ELEMENTARY SCHOOL STUDENTS' IMPROVING WRITING SKILL IN DESCRIPTIVE TEXT USING MINIATURES AS THE MEDIA

(The Classroom Action Research for the Year Five Students in SD N Gayamsari 2 Semarang in the Academic Year of 2009/2010)

A final project

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For the degree of *sarjana pendidikan* in english

by

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PERNYATAAN

Dengan ini saya,
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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sungguh-sungguh bahwa final project yang berjudul **ELEMENTARY SCHOOL STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT USING MINIATURES AS THE MEDIA: The Classroom Action Research for the Year Five Students in SD N Gayamsari 2 Semarang in the Academic Year of 2009/2010**
yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim panguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, September 2009
Yang membuat pernyataan

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- ♣ Don't you ever wish you are someone else, you are men to be the way you are exactly. Don't you ever say, you don't like the way you are. When you learn to love your selves, you will better of past far. (the song from Joy Mc Intire)
- ♣ There can be miracle, when you believe. (Maria Carey)
- ♣ On good time or bed time, I'll be on your side for ever more, that's what friends are for. (Elton John dkk)

Dedication for:

My parents and my sister

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ABSTRACT

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Key words: Writing, Miniatures, Descriptive Text

The topic of the research is elementary students' writing in descriptive text using miniatures as the media to the fifth year class of SD N Gayamsari 2 Semarang.

The significance of the study is that the teachers, it is important to develop their method and technique in teaching writing so that the teaching and learning process will be more interesting. While for the students it is expected that they can be more motivated in learning writing because of the miniatures given. They are able to experience the lesson by themselves, rather than just transferring the knowledge from the teacher. In conducting this research, I have an objective that is to show whether the use of miniatures in teaching writing a descriptive text to the fifth year class of SD N Gayamsari 2 Semarang is effective or not.

In order to achieve the objective of this research, I designed an action research. The population of this study was the fifth graders of SD N Gayamsari 2 Semarang. The number of the subjects in this research was 45 students. There were three cycles consisted of three meeting in this action research. The test was about writing a descriptive text before and after using miniatures.

There were three type of test in this action research. They were pre-test, formative test, and post-test. The main purpose of conducting it was to find out the validity, reliability, and item difficulty.

The result of this research showed that the students' mastery of writing a descriptive text improved after they were taught using miniatures as the media. It can be seen from the average result of the students' pre-test, formative test, and post-test which were each 50,6 %; 73,3 %; and 83,7 %. It means that there is a significance difference in the students' achievements after they were given treatments using miniatures.

In line with the result, I suggest this activity be used as an improving to teach writing using miniatures. The teacher may use it as an alternative aid to create a situation which makes the students interested in English.

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CHAPTER I
INTRODUCTION

In this chapter, the writer present background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study, outline of the study.

1.1 Background of the Study

Language is a multi-purpose medium of expression. Language enables people to express their feeling, thought, and mind. In social life, people use language to communicate with others in fulfilling their daily needs. In academic environment, language plays a role in an interactive process between student and teacher. Student and his/her peer, student and his/her lessons. Each country may have its own language that is used for communication by the people. English is one of the international languages, which is used as a means of both oral and written communication. In English language learning, students have to develop their language skills. Heaton (1975:3) states that the four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. Each of the language skills has relationship to each other, and should be taught in an integrated way.

One of the four major language skills is writing. Writing is a language skill which requires students' considerable practice. Writing is a discovery process that involves discovering ideas, how to organize them and what it is, so a lot of what a writer does as a writer does not actually appear on the page. (Ron, White, 1987:10). Writing is very important for people because it will help them to understand many paragraphs written in English. Through writing, the students can enhance their point of view of their atmosphere and knowledge. Writing is not only combinations of letters which relate to the sounds made when people speak, but also more than the production of these to certain convention, words to sentences, paragraphs and text or passage. Writing is very complex. It is neither an easy nor a spontaneous activity. In writing, people need some mental efforts to combine and arrange sentences. When the students are doing the process of writing, they do not only have to keep their mind, but also develop their creativity in expressing feelings. There are several ideas on the definition of writing in general. According to Harris (1974:85), writing is the fourth and the last of communication skills. Writing means primarily the carefully guided marks on paper that students do in making composition. We are teaching a course in creative writing or advanced composition. The purpose of writing is to give some information to other people by writing it down. That is why writing plays an important role in the society.

Writing is not simply a matter of putting words together. Writing is a continuous process of thinking and organizing. Tidyman (1959:257) says

that writing is closely related to speaking, not only in such items as context, organization of ideas and vocabulary, but also in the use of pauses and the modulation of the voice to show the division and the relationship of ideas. In Indonesia, writing is taught in Elementary Schools. One of writing genres, which is taught at Elementary School is descriptive writing. It is taught in order to make students know how to describe any object in their surroundings although they still use simple sentences. The structures a descriptive paragraph consist of identification and description. Identification identifies the person, place or things to be described, while description means to describe parts, qualities, and characteristics (Hammond, 1992:78). Teaching a descriptive text is not always as simple as what most people think. There are some difficulties faced by both teachers and students. These problems can obstruct the process of teaching learning in the classroom. Ramelan (1999:5) states that most learning problems are caused by different elements found between the two languages. When students learn a foreign language, they will get difficulties. This also happens in the teaching and learning of descriptive writing. Heaton (1975:138), states that teaching writing is difficult and complex, requiring the mastery not only of grammatical and rhetorical devices but also conceptual and judgment.

Allen (1983:33) states that the teaching of English to the beginners should need the techniques to make the English lesson more exciting. Based on the statement above, the teachers are expected to be full of imagination

and creative in developing their teaching techniques. One of the techniques is by using miniatures. By using miniatures, students are expected to enjoy the lesson and they are expected to get ease in making a simple text. In this study, the writer will present one of writing teaching methods, using miniatures as the media in improving the writing skill (descriptive text) of Elementary School. Students by using this teaching aid, it is expected that teachers will be able to motivate students to learn and pay more attention to the materials, which are given by teachers.

1.2 Reason for Choosing the Topic

Writing skill, especially writing in foreign language, is something difficult and it needs extra skills for some students. Based on this reason teachers are demanded to make English lesson more interesting. They should be more creative to create some ways in teaching it. One of the ways is by using miniatures as the media in improving the writing skill, especially in descriptive text for Elementary students.

The following are the reason for choosing the topic:

1) English is taught in Elementary School as one of the important subjects.
2) The students have to reach a certain level of achievement. The achievement is in writing a simple descriptive text.

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3) Writing is one of the language skills, which is also taught by the teachers in Elementary School, so that it is important to develop their competence in this text.
4) Descriptive text is a genre of writing, which should be mastered by students. By using teaching aids in teaching English, it is helpful for students so that they have motivation, pay more attention, and do not get bored in learning English.

