and the control group. The *t*-test result showed that  $t_{\text{value}}$  was 3.23 and  $t_{\text{table}}$  for  $\sigma = 5\%$  was 1.68. It can be clearly seen that  $t_{\text{value}}$  was higher than the critical value ( $3.23 > 1.68$ ). It means that the hypothesis of  $H_1$  is accepted and  $H_0$  is rejected. Based on the proven hypotheses, she can conclude that there is a significant improvement of the students' achievement in writing descriptive text before and after being taught using "Make a Match Technique" and "Make a Match Technique" is effective to

be implemented in teaching writing descriptive text for the seventh grade students of junior high school.

Based on those reviewed previous studies, there is a similarity between the writer's study and the previous researchers mentioned above. The similarity between this study and the previous studies that have been done is on the area that the writer and the previous researchers focus on. All of them studied about students' writing of descriptive text mastery. They wanted to find good strategy to help students improve their mastery in writing descriptive text. On the other hand, there is a difference between the witer's study and the previous researchers' study. The difference lies on the type of strategy used to improve students' writing of descriptive text. The first researcher, Mawadah (2009) used *Mind Mapping Strategy*, the second researcher, Astri (2011) used *Five-Minutes Activities*, the third researcher, Jiwandono (2012) used *Animated GIF*, the fourth researcher, Sahrianto (2012) used *Collaborative Learning*, the fifth researcher, Fitriana (2014) used *Make a Match Technique*, and the writer used "Imaginary Classroom" to teach writing of descriptive text.

After analysing those previous studies, the writer concluded that using interesting technique such as "Imaginary Classroom" in teaching writing of descriptive text can possibly improve students' mastery in writing of descriptive text. She chose "Imaginary Classroom" as alternative strategy to enhance students' writing of descriptive text. In this study, she wondered how effective "Imaginary Classroom" is in teaching writing of descriptive text of the eighth

grade students of SMPN 2 Gringsing. Therefore, she would conduct an experimental research to find out the answer.

## **2.2 Review of Related Literature**

In this part, the writer presents some theories underlining the study. They are general concept of writing, general concept of descriptive text, teaching writing at junior high school, language games, five - minute activities, and imaginary classroom.

### **2.2.1 The General Concept of Writing**

There are some definitions of writing, as follows:

Meyers (2005: 2) defined that:

Writing is a way to produce language, which people do naturally when they speak. Writing is communicating with others in a verbal way. Writing is also an action, a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

Halliday as quoted by Nunan (1991: 14) stated that “Writing is a part of language. More specifically, it is one kind of expressions in language, an alternative to sound.” The importance of writing can be seen in people’s daily activities.

Writing is one of English skills that has to be mastered by the students. If it is compared to the three other skills, writing is the most difficult one. It had been said by Nunan (1989: 35) as follows:

It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language. All

children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly.

Writing is one of difficult language skills in learning English. This is proven that only few people can write a new paragraph fluently and legibly. The other definition about writing is complex cognitive activity as the statement of Bell and Burnaby in Nunan (1989: 36) as follows:

Writing is extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

The definition explains that to construct writing, there are many aspects that have to be concerned. They are content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Those aspects are important to make a good writing. If one of the aspects is ignored, the result of writing will be not good.

### **2.2.1.1 The Element of Writing**

Boardman and Frydenberg (2002: 18-51) stated that there are four fields that have to be considered in making good writing. They are as follow:

- a. body organization (topic sentence, the body, the concluding sentence)
- b. mechanics (punctuation, spelling, and capitalization)
- c. coherence and cohesion

Coherence is a characteristic of a good text that is made up of sentences that are ordered according to a principle. While cohesion is a characteristic of a

good text that makes all the supporting sentences “stick together” in their supports topic sentence.

d. unity and completeness

Unity means that all the supporting sentences relate to the topic sentence.

Completeness means that the text is complete. All the major supporting sentences fully explain the topic sentence and all the minor supporting sentences explain each major supporting sentence.

### 2.2.1.2 The Writing Process

In order to make a good writing, the writers have to know the process of writing.

Boardman and Frydenberg (2002: 11) stated that there are six steps of writing.

