THE EFFECTIVENESS OF USING STUDY TOUR METHOD
TO INCREASE STUDENTS' SKILL
IN WRITING DESCRIPTIVE TEXT

(an Experimental Research of the Eight Grade Students of SMP Takhassus Al-Qur'an Wonosobo

in the Academic Year of 2010/2011)

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

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PERNYATAAN

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THE EFFECTIVENESS OF USING STUDY TOUR METHOD TO INCREASE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT

(an Experimental Research of the Eight Grade Students of SMP Takhassus Al-Qur'an Wonosobo in the Academic Year of 2010/2011)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah 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 digunakan seperlunya.

Semarang,   Agustus 2011

Yang membuat pernyataan

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"What I do you cannot do, but what you do, I cannot do. The needs are great, and none of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful" (Mother Teresa)

To Agus Arif Nawawi and Setyaningsih

ABSTRACT

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Key words: Writing Descriptive Text, Study Tour Method, and Experimental Research

This final project is an experimental research that aims to know the effectiveness of study tour method to increase students' skill in writing descriptive text. The subjects of the study were the eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the Academic Year of 2010/2011. There were two groups that were given different treatments. The experimental group was taught by using study tour method, and the control group was taught without using study tour method, but using pictures.

There were four meetings for each class. One meeting was for pre-test. Two meetings were for treatments and one meeting for post-test. First, pre-test was given for the experimental and control groups. In the treatments, the students of the experimental group were invited to visit Kalianget Resort. On the other hand, the students of the control group were taught by using the pictures of Kalianget Resort in the classroom. Post-test was given after the treatments were done. There were five components that the writer analyzed to make the students easier in writing descriptive text. There were grammar, vocabulary, mechanics, fluency, and relevance. The number of students involved in this study was 52 students.

The results of this research showed that the average scores of pre-test from the two groups were nearly the same. The mean of the pre-test for the experimental group was 63.69 and 63.85 for the control group. After the experimental and control groups were given different treatments, the score in the post-test of the two groups increased, in which the mean of the experimental group was 76.92 and for the control group was 70.15. It means that the results of the experimental group were higher than the control group. Therefore, study tour method is effective to increase the students' skill in writing descriptive text. Based on the results, the improvement of the experimental group was 13.23 and 6.3 for the control group. The result of applying t-test based on the difference of two means reveals that obtained value (2.46) is higher than t-table value for $\alpha = 5\%$ (2.18). It means that there is a significant difference between the students who were taught by using and without using study tour method. To improve the quality and to get better result in English teaching learning process, it is suggested that the teacher's attention should be given to all students. Furthermore, teacher should be creative in teaching to avoid boredom and be selective in using media to make students easier to write a descriptive text.

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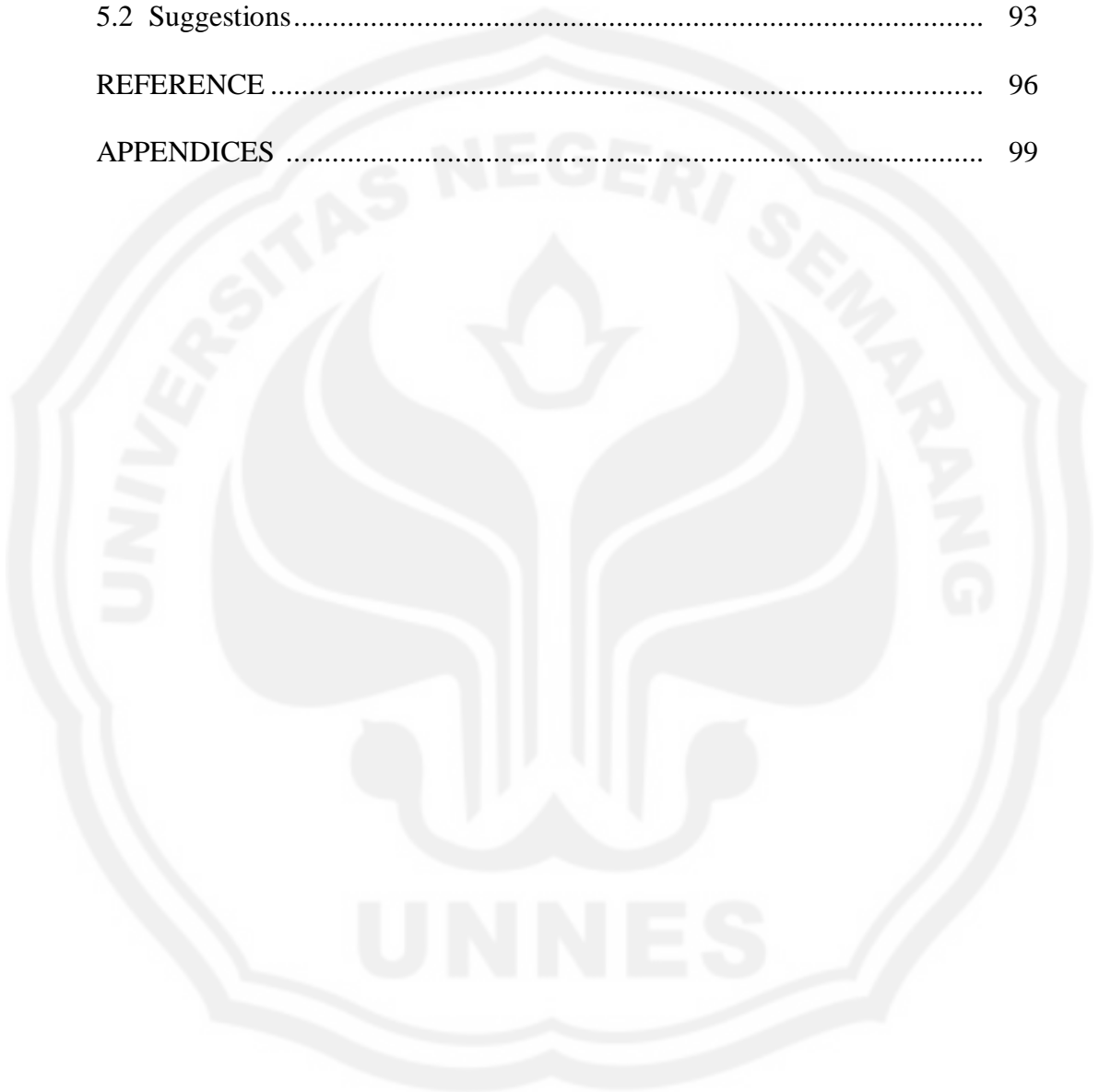
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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses, significances of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. By using language, people can express feelings, ideas, and attitude, so that they can cooperate and get along with each other.