1.3 Statement of the Problem

Based on the background of study, the problems in this study are:

1) What are the differences between using miniatures or without miniatures in improving the students' writing skill in descriptive text?
2) How far the media (miniatures) can help the students in writing a descriptive text?

1.4 Objective of the Study

The study is conducted to find out the differences between the students' mastery in writing skill before and after using "Miniatures" in writing descriptive text.

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1.5 Significance of the Study

By doing the study, the writer hopes that:

1) The results of the study will enrich the theory of descriptive writing and teaching aids, in this case, miniatures.
2) The results of the experiment will be useful for teachers and readers to improve their teaching method.
3) Good writing exercises will improve the students' motivation in writing.
4) Provide information to develop English learning process.
5) The students will suggest an appropriate material for them to increase their interest in English, especially in writing skill.

1.6 Scope of the Study

This study is going to discuss the improving of students' writing skill in a descriptive text using miniatures as the media.

1.7 Limitation of the Study

In order to limit the study in such a way that will not be too broad and to make it easy in searching data, the writer uses the term which can be described as follows:

1) Miniatures

   In this study, the writer will use miniatures as the media in improving students' skill in writing a descriptive. The aim of using

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miniatures here is to create a real situation, so that students are able to create their imagination based on the miniatures.

2) Descriptive Text Writing

Writing a descriptive text is to write about something in detail. It can be a person, an animal, a place, actress, etc. Students are supposed to write them in correct steps that are identification and then description.

3) The students of fifth grade of SD N Gayamsari 2 Semarang.

Here the writer will give the method in teaching writing skill for the students of the fifth grade of SD N Gayamsari 2 Semarang. The students will write a descriptive text based on the miniatures.

1.8 Outline of the Study

This study consists of five chapters, those are as follows:

Chapter I includes the Background of the Study, Reason for Choosing the Topic, Statements of Problem, Objective of the Study, Significance of the Study, Scope of the Study, Limitation of Study, Outline of the Study. Chapter II presents the Review of Related Literature, which consists of Definition of Writing, Definition of Paragraph, Descriptive Text Type, General Concept of Media, Learning English in Elementary School, Purposes of Learning English in Elementary School, Classroom Action Research. Chapter III is Method of Investigation, which consist of Object of

Study, Population and Sample, Research Variables, Research Design, Validity and Reliability, Scoring System, Criterion of Assessment. Chapter IV is the data analysis and the discussion of the results. Chapter V is the Conclusions of the Result and some Suggestions.

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CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature. It consists of definition of writing, definition of paragraph, descriptive text type, general concept of media, learning English at elementary school, purposes of learning English at elementary school, classroom action research.

2.1 Definition of Writing

The order in which a child learns a language starts with listening which is followed by speaking, reading and finally writing. Writing is a medium to express feeling, idea or thought. To write is to put our ideas and thoughts into papers or other media in order to show to the reader what inside our brain are. Writing is not only writing something in a paper, but how we can develop in it. Writing is not only producing words but also sentences. The word writing comes from a verb, which means an activity, a process. Meyers (2005:1) states that, "writing is a way to produce a language, which you do naturally when you speak. Writing is not much different, except that we take more time to think about the subject, the person, or people we will be discussing it with…." Based on the statement above, writing needs more steps or ways to communicate.

Writing is a way to produce language and express idea, feeling and opinion. Writing encourages the students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem when the writing is put into their mind.

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and correction.

Writing itself is considered as a means of communication. Although most students find that writing is difficult, but its existence is very important as though writing, people can communicate to one another over long distances. Communication in writing tends to involve a thinking process. According to Mayers (2004:3-12), there are six steps how to write well:

1. Explore Ideas

First, writing involves discovering ideas. Before we start to write, let your mind explore freely. And then record those thoughts by writing on whatever you can. Though, you should focus your exploration more systematically. As in speaking, you must have something to say, a reason for saying it and someone to say it to.

2. Prewriting

Second, writing process involves writing your thought on paper or on the computer. Do not worry about grammar, exact word choice, spelling or

pronunciation, because you will probably change your mind and your wording later. Based on Alice Oshima's definition (1997:25,48,68), there are three techniques in prewriting:

a. Freewriting

Freewriting is a way first to get and then to develop ideas. When you freewrite, you write "freely" without stopping on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not. You do not have to punctuate sentences or capitalize words, either. You can even write incomplete sentences or phrases. The main goal in freewriting is to keep your pencil moving across the paper.

b. Clustering

Clustering is a prewriting technique used by writers to produces ideas. When you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas, and therefore more circle, around it.

c. Brainstorming

Brainstorming is a prewriting activity in which you came up with a list of ideas about a topic on your own or in small groups.

You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or a specific topic.

3. Organize

After you have put your ideas into words, you can begin to organize them.

This process involves:

a. ***Selecting*** (including subtracting and adding)

Think again about your purpose and audience.

b. Outlining

After selecting, sub tracking and adding the writer can make an informal outline. After that you can begin the first draft after having done some.

4. Write a first draft

You have done some prewriting, selected your best ideas, expanded on them and arrange them in some reasonable order. At this point, do not worry about being "perfect". New ideas will come to you later and you may discover a better arrangement of ideas.

5. Revise the draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. There are some tips for revising:

a) Make notes in margin or write new material on separate sheets of paper.

b) Circle words you think you misspelled or will want to change later.

c) Tape or staple additions where you want them to go.

d) On the computer, use cut and paste or insert command to move things around.

e) Print out a double spaced copy for revisions: slow down and revise in pencils.

6. Produce the final copy

After you have finished revising your paragraph, you can begin the final copy. There are some ways to produce the final copy:

a) Editing

After you have revised your work, you can edit it, check it carefully. Focus on grammar, word choice, verb forms, punctuation, and spelling.

b) Proofreading

Proofreading means carefully examine the final copy again. Notice that the final draft is more entertaining than the original. All of its content develops the main point. The sentences are clear and they have plenty of details.

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By following the six steps of Mayers, we can produce a good model of writing, but the writing process is not over yet. There are some guidance's to examine or analyze writing. Nunan (2003:89) states:

"Writing was used to show that students had mastered a partial grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar, and overall organized were the most important evidence of second language proficiency."

2.2 Definition of Paragraph

A paragraph is a group of related sentences that develops one main idea, which is the topic of the paragraph (Alice Oshima 1997:71). Oshima and Hogue (1997:6) also state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea. For the Elementary students, a paragraph can be as short or long as five to seven sentences. Oshima and Hogue (1997:71,75,80) state that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are:

1. **The topic sentence**

   The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the

controlling idea: the writer's main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph.