They are as follows:

- a. Step 1: Assessing the Assignment
- b. Step 2: Generating Ideas
- c. Step 3: Organizing Your Idea
- d. Step 4: Writing the first draft
- e. Step 5: Rewriting
- f. Step 6: Writing the Final Draft.

Furthermore, Boardman and Frydenberg (2002: 11) explained that the first step in composing writing is assessing the assignment. This step influences the purpose of writing. Usually, different level of study and field of study will affect the different purposes. The second step is generating ideas to think about a certain topic and ideas as many as possible. The third step is organizing the idea to

prevent the writers from constructing text that is out of the topic. The fourth step is writing the first draft. In this step, the writers start to construct their own text based on the topic that has been organized before. The fifth step is rewriting. This step consists of revising aiming to know whether the content of the text is clear or not and whether the organization of the text has a topic sentence or not, and checking the text in order to make sure whether the spelling, capitalization, punctuation, vocabulary, and grammar is correct or not. The last step is writing the final draft. This is a final step of writing. The thing that should be kept in mind is that some of the steps can be repeated at any time. The important thing in this step is be sure to add a title to the text.

The other opinion about writing process comes from Harmer (2007: 113). He asserted that “The writing process typically involves *planning* what we are going to write, *drafting* it, *reviewing*, and *editing* what we have written and then producing a final (and satisfactory) version.” In his statement, he persuaded the teachers to encourage students to plan, draft, and edit in this way, even though this may be time consuming and may meet, initially, with some resistance on their part. By doing so, teachers will help students to be better writers both in exams, for example, and in their post-class English lives.

From those statements, it is clearly stated that to make a good writing, writers need to do many steps of writing. Therefore, teachers in this case have an important role in teaching writing.

## **2.2.2 The General Concept of Descriptive Text**

### **2.2.2.1 The Definition, Social Functions, and Generic Structure of Descriptive Text**

Hornby (1995: 314) defines that “Descriptive text is giving picture in words; describing something.” Descriptive text is one of writing genres that is taught at the eighth graders of junior high school. The purpose of descriptive text is to describe the information about people, things, places, and animals particularly whether visible or invisible case (Djuharie 2007: 24). It could be said that descriptive text has a role to describe about someone or something including its physical appearances and characters.

Sometimes anyone wants to tell other people about something interesting in his/her life. They might want to tell about the characteristics of their favorite place or things. It might be about their favorite actor or their beloved person. Speaking or writing about describing someone or something is called descriptive. Boardman (2002: 6) stated that “Descriptive is a kind of paragraph which is used to describe what something looks like.”

Descriptive text commonly describes something from general into specific in spatial arrangement which is aimed at showing to the readers about what the writer is describing. Siahaan and Shinoda (2008: 89) stated that “Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.”

Meanwhile Gerot and Wignell (1994: 208) added that “The Social function of descriptive text is to describe a particular person, place and thing. The generic structure consists of identification: identifies phenomenon to be described, description: describes parts, qualities, characteristics.”

Sanggam Siahaan and Kisno Shinoda (2008: 89) asserted that, descriptive text has four significant lexicogrammatical features, they are:

- a. focus on specific participants

In the descriptive text, the participants involved in the text are described in detail and in order of sequence.

- b. use of attributive and identifying process

This means in a descriptive text, to describe something is through the identification process of what to be described including the sequence time.

- c. frequent and use of epithets and classifiers in nominal groups.

Often to describe something in detail, the words used are too long. Epithet is used to overcome the words used. Epithet is a term used to characterize someone or something. i.e. rather than say rebellion in descriptive text can be replaced with the epithet communist.

- d. use of simple present tense

The tense used in a descriptive text is simple present tense with the use of third person singular pronoun.

Descriptive text is, thus, written to describe something to make the readers see, feel, smell, and hear what the writer is describing. The structure of descriptive text is divided into two parts; identification and description. Identification

identifies the object being described, while description is a part where the writer describes the object. The language feature of descriptive text is dominated by the use of simple present tense.