English is the first foreign language in our country, which is taught from Elementary level to University level. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues are written in English. As we know that learning a foreign language has different aspects and systems, which should be understood by the learners, such as pronunciation, spelling, and the cultural background of the language.

English is also as a part of our national education. It has important roles in students' intellectual, social, and emotional and as an important key to be

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successful in learning all lessons. The government has arranged the curriculum named Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum is the development of the Competence Based Curriculum (CBC). Both of them have the same purpose of developing skills of understanding and producing various short functional and monologue texts and essay in the form of narrative, descriptive, recount, procedure, news item, report, analytical exposition, spoof, and hortatory exposition text.

As we know, in every year and every grade of students of junior high school and senior high school, not to mention for elementary school, genres are always been taught. It shows that genre is a part of writing skill that cannot be separated from the learning process.

In teaching writing, especially in writing genre, teachers should give the explanation about the generic structures and the lexicogrammatical features of the genre. It is important to share to students because in the real life they can find some problems that make them must understand about the genre. For example: in the interview section, students must describe about their characteristics. Therefore, they should know and understand better how to describe about themselves. It means that the learning of genres is important in the real life.

In learning English, there are integrated skills to be mastered such as: listening, speaking, reading, and writing. As Haycraft states (1978:8) that "there are various skills in mastering of language: respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing". It means that the English

teachers should teach those four aspects, not only listening and speaking skills but reading and writing should also be taught to the students so that they are able to master all the four language skills well. However, they have to be supported by language components such as grammar, vocabulary, sound system, and so on. This is the reason why do mastering language skills without knowing their components well is hard to do. For instance, in writing skill, at least the students have to know grammar and vocabulary well enough.

The students must have good communication in both oral and written form. Oral form is that speaking and listening, and written form is that writing in reading. There are many text types taught to Junior High School students. One of them is descriptive text. Descriptive is a kind of genre that is used to describe a particular person, place or thing.

One of the problems faced by the students when they write descriptive text is they do not understand the generic structure and the limitation of using the grammatical structure because in this grade, second grade students of junior high school, learn more complex kinds of text. The students have difficulties in composing descriptive writing. Some of them feel difficult in composing descriptive writing such as: stucking to get diction, getting idea, and ordering the words.

Based on the problem above, the teacher should give a strategy to help the students. As Brown (2000:113) stated that "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Chamot in

Masdari (2005:5) states that "learning strategies are techniques, approaches, or deliberate the learning and recall of both linguistic and content information".

In this case, the writer would give study tour strategy to increase the students' writing skill in descriptive text. In teaching learning process, there are a lot of strategies which are used by teachers, but the writer uses study tour method to increase the students' learning result in writing. Through this method, students will work outside of the class to observe situation around them, so they can feel free in writing. If it is possible, the writer would like to invite students to tour to interest places.

From the above explanation, the writer will discuss about "The effectiveness of using study tour method to increase students' skill in writing descriptive text" which is conducted at the second grade students of SMP Takhassus Al-Qur'an Wonosobo.

1.2 Reasons for Choosing the Topic

In language, writing is an activity to express the idea or to produce the language itself. It takes time to think and discuss about the subject. In education, students need more practices to write and apply the stages of the writing process. Knowing the complex process of writing, the teachers should use the proper teaching technique to motivate the students to learn and pay attention to the material. One of the teaching techniques that can be used is study tour.

Teaching medium is one of the components involved in teaching learning process. The teacher makes the use of teaching media to support the material in

classroom. One of the functions of teaching media is to engage the students' motivation.

The writer only focuses on the use of study tour method as a strategy to teach writing in her study. The writer uses study tour method to improve the students' descriptive writing. The reasons for choosing the topic are:

(1) The writer would like to make students interested in learning English, especially interested in writing descriptive text.

(2) Writing is considered as a difficult language skill for junior high school students.

(3) The study tour method can help students associate what they see with their real life experience, so it can help teachers to get optimal results in teaching writing.

(4) The writer can also guide students to create words and to arrange words in their minds into good paragraphs that they get from their real experience.