2. **Supporting sentences**

   The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

3. **The concluding sentence**

   After you have finished writing the last sentence that support the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

2.3 Descriptive Text Type

According to the School Based Curriculum, there are five text types (genre), but in Elementary School, the students only study about the descriptive text. And they still use simple sentences. (Oshima and Hogue, 1997:50). Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his/her mind. Descriptive writing is a writing that describes a person, a place, an idea, an organization, or an activity. It is closely related to narrative writing. The main difference between the two is that in narrative writing you tell the stories, while in descriptive writing you draw a picture in words for your readers to see. (Carrier,1985:143-144). In other words, when we write what we see, what we hear or what we smell, we are giving the readers a description.

A descriptive text is a text, which lists the characteristics of something. In addition, www.sil.org/WhatisDescriptiveText states that ".....when students add description to their writing, they are adding words that make a vivid impression on the reader of listener, and words that allow the reader be able to picture his mind the objects or places being described. We all use description every day. It is how we detail all of the events in our lives. Students who learn to use descriptive words well will find that their writing comes alive. The details, colors shapes, smells and sounds we hear can all be a part of a good descriptive paragraph…." A descriptive can be

spoken or written. The function of descriptive is to give specific characters about someone, things, environment, etc. It means that in writing a descriptive text, we should give the reader the details about what we write.

2.4 General Concept of Media

In this topic I will present what is meant by media, the roles and functions of media in learning-teaching process, miniatures as media, and the advantages of miniatures.

2.4.1 Definition of Media

Media is the plural form of medium, delivered from Latin word "medium". According to Gerlach and Ely (1980:24), a medium is any person, material, or event that establishes conditions which enables on students to acquire knowledge, skills and attitudes. By using media in the instructional, it is expected that we will have a successful technique in teaching. The students may use miniatures as media to make the students understand teacher's explanation easily. Media will be very useful if they are carefully and creatively prepared by the teacher, then they are used effectively to support the presentation of the lesson during the teaching-learning process.

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2.4.2 The Roles and Functions of Media in Learning-Teaching Process

The roles of media in learning and teaching process are very important. Sudjana and Rivai in Kimtafsirah (1998:2-3) give a brief explanation on the roles of media or instructional media as follows:

1. To promote learning motivation. Students will be more interested in learning when, for example, the teacher uses TV set as an instructional media.
2. To enable learners to understand the message better as the materials are presented in certain way that makes students easy to understand the meaning.
3. To provide various kinds of teaching methods and techniques so learners do not feel bored and teachers are not so exhausted.
4. To activate students to communicate with their friends in the target language. Students can be more active since instead of listening they can discuss the message or they can demonstrate it.

Wahyuni (1997:27-29) adds about the functions of media in general or visual aids in particular and their contributions to a language learning as follows:

1. **The instruction can be more interesting.**

   Visual aids can attract the students' interest especially those for elementary school. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson.

2. **Learning becomes more interactive.**

   Many activities can be created through applying visual aids in the teaching learning process.

3. **The length of the time required can be reduced.**

   Most media presentation requires a short time to transmit their messages and so do the visual aids. During the brief period, much information can be communicated to the students.

4. **The quality of learning can be improved.**

   If there is a good presentation of using visual aids, it will be possible to the teacher to create a good language learning process in which the students' participation is dominant. As a result, the students' knowledge and skills can be improved.

5. **The positive attitude of students towards what they are learning and to the learning process itself can be enhanced.**

   Students' visual aids such as pictures, charts, flash cards, etc are valuable to be used in the teaching learning process. They find that studying with those media are enjoyable and satisfying.

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2.4.3 Miniatures as the Media

Based on the fact that English is not our mother tongue, it is still hard for some students to understand English lesson. In language teaching learning process, especially in teaching learning process of the foreign language, using of miniatures is important. The students are more interested in learning process and it makes them concentrate on the process. They also understand and retain the meaning of a word better when they have been shown or touched some objects associated.

Miniature is one of the visual media that can be used in language teaching. It means that miniature can also be used for teaching writing. Miniature makes things clearer. It can also be used to create a situation for writing classes. Miniatures are one kind of teaching aids that can help teachers avoid teaching learning's boredom. By using miniatures, they will not always explain the lesson continuously. On the other hand, teacher must not only depend on teaching media which they will use in classroom. They must have plans and are able to organize miniatures. Without these, although there are high quality miniatures shown, the purpose of teaching learning by using miniatures will not be achieved.

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2.5 Learning English at Elementary School

Language has a central role in students' intellectual, social and emotional improvement. It is a support of success in learning all of the

subjects. Hopefully, language learning could help the students to recognize themselves, their culture, and other people's culture. Besides that, language learning also help the students be able to express their idea, feeling, and participate in the society, even use their analytic and imaginative skills.

English is a means of communication, both spoken and written. Communication is to comprehend and express the information, mind, feeling, and develop knowledge, technology, and culture. Communication ability is defined as discourse ability that is the ability to comprehend and create a spoken and written text that is applied in four language skills. Those are listening, speaking, reading, and writing. These four skills are used to respond or create a discourse in the society. Because of this, English is used to improve those skills in order to make the students be able to communicate in certain English literacy.

Literacy consists of per-formative, functional, informational, and epistemic. In per formative level, people are able to read, write, listen and speak using symbols. In functional level, people are able to use language in daily life, for example reading a newspaper, manually or by direction. In informational level, people are able to access knowledge with language skills. In epistemic level, people are able to express their knowledge into the target language.

Learning English at Elementary School has the target, that is to make the students be able to reach the functional level. It means that are able to communicate in spoken and written language for problem solving in daily

life. However, learning English at Elementary School, the students are expected to be able to reach the informational level because they are prepared to continue their study in Junior High School. The epistemic level is too high for Elementary School because English in Indonesia functions as a foreign language.

2.6 Purposes of Learning English at Elementary School

English at Elementary School have the purpose to make the students have the ability:

a. Developing the communicative competence in spoken and written language to reach a functional level.

b. Having consciousness about the essence and the importance of English to improve nation's competence ability in the global society.

c. Developing the students' comprehension about the relation between language and culture.

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2.7 Classroom Action Research

2.7.1 The Meaning of Action Research

Action research or classroom action research is popular in education field. According to Hopkins (1985:4), the action research is a form of self-reflective inquiry undertaken by participants in a social (including school)

situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. Action research was a reflective process of progressive problem solving led by individuals working with others in terms or as part of a community of practice to improve the way their address issues and solves problems. (http://en.wikipedia.org/wiki/action_research).