#### 2.2.2.2 The Tense in Descriptive Text

Belcher and Liu (2004: 31) asserted that the descriptive text tends to use present tense, and it may use of *be* and *have*. It means that descriptive text concerns on the present event and something in real condition. The word forms that are used to make a descriptive text are adjective that is preceded by *be* and noun that is preceded by *have*. According to Azar (1989: 11) the formulas of simple present tense are shown as in table 2.1 and 2.2. below:

Table 2.1 Verb Tense of Simple Present Tense

Type of Sentence	Formula
Positive Sentence	S + V1 (V1 <sub>+s/es</sub> ).
Negative Sentence	S + do not (does not) + V1.
Interrogative Sentence	Do (Does) + S + V1?

Table 2.2 Adjective Tense of Simple Present Tense

Type of Sentence	Formula
Positive Sentence	S + TOBE (am/ is/ are) + Adjective.
Negative Sentence	S + TOBE (am/ is/ are) + not + Adjective.
Interrogative Sentence	TOBE (am/ is/ are) + S + Adjective?

### 2.2.3 Teaching Writing at Junior High School

The government has arranged the curriculum named *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Based Curriculum (SBC). This curriculum is the development of the Competence Based Curriculum (CBC). Both of them have the same purpose of developing language skills. As stated in *Kurikulum Tingkat Satuan Pendidikan (KTSP)* (2006: 178) the purposes of English language teaching education are to develop student's competence in spoken and written communication and to reach the informational literacy level in which the students can understand the importance of English, and their understanding of relationship between culture and language.

To achieve the communicative competence, the students should master the four language skills well. Because writing is complex, teacher should find a good method to teach writing. Almost all of students think that writing is difficult and boring activity if the teacher does not use a proper method to teach it well.

Harmer (2004: 11) stated that consideration of the writing process has implications for the way the teacher teaches writing. Many traditional approaches,

for example, fail to incorporate the kinds of insight into the writing process. The teaching of writing is often focused on the written product rather than the writing process. The students' attention is directed to the result only. Ideally, the teaching of writing should focus on the writing process in order to make the students understand how the text is constructed.

For the eighth graders, there is a writing genre that is taught; it is descriptive text. It has a purpose to make the students know and describe environment around them. In other case, almost all students think that writing especially writing descriptive text is difficult and a boring activity if the teachers do not apply an interesting technique and activity. Therefore, conducting research by applying an interesting activity in writing descriptive text is suitable for the eighth graders.

#### **2.2.4 Language Games**

Students, especially young learners like to play fun activities like games. Playing games is a vital and natural part of growing up and learning. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. The games context makes foreign language immediately useful to children. Lewis and Bedson (1999) stated that "Language games are a healthy challenge to a child's analytical thought. The rules of the game set clear limits within which the children's natural decision-making processes must function."

#### 2.2.4.1 General Knowledge of Game

Nurhajati and Wicaksono in Cahyono and Mukminatien (2011: 40) stated that “A game is an activity with rules, a goal and an element for fun.” Moreover, Deighton in Pertiwi (2010:16) stated that “A game can be defined as something enjoyable, but serious, involving competition for specified objectives and observing rules.” Chen (2005) also stated that “The aim of all language games is for students to use the language.”

Based on the definition above, it can be concluded that the games can create interesting and fun situation during teaching learning process. By using games, the students’ concentration focuses on learning process. Thus, students are easier to understand the material which is learned. Game can also help students to develop their ability.

Game will help teacher to know students’ interest in learning. In addition, games can make the students active during learning process. Interactions among the students and teachers can be livelier. The teacher should be able to plan the instructional design, and organize the learning activities in the classroom.

#### 2.2.4.2 Advantages of Using Games in Learning Process

Boye and Tapp (2010) stated, there are some advantages of using game in learning process: (1) involves students in active learning, (2) enlivens rote memorization, (3) can encourage students to draw on analysis, synthesis, evaluation, (4) can increase student motivation, (5) leverages a common experience among students, (6) provides intrinsic rewards, (7) can foster a more

positive attitude toward the classroom experience – more attention, better attendance, better participation, (8) can improve retention, decision-making skills, and comprehension of general principles, and (9) can encourage cooperation.