(5) Study tour is a strategy which is in learning the writer invites students to go out from class and to observe objects around them. It can motivate students how to write descriptive text because they can feel free to write and get fresh idea when they do writing activity outside of the class.

1.3 Statement of the Problem

In order to make a systematic approach of the study, the writer limits the problem as the following: "How effective is study tour method used to increase students' skill in writing descriptive?"

1.4 Objective of the Study

The objective of the study is to know the using of study tour method is effective or not in teaching descriptive text. Furthermore, based on the statement of the problem above, the objective of the study is as follows: "To describe the effectiveness of study tour method to increase students' skill in writing descriptive text".

1.5 Hypotheses

According to Hartoyo (2009:52) "a hypothesis is preliminary or tentative explanation or postulate by the researcher of what the researcher considers to outcome of an investigation will be". There are two types of hypotheses:

(1)   in terms of the derivation, inductive and deductive hypotheses; and

(2)   in terms of the formulation, research – directional and non-directional and statistical or null hypotheses.

In this study, the hypotheses which are used by the writer are as follows:

H1= Eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year 2010/2011 taught by study tour method gain significantly better mastery of writing skill of descriptive text than students taught without study tour method.

H0= Eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year 2010/2011 taught by study tour method do not gain significantly better mastery of writing skill of descriptive text than students taught without study tour method.

1.6 Significance of the Study

The results of this study hopefully will be useful for English teachers and contribute some benefits to students.

For English teachers, study tour can be an alternative method in learning activity because visiting an interesting place could be used as media to develop students' writing skill, especially in writing descriptive text. Besides that, it helps their students who might have poor descriptive writing skill so that they can find at least a right method to overcome the students' difficulty in descriptive writing ability.

The benefit for students are they will understand better on how to construct a good descriptive text and know about social function, generic structures, and lexicogrammatical features of descriptive text clearly; and they can enjoy their learning process because it is an outdoor activity. Therefore, it can minimize the students' poor writing of descriptive text because by using study tour method they can get description what they are going to write from the real situation and also feel free and comfortable in their learning process.

For the writer, it can be an experience to get a better knowledge in the future and hopefully the findings of research will be useful for pedagogical implication, teachers, students and other education institutions. This study tour method will give information how to teach writing in attractive, enjoyable, and interesting ways.

The readers can get more information about a method in teaching, especially in teaching writing descriptive text, and also it gives inspiration that using media

in English learning process is a must to make the learning activity more interesting.

1.7 Limitation of the Study

The writer limits the scope of study so that the problems are more effective and not too broad. This study is only conducted to the second grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year 2010/2011. In this study, the writer uses study tour method to increase students' skill in writing descriptive text.

1.8 Outline of the Report

This final project consists of five chapters. This is the analysis of each point:

Chapter 1 is Introduction. It covers background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses, significance of the study, limitation of the study, and outline of the report.

Chapter 2 is Review of Related Literature. It covers the previous study and the theories used as the basic of this study.

Chapter 3 is Method of the Study. It covers the research design, subject of research, instrument for collecting data, method of collecting data, scoring system, and formula of analyzing the data.

Chapter 4 is Data Analysis and Discussion. The study findings are described and interpreted in this chapter.

Chapter 5 is Conclusion and Suggestion, which gives the conclusion and suggestion about the study findings and some pedagogical implications that are related to this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Chapter 2 presents review of related literatures, which discusses the previous study, the theories of writing, the concept of written language, descriptive text, teaching writing, teaching for young learners, and general meaning of study tour.

2.1 Previous Study

Research or study about mastery writing skill, especially in descriptive text, commonly used in previous study. One of them is "Coloured Pictures as Media in Teaching Descriptive Writing (A Case of the Class 8 Student of SMPN 2 Jati Kudus in the Academic Year of 2006/2007), a final project by Andrianto (2007). The total number of population was 241 students, out of which 40 students were chosen as the samples by cluster random sampling.

The results of the study show that using coloured pictures as media in teaching is very important. It shows from the results of the study that the mean of pre-test was 53,6% and the mean of the post-test was 63,6%. It increases to 10%. It could be said that the students' interpretation was high because the calculation of coefficient correlation between pre and post test was between 0,800 and 1,00 and the result was 0,97.

The use of study tour method as a strategy to increase the writing skill of students also used in other studies, such as: "Using Holiday Trips as the Source to

Improve Students' Ability in Writing of Recount Paragraphs (A Case of the Year Eight Students of SMP Negeri 1 Bawen in the Academic Year of 2008/2009), a final project by Ratih (2008). Population in this research was one class of eight parallel classes of second grade of SMPN 1 Bawen. The number of the population was 40 students.

The students' results in pre-test was 56,2%; the first cycle was 62,5%; the second cycle was 69,0%; and the post-test was 77,9%. The data show that there is improvement of writing skills.

Based on the studies above, the writer is optimistic about the study of the improvement of students' descriptive text by using study tour method.

2.2 Writing Skill

2.2.1 General Meaning of Writing

Many people have taught that being able to write well is a talent that one either has. This idea is absolutely wrong. We are able to write if we are willing to learn and practice. So that, it is better to know the meaning of writing.