2.7.2 Aim of Conducting Action Research

Nowadays, the new information, knowledge and technology in Indonesia's education world grow very fast. It causes the demand on educational services, which must be done by teachers. Teachers have to solve the problems they face properly. To solve the problems, they should use an appropriate method such as action research. Elliot (1998:49) states that fundamental aim of action research is to improve practice rather than to produce knowledge. The action research is a good method that can be used in teaching learning process. There are many benefits of conducting action research. The benefits of conducting action research are:

1) Improving the teachers' self confidence because they have more knowledge experience to solve problems,

2) Helping the teachers to understand the essence of education empirically not theoretically,

3) More effective when we compare with other training, and

4) Improve the research tradition among teachers.

(Elliot, 198:58)

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CHAPTER III
METHOD OF INVESTIGATION

In this chapter, the writer presents research method. It provides with object of study, population and sample, research variable, research design, validity and reliability, scoring system, criterion of assessment.

3.1 Object of Study

Object of the study is the source from whom or which we can obtain the data. In this study, the aim of the study was to find out students' achievement in improving the quality of writing descriptive. The scope of the study was the fifth year students in SD N Gayamsari 2 Semarang in the academic year of 2009/2010. There is only one class of the fifth grade students with 45 students.

3.2 Population and Sample

Population is a group about which the researcher is interested in gaining information and drawing conclusions (Saleh,2004:227). The population of this study is the fifth grade students of SD N Gayamsari 2 Semarang in the academic year of 2009/2010.

Sample is a group of people, thing or place where data is collected. A sample is actually a part, which is considered as a representative of a population (Saleh,2001:33). In this study the writer only selected one class of the students from population as sample. In order to get the representative

sample, the sample should represent the true situation of the population. The writer taught by using miniatures and without miniatures in improving descriptive writing skill. There is one class chosen from the fifth grade students of SD N Gayamsari 2 Semarang. There were only 45 students. Thus, I took all students as the subjects of my study, in order to research used total sampling.

3.3 Research Variables

Variable is a quality which can take a number of different values of states (Brown. A. and Dowping P. 1998:22). According to Saleh, 2004:10, there are two kinds of variables; they are independent variable and dependent variable. Independent variable is an available that is easily obtained and can be diversified into free variable, while dependent variable is the effect of the independent variable. Independent Variable (X), in this study, the independent variable is the students' activity in writing a descriptive text using miniatures. The activity here meant the students action in writing descriptive.

The student's activity in writing descriptive was indicated by the following indicators.

1) Frequency of the activity
2) Attention
3) Activity of the students
4) Expectation of the students

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The second variable is called dependent variable (Y) is the student vocabulary's achievement. It meant about effectiveness of the two techniques. This variable describes the students' level dealing with the vocabulary mastery. Achievement in this research refers to the student total score of the vocabulary test.

3.4 Research Design

Action research was a form of educational inquiry that used real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycles of action. Some steps needed to be taken in doing this research: identification of problem, planning, treatment, reflection and implementation. If the target were not achieved yet, the writer would conduct the next cycle after revising the plan.

3.4.1 Identification of Problem

Here, the writer observed the students' ability in their writing skill. Meanwhile, the process of English teaching and learning seems boring and not motivating the students. Based on the problems, the writer then suggested a kind of solution by using the miniatures as the media in order to improve the students' language skill and motivate them to use miniatures in their writing a descriptive text and made them feel involved in the teaching and learning process.

3.4.2 Planning

Planning was done to give a solution for the identified problem. In order to improve the students' skill in writing descriptive, the writer used the miniatures as the media. It was hoped that by the miniatures as the media, the students could improve their language skill in writing.

3.4.3 Treatments

Treatments were implemented referring to the plan that has been made. However, to get the students' prior knowledge about writing, in these study they did a pre-test. In this test, they were asked to write a descriptive text. After doing the pre-test, the students were given treatment by studying writing using the miniatures as the media in teaching and learning process.

3.4.4 Reflection

After doing the treatment, the writer made a reflection. In this stage, the outcomes of teaching and learning process were evaluated to get a clear evidence of the improvement or to plan the following action or treatment. As all cycles were completed, the students would have post-test in which they were asked to make a descriptive text. To check whether or not there were improvements of their writing descriptive, the writer compared the scores of the pre-test and post-test.

3.4.5 Implementation

Based on the model above, there would be actions in the action research. The elaboration of the plans was as follows:

(1) **Pre-test**

Pre-test was the first activity of action research. The test was given to identify their achievement of writing a descriptive text. In this test, the students were asked to make a descriptive text with the same topic without using miniatures.

(2) **Formative Test**

Referring to the initial condition, the writer tried to do the appropriate treatments to cope with the problem the students were facing. Evidently, the writer noticed in the initial condition the students have difficulties in writing, especially in applying the component of writing. To overcome the identified problem, at first, the writer tried to introduce the media that was the miniatures. Then, the writer prepared for teaching and learning process. The writer had done a presentation to the students. By doing this, hopefully they could do the writing descriptive text using miniatures. In the end of the formative test, the students were asked to do the descriptive writing again using the miniatures of the same topic.

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(3) **Post-test**

In this activity, the students did a post-test. The post-test was conducted to measure the students' ability after the treatment. The test is still using the miniatures as the media.

3.5 Validity and Reliability

The criteria of good test are practicality, reliability, validity, and authenticity. In this study, only validity and reliability are discussed.

3.5.1 Validity

Brown (2004:22) states that validity refers to the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. There were three ways to look at the validity of a test. They were content validity, criterion-related validity, and construct validity. In this study, the type of the test validity was content validity since in this research; the materials given to the students were suitable to the curriculum so there was no statistical analysis

3.5.2 Reliability

Brown (2004:20) states that a reliable test is consistent and dependable. It means that when we give the same test on two different occasions, the test should yield a similar result. Test reliability was got by a number of factors such as students' condition, rater, and test administration.

3.6 Scoring System

In giving the scores to the students' writing, the writer used the scoring guidance taken from Heaton Grid and Categories (1974:137-138) in five areas. They are grammar, vocabulary, mechanics, relevance, fluency. The score is rated from 1 till 5. The following scheme of rating scale was used to measure the students' achievement in their writing product. The writing is categorized into five general components:

1) Grammar which refers to appropriate tenses.
2) Vocabulary which refers to diction.
3) Mechanics which refers to punctuation and spelling.
4) Relevance which refers to the content in relation to the task demanded of the students.
5) Fluency which refers to style and ease of communication.

But in analyzing the students' test papers writing a descriptive text, I only used four elements from Heaton's elements. They are grammar, vocabulary, mechanics, and relevance.

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Heaton Grid and categories

Components	**Score**	**Characteristics**
Grammar	5	Mastery of grammar.
	4	One mistake of grammar.
	3	Two mistakes of grammar.