Cahyono and Mukminatien (2011: 175) argued that “Using games as teaching and learning activities can expose the students’ participation better in language learning.” It is in line with Desree in Cahyono and Mukminatien (2011: 176) who stated that “Games are effective because they enhance students’ motivation, lower their stress, and give them opportunities for real communication.”

Based on the explanation above, it can be concluded that using games can give many advantages in learning English. Games can make class to be more fun. Students are more interested in learning English. When the students are interested in learning the material, they will give more attention to the material given and it is easy to be understood by students.

### **2.2.5 The Definition of Five-Minute Activities**

Five-Minute Activities were proposed by Ur and Wright (1992) in their book entitled “Five-Minute Activities”. They are “The activities that may support to realize the expected situation.” This activity has a purpose to quick warm-up at the beginning of the lesson to the students into the right mood or learning. The activities are similar to the language games, but as the name suggests, they are designed to be completed in about five minutes, as a review of the previous lesson

and can be applied whether at the beginning, in the middle, or at the end of the lesson.

#### **2.2.5.1 Need for Short Activities**

According to Ur and Wright (1992), when preparing the lesson, a teacher starts by planning items he or she wants to include, for example, teaching new vocabularies, reading a text, and teaching grammar. Nevertheless, once he or she has prepared the main components of his or her lesson, and made sure it is learning-rich, varied, and interesting: he or she may find that he or she still needs some ingredients to make it into a smooth, integrated unit. He or she may need, for example, a quick warm-up for the beginning of the lesson to get the students into the right mood for learning, an idea for a brief vocabulary review before starting a new text, a light filler to provide relief after a periode of intense effort and concentration, a brief orientation activity to prepare a change of mood or topic, and a game or amusing item to round off the lesson with a smile.

#### **2.2.5.2 The Activities**

The process of each activity is described briefly as follows as stated by Ur and Wright (1992):

##### **(1) Learning value**

The teacher has left out activities, which they feel to be more time fillers, or those keep students occupied doing something relatively profitless.

(2) Level

The teacher will find indication of a recommended level only in very few cases. The teacher is probably the best judge of the appropriateness of the activities for the students.

(3) Timing

The Five-Minute Activities are designed to be completed in about five minutes of the lesson time, but some can be even shorter and others can be lengthened.

(4) Preparation

The teacher thinks that the activities should demand the minimum of preparation before the lesson.

(5) Integrating the activities into the lesson

The teacher should try to link each short activity with what he or she has done before, or what is coming after, in topic, mood or language.

(6) Organization

The teacher may find it helpful to turn over the book and note down for himself or herself names of activities he or she thinks that he or she may want to use, in which he or she will easily use them when he or she needs them.

From the explanation above, the writer concludes that to reach teaching learning process of language, a teacher should be able to create an interesting activity as motivation to students by using one of the activities in “Five-Minute Activities”. The writer intends to use “Imaginary Classroom”.

### 2.2.5.3 Procedure of Applying Each of Five-Minute Activities

The Five-Minute Activities comprises many interesting and useful activities that can be used whether for practicing listening, speaking, writing and reading skills, spelling, dictation or as a vocabulary review. The activities are such as adjective and nouns, blackboard bingo, crossword, family tree, imaginary classroom, imaginative description, guessing, and ect. In this study, the writer taught descriptive text, which covers some materials. They are communicative purpose of descriptive text, generic structure of descriptive text, language features of descriptive text, simple present tense, and the use of adjective verb. Meanwhile, based on the activities that Ur and Wright mention, the writer chooses “Imaginary Classroom”. The writer would apply it in her experimental class.

### 2.2.6 The General Concept of Imaginary Classroom

“Imaginary Classroom” is one of the five minutes activities that can be applied in the classroom as technique of teaching. This activity helps the students in writing descriptive text (in this case describing a room). Teacher tells the student to imagine that the room is absolutely empty: no furniture, no people, nothing. They have to create their ideal classroom by suggesting how to ‘refurnish’ it (Ur and Wright, 1992: 36). For example:

There is a thick soft wall-to-wall carpet on the floor.

There is a television in that corner, with a video.