Writing is one of the four language skills besides listening, speaking, and reading in teaching English. The students can write a paragraph only after they have acquired certain grammatical rule of the language and considerable mastery of vocabulary. Writing is the last skill in English that we cannot ignore. When the students write a paragraph, they should write not only semantically correct but they should also use correct grammar. It has always formed part of the syllabus in teaching of English. Harmer (2004:31) states that "writing can be used for a

variety of purposes, ranging from being merely a 'back up' for grammar teaching to a major syllabus strand in it's own right, where mastering the ability to write effectively is seen as a key objective for learners. Writing activity can encourage the students focus on accurate language use because they think as they write".

According to Nunan (1992:100) "writing is not a solitary enterprise; it is a social act". Dumais (1988:ii) states that "writing in English means to fill the gap that exists between the ability to express ideas, opinion, and others in Indonesia and the ability to express the same things in written form in English".

Writing is one way to communicate with other people besides speaking, reading, and listening. It is the representation of language through a text using sign or symbol that expresses the writers' purpose based on his/her experience. A writer expresses his/her ideas, experiences, thoughts, and feelings through writing for a specific purpose. The important of writing is the selection of experiences and carrying out a certain purpose. When the students write, they do not only have to keep their purposes of writing, their mind, but they also have to think about the fact, opinion, ideas that are relevant to his or her purposes and think about how to organize them in the composition.

Opposite of the writing definition above, Assistant Master Association (1973:12) declares that "writing seems to be like riding a bicycle, we not only use the right leg, but we also use the left leg". Based on those statements above, the writer can conclude that to make a good writing, we must practice writing continuously. Harmer (2004:3) states that "however long time ago writing really started, it has remained for most of its history a minority occupation. This is in

part because although almost all human beings grow up speaking their first language (and sometimes their second and third) as a matter of course, writing has to be taught."

From the statement above, we can see the importance of writing. The existence of writing in modern society plays an important role though it is the most difficult skill to develop. Through writing, people can communicate to one another over long distance thus, if writing did not exist, the world would not be as it is now.

Writing does not only mean shaping letters and then composing them into words, words into sentences, but also concerns with the stock of vocabulary, grammar and comprehending how to make a correct sentence.

Meyers (2005:2) states that "writing is a process. The word writing comes from a verb. That means an activity or process. Writing is a way to produce language, which you do naturally when you speak. Writing is much different, except that you take more time to think about our subject, the person or people you will be discussing and the goal you hope to achieve in that discussion".

Thus, it is clear that writing is a process to produce language. Although writing is the most complex skill to develop, it is very important to be learned. Since writing as one of the language skills has given an important contribution to human works.

In addition, Smalzer (1996:141) states that improving writing skill can be used in other broads as follows:

(1)   using another' writing: summarizing an article,

(2)   meeting reader expectation: outlining, and

(3)   language conventions: sentence variety.

2.2.2 Purpose of Writing

Writing is one of the language skills of which the students should have a good control. The students are expected to be able to write well-organized pieces of writing. In teaching writing, we have to make sure that our students have some writing aims. Effective writers usually have a purpose in mind and construct their writing with a view to achieve that purpose.

Florida Department of Education (http://www.nadaisland.com/writing) explains that:

> "Effective writing is focused on the topic and does not contain extraneous or loosely related information; has an organizational pattern that enables the reader to follow of ideas because it contains a beginning, middle, and end and uses transitional devices."

According to that statement, we know that the teacher should make the condition as effective as possible while the students doing writing. The most effective learning of teaching writing skill is likely to take place when students are writing real messages for real audience, or at least when they are performing tasks which they are likely to have to do in their out of class. The choice of writing tasks will depend on why students are studying English.

Based on Harmer (2004:39), there are three main categories of learning which it is worth considering:

(1)   English as a Second Language (ESL)

This category is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis.

(2)   English for Specific Purposes (ESP)

Many students study English for a particular (or specific) purpose. For instance, business students will concentrate on the language of management and commerce, and so on.

(3)   English as a Foreign Language (EFL)

This is generally taken to apply to the students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.

Setiyadi (2006:20) argues that "the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives". In Indonesia English is learned only at schools and people do not speak the language in the society.

English is the first foreign language in Indonesia that is taught in Junior High School, Senior High School, and University, so it makes the learning process of English language is a duty in all Indonesia schools, not to mention for

elementary school. Furthermore, Indonesia government decided that English included on national examination for Junior High School and Senior High School. It shows that English is important for our country to compete in International level.

It is the same as *Bahasa Indonesia*, English also has four skills. There are listening, speaking, reading, and writing. Each skill has a difficult level and writing skill is the most difficult skill, especially for Indonesian learners, because in writing students should have an ability to write well-organized. Based on Heaton (1974:137) "in listening, students only focus on what speaker says; in speaking, students can speak well if they understand about what they will talk about; in reading, students do not always understand about what they read because sometimes they find some difficult words that they do not know the meaning of those words; but in writing, students should understand what they will write, they should know the right grammar, vocabulary, fluency, mechanics, and relevance in used, and it can measure the students' knowledge".

Based on the explanation above, teaching writing is important to make students be able to master English language. By writing, they can express their ideas. There is a wisdom that says, "by writing we can measure someone's ability". It means that we can know the knowledge of someone from his/her writing. That wisdom strengthens the opinion that writing is the most difficult skill in learning a language. In writing process students usually use dictionary to help them to translate words to make a sentence or paragraph and sometimes they

translate word by word that make the readers confused. Therefore, they must know well about how to make a good writing.