	2	Three mistakes of grammar.
	1	Four-five mistakes of grammar.
Vocabulary	5	Use of very good vocabulary.
	4	Good use of new word.
	3	Some mistakes in vocabulary/fairly appropriate vocabulary.
	2	Restricted vocabulary, vague-effective meaning.
	1	Very restricted vocabulary.
Mechanics	5	No error.
	4	One mistake in punctuations.
	3	Two mistakes in punctuations.
	2	Three mistakes in punctuations.
	1	Four-five mistakes in punctuation.
		.
Relevance	5	All sentences support the topic highly organized.
	4	Ideas well organized.
	3	Some lack of organization.
	2	Little or no attempt to connectivity in organization.
	1	Lack of organization.

There are four items and each is scored 5, so the maximum score is 20. The scoring was based on the analytic method.

3.7 Criterion of Assessment

The students' success and failure in doing the activities planned above were assessed by referring to the criterion issued by Department of national Education. The criterion said that the students could be successful if he/she could achieve 65% of the material and a class be mastering in learning if they could achieve 85% of the material presented.

To find out the degree of the students' achievement in each activity: pre-test, first cycle, and post-test, the score of average students was counted in pairs and individually by using the following formula:

$$\text{The percentage} = \frac{\text{Score}}{\text{Max. Score}} \times 100\%$$

The writer used simple formula to analyze the result of the students' achievement in writing a descriptive text using the miniatures as the media. The test result was raw score so that it was necessary to use that formula in order to get more meaningful numerical data.

CHAPTER IV
ANALYSIS OF THE DATA

In this chapter, the writer presents the analysis of the activities in teaching-learning process, the analysis of the students' writing before treatment, the analysis of the students' writing after treatments.

4.1 The Analysis of the Activities in Teaching-Learning Process

Action research is usually conducted in some cycles. This study was conducted in three meeting and divided into three activities. The first activity was the pre-test; the second activity was the formative test; last activity was post-test.

4.1.1 Pre-Test

The first activity was conducted on 1 September 2009. In this cycle, the students just did the test as a pre-test. The purpose of the pre-test was to check the students' ability in producing a descriptive text. I would like to know whether or not the students could produce a descriptive text. This stage was intended to know the students' weaknesses before having some treatments. The result of the pre-test was as follows:

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The Result of the Pre-Test

No	Students' Code	Component of Writing Scoring				Score	%
		G	V	M	R		
1	S-1	1	2	2	4	9	45
2	S-2	3	3	3	4	16	80
3	S-3	2	2	2	2	8	40
4	S-4	2	4	1	4	11	55
5	S-5	2	3	3	4	12	60
6	S-6	3	3	4	4	14	70
7	S-7	2	1	1	4	8	40
8	S-8	1	1	1	1	4	20
9	S-9	4	1	3	4	12	60
10	S-10	3	2	4	4	13	65
11	S-11	2	3	3	4	12	60
12	S-12	3	1	2	3	9	45
13	S-13	4	1	1	2	8	40
14	S-14	3	4	4	3	14	70
15	S-15	3	3	4	3	13	65
16	S-16	2	2	3	4	11	55
No	Students' Code	Component of Writing Scoring				Score	%

		G	V	M	R		
17	S-17	1	1	1	1	4	20
18	S-18	3	4	2	4	13	65
19	S-19	3	3	3	4	13	65
20	S-20	2	3	3	4	12	60
21	S-21	1	2	2	4	9	45
22	S-22	3	4	1	4	12	60
23	S-23	1	1	1	1	4	20
24	S-24	5	4	4	4	17	85
25	S-25	2	4	3	4	13	65
26	S-26	2	3	3	3	11	55
27	S-27	2	3	1	4	10	50
28	S-28	5	5	4	4	18	90
29	S-29	2	1	1	3	7	35
30	S-30	2	2	1	3	8	40
31	S-31	3	4	1	3	11	55
32	S-32	2	1	1	3	7	35
33	S-33	3	2	2	4	11	55
34	S-34	3	1	3	3	10	50
No	Students' Code	Component of Writing Scoring				Score	%
		G	V	M	R		

35	S-35	3	4	3	3	13	65
36	S-36	1	1	4	3	9	45
37	S-37	3	3	2	3	11	55
38	S-38	2	1	1	2	6	30
39	S-39	3	1	1	2	7	35
40	S-40	3	3	1	2	9	45
41	S-41	2	2	1	3	8	40
42	S-42	3	1	1	3	8	40
43	S-43	3	1	2	3	9	45
44	S-44	2	2	1	2	7	35
45	S-45	1	1	1	2	5	25
∑	45	111	104	96	142	456	2280

In order to know the students' achievement in detail, I used the following formula to find out the average of the students' achievement.

The average of the students' test result:

$$= \frac{\text{The total of the percentage}}{\text{The number of the students}}$$

$$= \frac{2280}{45}$$

= 50,6 %

The average of the students' pre-test result was 50,6%. When it is compared to KKM of SD N Gayamsari 2 Semarang, which is 70%, it was a

very low achievement. I concluded that the students had difficulties to make a descriptive text. Therefore, teaching writing with a new method in each activity is important to improve the students' achievement.

4.1.2 Formative Test

The second activity was formative test. It was conducted on 2 September 2009. After conducting the pre-test, I gave some treatments to make students' writing better. I explained about descriptive text briefly. After that, I gave treatments. In the treatment, I focused on 4 elements: grammar, vocabulary, mechanic, and relevance, because I hoped that the students' writing would improve by noticing those 4 elements. The next activity of this cycle was giving a model. I let the students watch the miniatures animals and fruits which had been chosen as the media. The last step was giving a test. The result of the test can be seen below:

The result of Formative Test

No	Students' Code	Component of Writing Scoring				Score	%
		G	V	M	R		
1	S-1	4	4	2	4	14	70
2	S-2	4	4	4	4	16	80
3	S-3	4	2	1	4	11	55
4	S-4	4	4	1	4	13	65

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5	S-5	5	4	3	4	16	80
6	S-6	4	4	4	4	16	80
7	S-7	4	2	2	3	11	55
8	S-8	1	1	1	1	4	20
9	S-9	4	5	5	4	18	90
10	S-10	5	5	5	4	19	95
11	S-11	4	5	3	4	16	80
12	S-12	5	3	3	4	15	75
13	S-13	4	3	3	4	14	70
14	S-14	5	5	4	4	18	90
15	S-15	5	5	4	4	18	90
16	S-16	4	5	3	4	16	80
17	S-17	1	2	1	1	5	25
18	S-18	5	5	3	4	17	85
19	S-19	4	5	5	4	18	90
20	S-20	5	3	2	4	14	70
21	S-21	5	4	3	4	16	80
22	S-22	4	4	3	4	15	75
23	S-23	3	3	1	2	9	45
24	S-24	5	5	4	4	18	90
25	S-25	5	5	5	4	19	95
26	S-26	3	5	2	4	14	70