By using “Imaginary Classroom”, teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. When the students are interested in the learning, they will concentrate and participate actively in the class. By using their own imagination, the students can enjoy their writing.

#### **2.2.6.1 The Role of Imagination in Education**

In “Imaginative Learning” Egan (1992) contended that developing imagination is crucial in education. The question that must be asked is why? There are a whole range of reasons. For instance, Imagination helps transcend conventional thinking, or as Hanson (1988: 138) stated that “Imagination is what allows us to envision possibilities in or beyond the actualities in which we are immersed.” Imagination is the ability to consciously conceive of the unconventional, it is thinking unsubdued by habit and unshackled by custom. Imagination is also closely connected with creativity. Kant (1790: 134) stated that “The imagination is a powerful agent for creating as it were a second nature out of the material supplied to it by actual nature.”

Egan (1992:50) has his own reasons for promoting imagination’s importance in education. One is that imagination plays a key role in the learning process. There is a view common in both society at large and in the education system that the human mind is a sort of computer in which information is stored for later retrieval, such as on a test. Egan (1992) stated that “This has been going on so long and so ubiquitously in schools that the meaning of learning that is most common is this kind of mechanical storage and retrieval.”

### 2.3 Framework of the Present Study

The writer makes a brief conclusion from both previous studies and review of related literature. From the previous studies, there are many researchers conducted a research related to the techniques and methods in teaching writing descriptive text. The writer intends to use “Imaginary Classroom” to teach writing descriptive text. “Imaginary Classroom” is one of the activities that includes in “Five-Minute Activities”. It can be used as one of alternative technique in teaching writing.

In this study, the subject of the research is the eighth grade students of SMPN 2 Gringsing. Since the writer conducts an experimental research, the writer will use two classes as the sample. The writer chooses class 8A as the control group and 8C as the experimental group. The writer gives a pre-test and post-test to the experimental group and the control group. Both pre-test and post-test will be conducted in the form of written test. In the data analysis, the writer is going to test the significant changes in students’ score in writing descriptive text.

Then, when the result in independent sample  $t$ -test of the research shows that  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ , it can be said that there is a significant difference in achievement between the students who are taught writing descriptive text by using “Imaginary Classroom” and those who are taught by conventional technique.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents the conclusions and the suggestions of the research.

#### 5.1 Conclusions

The conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter. The writer concludes as follows:

1. There is a significant difference in students' writing achievement between the experimental group who was taught using "Imaginary Classroom" and the control group taught using conventional technique (without using Imaginary Classroom). It can be seen from the pre-test and post-test of the experimental group and control group. The average score of the pre-test of the experimental and control group were 72.95 and 74.13. After the post-test, the average score became 79.5 for the experimental group and 76.27 for the control group. It meant that the difference between the experimental group's post-test and control group's post-test was 3.23. In addition, the t-test result showed that  $t_{\text{value}}$  was 5.92405 and  $t_{\text{table}}$  for  $\alpha = 5\%$  was 1.68. It means that the  $t_{\text{value}}$  is higher than the critical value ( $5.92405 > 1.68$ ).
2. "Imaginary Classroom" is proven to be more effective than conventional technique to teach writing of descriptive text (in this case describing students' ideal classroom). It is very useful for the teacher and the students. For the students, "Imaginary Classroom" could help them to deliver their ideas and

imagination well in writing descriptive text about a place. For the teacher, it could help the teacher create a good atmosphere for the students in learning about writing of descriptive text.

## 5.2 Suggestions

From the conclusion that has been drawn, the writer would like to recommend some suggestions for the success of English teaching and learning.

### (1) For English teachers

It is recommended to apply “Imaginary Classroom” in teaching writing of descriptive text (in this case describing students’ ideal classroom). It is effective to apply “Imaginary Classroom” in teaching writing of descriptive text. In addition, an interesting activity can draw students’ attention and make them enthusiastic and motivated to do the writing.

### (2) For students

It is good to apply “Imaginary Classroom” in writing a descriptive text. It can help the students to deliver their ideas and imagination well in writing descriptive text about a place, and makes them to be better and better in their writings’ achievement.

### (3) For other researchers

The other researchers can use this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation in this study and provide more detailed information about this.

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