From the explanation above we can conclude that the purpose of teaching writing is to increase the ability of Indonesian students in mastering English language in a written form.

2.2.3 Component Influencing Writing

To make a good writing, we must concern with the stock of vocabulary, grammar, and comprehending how to make a correct sentence.

(1)   Vocabulary

"A list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book" (http://www.wordnet.princeton.edu/perl/webwn). It is important to the writers enriching their vocabulary. Rich of vocabulary may give flavor to their writing and also the goal of their writing can be achieved.

(2)   Grammar

Gerot and Wignell (1994:2) assume that "grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings". In other words, Hornby (1995:517) states that "grammar is the rules in language for changing the form of words and combining them into sentences."

(3) Content

The ability of using and relating the supporting sentences to the topic sentence.

(4) Spelling

"Spelling is the writing of a word or words with all necessary letters and diacritics present in an accepted standard order" (http://en.wikipedia.org/wiki/spelling).

(5) Fluency

The ability of using the style or kinds sentences in their composition, for example active or passive, complex or simple.

To develop a unit of an outline, every sentence in paragraph should clearly relate to that unit and the sum of the sentences should make the readers feel that the unit has been efficiently developed. Therefore to create a good paragraph, there are four criteria of writing that must be written in a text, including descriptive text.

(1) Cohesion

Harmer (2004:22) states that "when we write a text we have a number of linguistic techniques at our disposal to make sure that our prose 'stick together'. We can use various grammatical devices to help the readers understand what is being referred to at all times, even when words are left out or pronouns are substituted for nouns".

According to Harmer (2004:22) there are two main devices of lexical cohesion:

(a) Repetition of words: a number of content words are repeated throughout the text.

(b) Lexical set 'chains': the text is cohesive because there are lexical sets (that is words in the same topic area) which interrelate with each other as the article progresses.

Grammatical cohesion is achieved in a number of different ways to:

(a) Pronoun and possessive reference: at various points in the text a pronoun or more frequently a possessive is used instead of a noun.

(b) Article reference: articles are also used for text cohesion. The definite article (the) is often used for anaphoric reference.

(c) Tense agreement: writers use tense agreement to make texts cohesive.

(d) Linkers: texts also achieve coherence through the use of linkers (words describing text relationships of 'addition', of 'contrast', of 'result', of 'time', etc).

(e) Substitution and ellipsis: writers frequently substitute a short phrase for a longer one that has preceded it, in much the same way as they use pronoun reference. Writers use ellipsis (where words are deliberately left out of a sentence when the meaning is still clear) in much same way.

(Harmer, 2004:23)

(2) Coherence

Harmer (2004:24) states that "coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction". Therefore, a paragraph must be coherent. It must contain sentences that are logically arranged. Logical arrangement refers to the order of the sentence and the idea. Coherence means to hold together. Basically, it means that a paragraph in writing has the right order with the clear process.

(3) Unity

Unity is one important feature of an effective paragraph. Each sentence in paragraph should relate to and develop the controlling idea in the paragraph (Muhijid, 1988:12). A paragraph has unity when all its sentences have the main point. Unity means oneness to express the ideas in one paragraph.

(4) Completeness

A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence (Boardman and Frydenberg, 2002:47).

Harris (1969:68) claims that "although the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components:

(1) Content: the substance of the writing; the ideas expressed.

(2) Form: the organization of the content.

(3) Grammar: the employment of grammatical form and syntactic pattern.

(4) Style: the choice of structure and lexical items to give a particular tone or flavor to the writing.

(5) Mechanics: the use of the graphic conventions of the language.

When we write a paragraph or a text, it is important to give the appropriate and correct punctuation. According to Bram (1995:92) "punctuation will cause different meaning or assumption". There are some punctuations that usually used in a text:

(1) Full stop or period (.)

Based on Harmer (2004:148) "full stop (American English: period) is a mark boundaries between two thoughts/ideas". Based on the opinion, full stop is used in the end of a positive or negative statement, used to mark the end initials or abbreviations.

(2) Comma (,)

The definition of comma (Harmer, 2004:148) is separates clauses and marks a 'breathing space' between ideas. This function is mainly to signal that a message or an utterance is in a direct question form. Although rarely, it can be used to show doubt, to show something we are unsure about.

(3) Question mark (?)

Question mark is a signal that a question is asked (Harmer, 2004:148). It is used to separate a series of items from the same category. Besides, we can combine two independent clauses into one by using comma and coordinating conjunction or transition in a sentence.

(4) Exclamation mark or exclamation point (!)

Harmer (2004:148) assumes that "exclamation mark is a signal surprise, amazement, or strong emotion". The exclamation's function is to show strong emphasis.

(5) Quotation mark or inverted commas (" " or ' ')

According to Harmer (2004:148) "inverted commas (American English: quotation marks) enclose quotation of direct speech". They are used to mark quotation or others' speech. The single mark point (' ') is more common in British-English. In addition, quotation marks are used to give more attention to a certain word or term.

(6) Semi colon (;)

Harmer (2004:148) states that "semi-colon indicates that the main thrust of a sentence continues, but is temporarily halted". It means that this bridges sentences, which convey 'closely connected' message to replace a comma if the comma is already used in a list of items.

(7) Colon (:)

Colon is a signal that something like a list, extra information, or a name is on the way (Harmer, 2004:148). We use this punctuation to introduce a long list or a series of things.