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27	S-27	5	4	3	4	16	80
28	S-28	4	5	3	3	15	75
29	S-29	5	5	3	4	17	85
30	S-30	4	5	2	4	15	75
31	S-31	4	3	3	4	14	70
32	S-32	4	4	4	4	16	80
33	S-33	4	4	3	4	15	75
34	S-34	5	4	4	4	17	85
35	S-35	4	4	3	4	15	75
36	S-36	4	4	3	4	15	75
37	S-37	4	5	3	4	16	80
38	S-38	4	2	4	4	14	70
39	S-39	3	5	3	4	15	75
40	S-40	5	4	3	4	16	80
41	S-41	5	5	3	4	17	85
42	S-42	4	2	4	3	13	65
43	S-43	5	2	3	4	14	70
44	S-44	4	2	4	4	14	70
45	S-45	2	1	1	2	6	30
∑	40	185	172	136	167	660	3300

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The average of the students result:

$$= \frac{\text{The Total Percentage}}{\text{The number of the students}}$$

$$= \frac{3300}{45}$$

= 73,3 %

Based on the analysis, the result of the students' achievement was higher than the pre-test. The average of the students' achievement in the second cycle was 73,3 %. Therefore, it can be concluded that the second cycle was successful.

4.1.3 Post-Test

The last cycle was post-test. It was conducted on 3 September 2009. By giving the post-test, I would like to know whether the students' writing improved after the treatment or not. The result of the post-test can be seen below:

The Result of Post-Test

No	Students' Code	Component of Writing Scoring				Scoring	%
		G	V	M	R		
1	S-1	4	4	4	5	17	85
2	S-2	5	4	4	5	18	90
3	S-3	5	2	5	5	17	85

4	S-4	5	5	4	5	19	95
5	S-5	4	5	3	5	17	85
6	S-6	5	4	4	5	18	90
7	S-7	4	5	3	5	17	85
8	S-8	3	3	3	5	14	70
9	S-9	5	3	5	5	17	85
10	S-10	5	4	5	5	19	95
11	S-11	5	5	3	5	18	90
12	S-12	4	1	4	4	13	65
13	S-13	3	3	4	5	15	75
14	S-14	5	5	4	5	19	95
15	S-15	5	5	4	5	19	95
16	S-16	5	4	4	5	18	90
17	S-17	2	3	1	5	11	55
18	S-18	5	3	5	5	18	90
19	S-19	5	5	5	4	19	95
20	S-20	5	3	4	5	17	85
21	S-21	5	5	3	5	18	90
22	S-22	4	4	4	4	16	80
23	S-23	5	3	4	5	17	85
24	S-24	5	5	4	5	19	95
25	S-25	5	5	4	5	19	95

26	S-26	2	5	4	5	16	80
27	S-27	5	2	5	5	17	85
28	S-28	5	3	4	5	17	85
29	S-29	5	5	3	5	18	90
30	S-30	4	5	3	5	17	85
31	S-31	5	5	3	5	18	90
32	S-32	2	5	4	5	16	80
33	S-33	4	3	3	5	15	75
34	S-34	5	4	4	5	18	90
35	S-35	4	4	2	5	15	75
36	S-36	2	4	3	5	14	70
37	S-37	5	5	3	5	18	90
38	S-38	5	3	3	5	16	80
39	S-39	5	5	3	5	18	90
40	S-40	3	4	4	5	16	80
41	S5-41	5	3	3	5	16	80
42	S-42	3	4	3	5	15	75
43	S-43	4	4	3	5	16	80
44	S-44	5	3	5	5	18	90
45	S-45	2	2	4	3	11	55
∑	45	193	176	166	220	754	3770

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The average of the students result:

$$= \frac{\text{The Total Percentage}}{\text{The Number of the Students}}$$

$$= \frac{3770}{45}$$

$$= 83{,}7\ \%$$

The achievement of the final test in the post-test was 83,7 %. Based on the result of the final test, it can be concluded that the students' achievement in writing descriptive text by using miniatures had significant improvement and the result of the post-test was better than the result of the pre-test and the formative test in the treatment.

4.2 Research Finding

I had given pre-test and post-test. Both of them were written tests and they were taken by 45 students. Pre-test was conducted on the first meeting. I gave a test as the pre-test. The post-test was done on the last meeting in order to find out the result of students' writing after treatments. During the treatment, I also gave a test. There were 4 elements that should be scored in pre-test, formative test, and post-test. They are grammar, vocabulary, mechanic, and relevance.

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4.3 The Analysis of the Students' Writing before Treatments

Pre-Test

The pre-test that was given to the students was very important to find out the data about their ability in writing a descriptive text especially in English before treatment was given.

The pre-test showed that the result of their writing was very low. It seemed that they had difficulty in doing it. The score from each component of their writing was very bad. Here I describe the problems that cause their poor writing:

4.3.1 The Problem in Grammar

They made numerous serious mistakes. Those major mistakes caused difficulty in understanding their writing. There was no mastery of sentence construction. They also did not use correct articles. The problem about the grammar was that the students seldom practiced to writing in English correctly. They only wrote what they wanted to write without thinking about the rule of English grammar. Most of the students had the same problem when they studied about grammar. Studying grammar means studying about tenses. Most of them were still confused about tenses. They did not know what verbs they had to use. The other problem was about differentiating between to be in singular or plural. This fact becomes a serious problem if the students and the teacher do not cooperate together to solve it, especially for the process of teaching and learning English.

4.3.2 The Problem in Vocabulary

Vocabulary is an important component when the students want to write a paragraph, especially when they want to write in English. The problem that caused their poor vocabulary was their limited vocabulary of English. They did not know what they had to write and what words they had to use for an appropriate meaning in a sentence. They got difficulty in choosing correct words for their writing.

4.3.3 The Problem in Mechanics

Most of the students thought that writing was the same as speaking. It means that when they were writing in English, they just wrote it without thinking about punctuation, spelling, etc. They did not know where they should put full stop, comma, and so on in a sentence. In order to use mechanics correctly, they should practice regularly and it needs guidance from the teacher.

4.3.4 The Problem in Relevance

Relevance is the component about the writer's way in relating the content of the story with the topic. In this case, the students lacked their ability to organize a text, so the communication failed. Individual ideas might be clear but it was very difficult to deduce a connection between them.

4.4 The Analysis of the Students' Writing after Treatments

Post-Test

Based on the analysis, the product of the students' writing improved after the treatment. It can be seen by seeing the result of the students' writing in each element. The improvement of the students' writing is as follows: (1) In **grammar**, the students now made only a few mistakes. The articles had been used properly in their writing. Most of them used correct tenses in writing a descriptive text, although there were some of them who were still confused about the tenses. In general, they constructed the sentences properly that made their writing easy to understand. (2) In **vocabulary**, the students used a wide range of vocabulary taught previously. Good new words were chosen. They created the descriptive with numerous words that made their writing more interesting. The use of proper words made the writing convey their ideas more clearly. (3) **Mechanics**, students made only minor errors. Most of them could write the sentences with correct mechanics, so their writing was easy to understand. They knew where to put the punctuation correctly. (4) In **relevance**, they could create a story well by arranging the sentences properly to support the topic of the story. The paragraphs were better organized and the ideas were well linked. One sentence was related to the next sentence, so the readers could follow the story easily and get the idea of its content easily, too.

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CHAPTER V
CONCLUSION AND SUGGESTIONS

In this last chapter, the writer presents conclusion of the research and followed by the suggestions for the teachers, the students, and the next researcher.

5.1 Conclusion

The objective of this study was to describe students' mastery in writing skill before and after using "Miniatures" in writing a descriptive text for the fifth year of SD N Gayamsari 2 Semarang in the academic year of 2009/2010. In order to gain the objective of the study, I conducted an action research. After conducting the research, I found out the differences between the mean score of the pre-test, formative test, and the post-test. In general, the writing skill of the fifth year of the students of SD N Gayamsari 2 Semarang improved from pre-test to post-test. The result of the students' pre-test shows that the mastery of the fifth year of SD N Gayamsari 2 Semarang in using miniatures was still poor. It was shown by the average of the proportion of the correct writing that was 50,6 %. This means that the majority of the students did not master in writing a descriptive text. After conducting the pre-test, the students were given a formative test. The average result of the formative test was 73,3 %. Based on the result, the students' mastery was improved. Reflecting on the result of the formative

test, more treatments are needed in order to meet the objective. After the formative test was completed, once more the students' mastery of writing a descriptive text was measured through the post-test. The result shows that the students' mastery was improved, which is 83,7 %. Based on KKM of SD N Gayamsari 2 Semarang, it can be said that the teaching learning was successful. I conclude that the writing mastering of a descriptive text achieved by the using of miniatures as the media.

5.2 Suggestions

Based on the above conclusion, I would like to offer some suggestions to be considered by English teachers, students, and the next researchers.

An English teacher should be able to create a new situation during teaching learning process in the classroom, so that the students will be interested in learning English. In addition, the English teacher should use some media like miniatures, so that the students will not get bored with the teaching learning process. They also should give more exercises by using miniatures through practice and memorization. Finally, the English teacher should use more complete and varied sources and books especially related to grammar.

Dealing with the result of the research that I have conducted, I can conclude that students have more exercises related using miniatures. Besides, they should encourage themselves to learn English grammar and vocabulary, especially in writing a descriptive text and do not be afraid of

making mistakes because the process of learning new language needs more time to master it. Last but not least, the students should improve their knowledge of English especially related to grammar from other sources like English magazines, newspapers, films, and the internet. In the end, I hope that the next researcher can be inspired by this study to conduct other researches on the same topic and make more creative and effective teaching learning strategies to be used in their researches.

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Appendix 1

List name of the Students SD N Gayamsari 2 Semarang

No	Name of the Students
1	A. Syaefullah. A
2	Ahimsa Nandiwardhan
3	Akmal. M F
4	Alfian Febyantoro
5	Apriliando E. B P
6	Ardiyan Cakra P. I
7	Arga Efa Diwangkara
8	Dafa
9	Ayu Oktavia S
10	Belinda Febby Andina
11	Candra Wahyu Aji Kusuma
12	Deny Setiawan B. A
13	Dyos Nuha
14	Firdia Rizky Amalia
15	Firja Athifa Amalia
16	Helga Prashernanda
17	Indah Ayu K
18	Iola Clara Marella
19	Krishnasari Rimbangjati
20	Kukuh
21	Meliza Putri
22	Muhammad Farhan Adyatma

23	M. Arif Rahman
24	Muhammad Alif Damarvian
25	M. Rizky
26	Muhammad Tezhar Ardhanna
27	Nadhea AT
28	Nadiva Nur A
29	Pras
30	Ramadya. AM
31	Reynaldi Arman F
32	Rizaldi Yudha Pamungkas
33	Risky EP
34	Silvia Calista
35	Tsania
36	Velinda Fitriyana Syafia
37	Yasinta Dyah Paramita Hapsari
38	Yudha Rama
39	Wandho Ilham Prayoga
40	Arief
41	Kevin Candra Melenanda
42	Nawaldo Hassan Pratama
43	R Mahira Novilia
44	Ilham Aji W
45	Viloktoza

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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SD N Gayamsari 2 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Alokasi Waktu	: 6 x 35’ (tiga pertemuan)
Ketrampilan	: Menulis
Standar Kompetensi	: 4. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.
Kompetensi Dasar	: 4.1 Mengeja kalimat sangat sederhana secara tepat dan berterima.
	4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti ucapan selamat, ucapan terima kasih, undangan,dan text descriptive bergambar.
Indicator	: 1. Siswa dapat menulis text descriptive dengan kalimat sangat sederhana.
	2. Siswa dapat mengetahui bagaimana menulis text descriptive dengan benar menggunakan kalimat sabgat sederhana.

A. Tujuan Pembelajaran

Pada akhir pembelajara siswa dapat menulis text descriptive menggunakan kalimat sangat sederhana, menggunakan miniature sebagai media belajar.

B. Kegiatan Pembelajaran

1. Pre Activity :
   - ♣ Teacher greets the students.
   - ♣ Teacher checks the role.
   - ♣ Teacher introduces the descriptive text by giving example.
2. Main Activity :
   - ♣ Teacher shows the miniatures as the media in writing descriptive text.
   - ♣ Teacher asks to the students to make paragraph of descriptive text using miniatures as the media with very simple sentences. (Animal)
   - ♣ Teacher responds and gives feedback if there are mistakes made by the students.
3. Closing :
   - ♣ Teacher asks again to the students to make descriptive text with different topic (Fruit)
   - ♣ The students make the text by themselves.

C. Materi Pembalajaran :

1) Vocabulary yang terkait dengan binatang dan buah, misalnya: butterfly, eat, color, dan latihannya.
2) Spelling and Punctuation.
3) Phrases, misalnya: an animal, the colors are, he eats, dan latihannya.
4) Sentences.
5) Paragraph.

D. Media/Sumber Belajar :

a. Buku teks yang relevan.
b. Miniature binatang dan buah-buahan.

c. White board.

d. Board maker.