(8) Dash (_)

Based on Harmer (2004:148) "dash separates an idea from the rest of the sentence, in a similar way to brackets". Therefore, the function of this

punctuation is to make a certain piece of information more stressful or more dramatic.

(9) Hyphen (-)

Harmer (2004:148) states that "hyphen is to join two or more words together in a user-friendly way". The function of the hyphen is to connect words in order to create or form new words or new phrases. The hyphen is also to cut words based on syllables.

(10) Apostrophe (')

In informal writing and in written dialogue, the apostrophe function is to indicate that one, or more than one, letter has been deleted. According to Harmer (2004:148) "apostrophe is a signal of a contracted form of a verb indicates possession – it is used after "s" and "x" where "s" is not often used".

(11) Omission mark (…)

The three dots may imply that omission occurs there and then. This punctuation is especially useful when we want to quote certain parts or words that somebody else has said or written (Harmer, 2004:148).

(12) Brackets ( )

According to Harmer (2004:148) "brackets enclose extra information that is not absolutely necessary and which may seem outside the main thrust of the sentence". It means that brackets are used to indicate something optional, it can also be used to show an after – thought or comment.

(13) Stroke (/)

This mark may be used to show alternatives, it is open replaced by the word

or (Harmer, 2004:148).

2.2.4 Steps of Writing

Writing is used for a wide variety of purposes, it is produced in many different

forms. In writing needs a process where the writer goes through in order to

produce something in its final written form. Harmer (2004:5) suggests that the

process of writing has four elements:

(1) Planning

Experienced writers plan what they are going to write. According to Harmer

(2004:4) "when planning, the writers have to think about three main issues.

In the first place they have to consider the purpose of their writing not only

the type of the text but also the language they use, and the information they

choose to include. Secondly, the writers think the audience they are writing

for. Third, the writer has to consider the content structure of the piece that is

how best to sequence the facts, ideas, or arguments which they have decided

to include". It means that the writers should have a good plan to make a

writing product.

(2) Drafting

Harmer (2004:5) states that "we can refer to the first version of a piece of

writing as a draft. This first 'go' at a text is often done on the assumption

that it will be amended later". As the writing process proceeds into editing, a

number of drafts may be produced on the way to the final version.

(3) Editing (reflecting and revising)

Harmer (2004:5) assumes that "once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions". It means that in the editing element, writers may then move paragraphs around or write a new introduction or the also may use a different form of words for a particular sentence.

(4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience (Harmer, 2004:5).

Figure 2.1 The Process Wheel
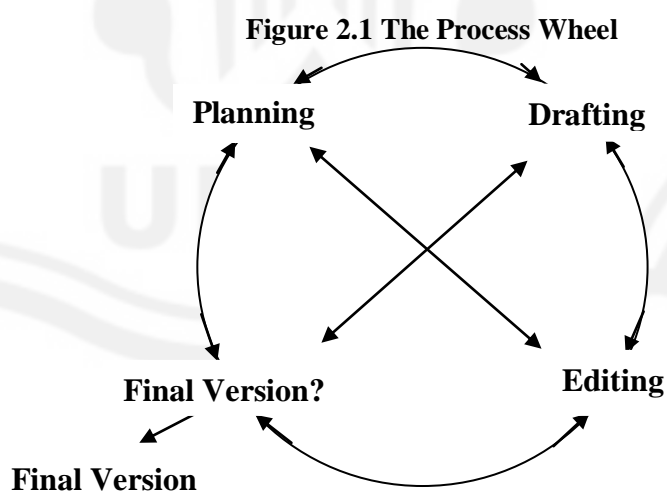
(Harmer, 2004: 5)

2.3   Concept of Written Language

In teaching writing we face the written English. In general written English is different from spoken English.

A written language is the representation of a language by means of a writing system (http://en.wikipedia.org.wiki/written_Language). While a spoken language is a human natural language in which the words are uttered through the mouth (http://en.wikipedia.org/wiki/spoken language).

Written English tends to be more formal than spoken English. Spoken English usually uses many verbs, complicated relationship between sentences and a number of interactional features like gambits, while written English is indicated by the density of lexicon and the complicated use of nominal phrases.

2.3.1 Types of Written Language

As we know that there are literally hundreds of different types of written texts, a much larger variety than found in spoken texts, for instance, articles, references, novels, short stories, poetry, letters, announcements, newspapers, labels, recipes, advertisements and so on.

Each of the types listed above represents or is an example of a genre of written language. Each has certain rules or conventions for its manifestation and we are able immediately to identify a genre and to know what to look for within the text.

2.3.2 Characteristics of Written Language

According to Brown (2001:341), there are a lot of differences between spoken and written language. Here are the characteristics of written language:

(1) Permanence

   Brown (2001:341) states that "written language is permanent (or as permanent as paper and computer disks are!), and therefore the reader has an opportunity to return again, if necessary, to a word or phrase or sentence, or even a whole text". It means that written language can be an authentic evidence of something.

(2) Production time

   Brown (2001:341) suggests that "given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient process for achieving the final product". This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students deal with time limitation.

(3) Distance

   According to Brown (2001:341) "the written word allows message to be sent across two dimensions: physical distance and temporal distance". It means that by using written language, people can communicate without any separates. Therefore, people in the world can cooperate and share their feelings, ideas, and attitude by written language.

(4) Orthography

The written symbols stand alone as the one set of signals that the reader must perceive because of the frequent ambiguity that is present in a good deal of writing (Brown, 2001:341). Symbols are also used to communicate. For example: When the lighting of the traffic light is red, it makes the vehicles should be stopped before the traffic line.

(5) Complexity

Brown (2001:342) states that "writing and speech represent different modes of complexity and the most different is in the nature of clauses". It means that spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

(6) Vocabulary

"A list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book" (http://www.wordnet.princeton.edu/perl/webwn). Written English typically utilizes a greater variety of lexical items than spoken conversational English.

(7) Formality

The meaning of formality based on Brown (2001:342) refers to prescribed forms that certain written messages must adhere to. It means that written

language has roles that should be followed and the roles are important in learning English language.

2.4 Descriptive Text

Descriptive is a kind of genre which describes a particular place/thing/person. There are three major things that can be described (Houghton, 1984:446):

(1) Describing an object

Like any text, a descriptive text usually has a topic sentence, in which the writer introduces the objects. Usually the topic sentence gives a general impression of the object.

(2) Describing a place

Place is sometimes thought of only in terms of sight, it may also offer details of smell, taste, sound and touch.

(3) Describing a person

When the writer wants to describe someone, his/her purpose is to convey to the reader the person's individual qualities.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Description is a style of writing which can be useful for a variety of purposes: (1) to engage a reader's attention; (2) to create characters; (3) to set a mood or create an atmosphere; and (4) to bring writing to life.

2.4.1 The Schematic Structure of Descriptive

To guide the students in a descriptive writing, Gerot and Wignell (1994:208) give the generic structure of descriptive writing, they are:

(1)   Identification : identifies phenomenon to be described.

(2)   Description : describes parts, qualities, characteristics.

2.4.2 Significant Lexicogrammatical Features

According to Gerot and Wignell (1994:128) the significant lexicogrammatical features of descriptive are as follows:

(1)   specific participants

(2)   use of attributive and identifying processes

(3)   frequent use of epithets and classifiers in nominal groups, and

(4)   use of simple present tense.

2.5   Teaching Writing

Teaching writing is very important since the students are taught to make composition in other language, not their mother tongue.

In teaching writing, teacher should give students clear guidelines for how to plan and construct the different kinds of text they have to write. Process methods can be combined with genre based teaching to ensure that the students develop understanding and control of:

(1)   the process of text creation,

(2)   the purpose of writing and how to express these in effective ways, and

(3)   the contexts within which texts are composed and read that give them

meaning.

(Belcher and Liu, 2004:21)

2.5.1 Reasons for Teaching Writing

According to Brown (2000:219) "there are many reasons for getting students to

write, both inside and outside class. Firstly, writing gives them more "thinking

time" than they get when they attempt spontaneous conversation. The other reason

is 'real life' reasons for getting students to write such things as emails, letters, and

reports. This will include not just appropriate language use, but also text

construction, layout, style, and effectiveness".

It is clear that the way we organize our students' writing and the way we

offer advice and correction will be different, depending on what kind of writing

they are involved in.

2.5.2 The Tasks of the Teacher in Writing

When teaching writing, teachers have a number of tasks to help the students to

become better writer. They help the students where they may be reluctant to

express themselves or have difficulty finding ways and means of expressing

themselves to their satisfaction. Here are the tasks which teachers have to perform

before, during, and after students writing based on Harmer (2004:41):

(1)   Demonstrating

Students need to be aware of writing conventions and genre constraints in

specific types of writing, teachers have to be able to draw these features to

their attention. Harmer (2004:41) states that "the important issue is that they

are made aware of these things are drawn to their attention. For example: Teacher brings miniature of Borobudur Temple to build the students' knowledge".

(2) Motivating and provoking

Harmer (2004:41) argues that "students often find themselves 'lost for words', especially in creative writing tasks. This is where the teacher can help provoking the students into having ideas, enthuse them with the value of the task, and persuading them what fun it can be". It means that sometimes teachers should give students the words they need to start a writing task as a way of getting them going.

(3) Supporting

According to Harmer (2004:42) "supporting closely allied to the teacher's role as motivator and provoker is that of supporting". It can be described that students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepare to help students overcome difficulties.

(4) Responding

Harmer (2004:42) suggests that "when responding, the teacher reacts to the content and construction of a piece supportively and often (but not always) makes suggestions for its improvement". In responding, the teacher will not

be grading to the work or judging it as a finished product. However, telling the student how well it is going so far.

(5) Evaluating

There are many occasions, however, when we do want to evaluate students' work, telling both them and us how well they have done (Harmer, 2004:42). When evaluate the students' writing, the teacher can indicate where they wrote well and where they made mistakes, and may award grades.

2.6 Teaching for Young Learners

Teaching of English to young learners has become especially important in recent years. Based on Scott and Lisbeth (1990:5) when teachers teach young learners:

(1) Words are not enough

Scott and Lisbeth (1990:5) states that "most activities for the younger learners should include movement and involve the senses". Teacher will need to have plenty of objects and pictures to work with, and to make full use of the school and surroundings. It means that teacher must use a media.

(2) Play with the language

Scott and Lisbeth (1990:5) states that "let them talk nonsense, experiment with words and sounds. Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too". It means that teacher uses the language as play, so learning is not formal. Teacher can make up rhymes, sing a song, and tells stories.