Semarang, September 2009

Harum Susanti

NIM. 2201405571

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Appendix 3

Computation of Pre-Test

No	Students' Code	Component of Writing Scoring				Score	%
		G	V	M	R		
1	S-1	1	2	2	4	9	45
2	S-2	3	3	3	4	16	80
3	S-3	2	2	2	2	8	40
4	S-4	2	4	1	4	11	55
5	S-5	2	3	3	4	12	60
6	S-6	3	3	4	4	14	70
7	S-7	2	1	1	4	8	40
8	S-8	1	1	1	1	4	20
9	S-9	4	1	3	4	12	60
10	S-10	3	2	4	4	13	65
11	S-11	2	3	3	4	12	60
12	S-12	3	1	2	3	9	45
13	S-13	4	1	1	2	8	40
14	S-14	3	4	4	3	14	70
15	S-15	3	3	4	3	13	65
16	S-16	2	2	3	4	11	55
17	S-17	1	1	1	1	4	20
18	S-18	3	4	2	4	13	65
19	S-19	3	3	3	4	13	65
20	S-20	2	3	3	4	12	60
21	S-21	1	2	2	4	9	45
22	S-22	3	4	1	4	12	60
23	S-23	1	1	1	1	4	20
24	S-24	5	4	4	4	17	85
25	S-25	2	4	3	4	13	65
26	S-26	2	3	3	3	11	55
27	S-27	2	3	1	4	10	50
28	S-28	5	5	4	4	18	90
29	S-29	2	1	1	3	7	35
30	S-30	2	2	1	3	8	40
31	S-31	3	4	1	3	11	55
32	S-32	2	1	1	3	7	35

33	S-33	3	2	2	4	11	55
34	S-34	3	1	3	3	10	50
35	S-35	3	4	3	3	13	65
36	S-36	1	1	4	3	9	45
37	S-37	3	3	2	3	11	55
38	S-38	2	1	1	2	6	30
39	S-39	3	1	1	2	7	35
40	S-40	3	3	1	2	9	45
41	S-41	2	2	1	3	8	40
42	S-42	3	1	1	3	8	40
43	S-43	3	1	2	3	9	45
44	S-44	2	2	1	2	7	35
45	S-45	1	1	1	2	5	25
∑	45	111	104	96	142	456	2280

The average of the students' test result:

$$= \frac{\text{The total of the percentage}}{\text{The number of the students}}$$

$$= \frac{2280}{45}$$

= 50,6 %

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Appendix 4

Computation of Formative Test

No	Students' Code	Component of Writing Scoring				Score	%
		G	V	M	R		
1	S-1	4	4	2	4	14	70
2	S-2	4	4	4	4	16	80
3	S-3	4	2	1	4	11	55
4	S-4	4	4	1	4	13	65
5	S-5	5	4	3	4	16	80
6	S-6	4	4	4	4	16	80
7	S-7	4	2	2	3	11	55
8	S-8	1	1	1	1	4	20
9	S-9	4	5	5	4	18	90
10	S-10	5	5	5	4	19	95
11	S-11	4	5	3	4	16	80
12	S-12	5	3	3	4	15	75
13	S-13	4	3	3	4	14	70
14	S-14	5	5	4	4	18	90
15	S-15	5	5	4	4	18	90
16	S-16	4	5	3	4	16	80
17	S-17	1	2	1	1	5	25
18	S-18	5	5	3	4	17	85
19	S-19	4	5	5	4	18	90
20	S-20	5	3	2	4	14	70
21	S-21	5	4	3	4	16	80
22	S-22	4	4	3	4	15	75
23	S-23	3	3	1	2	9	45
24	S-24	5	5	4	4	18	90
25	S-25	5	5	5	4	19	95
26	S-26	3	5	2	4	14	70
27	S-27	5	4	3	4	16	80
28	S-28	4	5	3	3	15	75
29	S-29	5	5	3	4	17	85
30	S-30	4	5	2	4	15	75
31	S-31	4	3	3	4	14	70
32	S-32	4	4	4	4	16	80

33	S-33	4	4	3	4	15	75
34	S-34	5	4	4	4	17	85
35	S-35	4	4	3	4	15	75
36	S-36	4	4	3	4	15	75
37	S-37	4	5	3	4	16	80
38	S-38	4	2	4	4	14	70
39	S-39	3	5	3	4	15	75
40	S-40	5	4	3	4	16	80
41	S-41	5	5	3	4	17	85
42	S-42	4	2	4	3	13	65
43	S-43	5	2	3	4	14	70
44	S-44	4	2	4	4	14	70
45	S-45	2	1	1	2	6	30
∑	40	185	172	136	167	660	3300

The average of the students result:

$$= \frac{\text{The Total Percentage}}{\text{The number of the students}}$$

$$= \frac{3300}{45}$$

$$= 73{,}3\ \%$$

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Appendix 5

Computation of Post-Test

No	Students' Code	Component of Writing Scoring				Scoring	%
		G	V	M	R		
1	S-1	4	4	4	5	17	85
2	S-2	5	4	4	5	18	90
3	S-3	5	2	5	5	17	85
4	S-4	5	5	4	5	19	95
5	S-5	4	5	3	5	17	85
6	S-6	5	4	4	5	18	90
7	S-7	4	5	3	5	17	85
8	S-8	3	3	3	5	14	70
9	S-9	5	3	5	5	17	85
10	S-10	5	4	5	5	19	95
11	S-11	5	5	3	5	18	90
12	S-12	4	1	4	4	13	65
13	S-13	3	3	4	5	15	75
14	S-14	5	5	4	5	19	95
15	S-15	5	5	4	5	19	95
16	S-16	5	4	4	5	18	90
17	S-17	2	3	1	5	11	55
18	S-18	5	3	5	5	18	90
19	S-19	5	5	5	4	19	95
20	S-20	5	3	4	5	17	85
21	S-21	5	5	3	5	18	90
22	S-22	4	4	4	4	16	80
23	S-23	5	3	4	5	17	85
24	S-24	5	5	4	5	19	95
25	S-25	5	5	4	5	19	95
26	S-26	2	5	4	5	16	80
27	S-27	5	2	5	5	17	85
28	S-28	5	3	4	5	17	85
29	S-29	5	5	3	5	18	90
30	S-30	4	5	3	5	17	85

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31	S-31	5	5	3	5	18	90
32	S-32	2	5	4	5	16	80
33	S-33	4	3	3	5	15	75
34	S-34	5	4	4	5	18	90
35	S-35	4	4	2	5	15	75
36	S-36	2	4	3	5	14	70
37	S-37	5	5	3	5	18	90
38	S-38	5	3	3	5	16	80
39	S-39	5	5	3	5	18	90
40	S-40	3	4	4	5	16	80
41	S5-41	5	3	3	5	16	80
42	S-42	3	4	3	5	15	75
43	S-43	4	4	3	5	16	80
44	S-44	5	3	5	5	18	90
45	S-45	2	2	4	3	11	55
∑	45	193	176	166	220	754	3770

The average of the students result:

$$= \frac{\text{The Total Percentage}}{\text{The Number of the Students}}$$

$$= \frac{3770}{45}$$

$$= 83{,}7\ \%$$

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