(3)   Language as language

According to Scott and Lisbeth (1990:5) "when pupils start to read, the language becomes permanent and there are fewer other clues to meaning. The same is true of writing". Reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and take time and patience to learn.

(4)   Variety in classroom

Based on Scott and Lisbeth (1990:5) "since concentration and attention spans are short, variety is a must – variety of activity, variety of pace, variety of organization, and variety of voice". It means that as a teacher we must not only use strategy but also voice.

(5)   Routines

Children benefit from knowing the rules and being familiar with the situation. Have systems, have routines, organize and plan the lesson (Scott and Lisbeth, 1990:6). It means that in daily activities, students should use English language. Teacher can use familiar situations and familiar activities in learning process.

(6)   Cooperation not competition

Scott and Lisbeth (1990:6) states that "avoid rewards and prizes. Other forms of encouragement are much more effective". The students free of competition because learning is learning, not for competition. Group the children together whenever possible. This does not mean that they have to

work in groups all the time, but most children like to have other children around them, and sitting with others encourages cooperation.

(7)   Grammar

According to Scott and Lisbeth (1990:6) "children have an amazing ability to absorb language through play and other activities which they find enjoyable. They may be aware and clear about the foreign language, but they are not usually mature enough to talk about it". It can be concluded that the best time to introduce some sort of simple grammar is either when a student asks for an explanation, or when a student will benefit from learning some grammar.

(8)   Assessment

Scott and Lisbeth (1990:7) argues that "even though formal assessment may not be a compulsory part of your work, it is always useful for teachers to make regular notes about each child's progress". It means that during the lesson process, we need to assess students to know the progress.

Based on Piaget (1969:18), there are four stages of children development as the following:

(1)   *sensorymotor* stage, when a baby was born until two years old;

(2)   *preoperational* stage, two years old until eight years old;

(3)   *concrete* stage, eight years old until eleven years old; and

(4)   *formal* stage, eleven years old until fifteen years old or more.

Students of junior high school included on formal stage. In this stage, their minds develop step by step accord with scientific and technological development

to get the ways of thinking which logical and formal. Piaget in Suryanto (2007:7) states that "*cara berfikir anak berkembang melalui keterlibatan langsung dengan benda dan lingkungan yang ada di sekitarnya*". Therefore, using media in teaching English for young learners is important to get optimal results.

2.6.1 Teaching Writing for Young Learners

Based on Scott and Lisbeth (1990:68) although the writing and the oral skill are combined in the classroom and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for pupils to get the grips with, especially for younger pupils:

(1) Teacher cannot make the same use of body language, intonation, tone, eye contact, and all the other features which help teacher to convey meaning when he/she talks.

(2) Very little of what teacher writes is concerned with the here and now, which is where many young children exist for a lot of the time.

(3) Many children take a long time to master the skill of writing. If teacher can occasionally type out a pupil's work it really does help those who are struggling with the mechanics of writing.

(4) Writing in a foreign language is all too often associated with "correcting errors". If we try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers.

Even if there are difficulties in writing in the foreign language, it is still a useful, essential, integral and enjoyable part of the foreign language lesson. Based on Scott and Lisbeth (1990:82) there are dos and don'ts on free writing:

(1) Do

- concentrate first on content,

- spend a lot of time on pre-writing work,

- make sure that it springs naturally from other language work,

- try to make sense of whatever the pupils have written and say something positive about it,

- encourage, but do not insist on, re-writing,

- display the material whenever possible, and

- keep all the pupils' writings.

(2) Do not

- announce the subject out of the blue and expect pupils to be able to write about it,

- set an exercise as homework without any preparation,

- correct all the mistakes you can find, and

- set work which is beyond the pupils' language capability.

In general, writing skill can be divided into four categories, there are: copying, guided writing, substituting, and free writing. Implementation of each category is based on difficulties level and class level of students' ability in English. Materials in writing skill are about students' identity, family and friends, favourite things, pets, and hobbies.

2.6.2 Teaching Descriptive Text for Young Learners

According to Scott and Lisbeth (1990:80), lots of free writing includes descriptions, as do dialogues, but straight picture description can become a bit dull, unless you spend time doing preparatory work.

(1)   Collages

A collage is usually a large piece of paper or a board which is made into a poster or a picture by sticking on illustrations, texts, and other materials.

(2)   Picture Descriptions

When you first prepare a piece of written work orally, then you must expect the language to reflect this.

In teaching writing descriptive text, teachers give a model or picture to make students interested in the learning process. If it is possible, teachers can give opening sentence to make students easier to write. Teachers also can give key words which is appropriate with topic of material.

2.7   General Meaning of Study Tour

Study tour or observation is one of the best researched of all teaching strategies. This strategy invites students to visit a place that includes on tour places. By using this strategy, students can describe person, thing or place freely because they can enjoy learning process. Students can express their ideas and they can really know the model. After students make the report, they can discuss their report with their friends to share their ideas.

Study tour method does not have to do in tour areas, this method can be done in the surrounding of the school. Sometimes students get bored when they do the learning activity only at classroom. Therefore, by using this method, hopefully, it can increase their willingness to love English learning activity. According to Roestiyah (2001:85), "*karya wisata bukan sekedar rekreasi, tetapi untuk belajar atau memperdalam pelajarannya dengan melihat kenyataan*".

Other definition about study tour or field trip is a journey by a group of people to a place away from their normal environment. The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates (Kaushik, 1996).

Mulyasa (2005:112) states that "*suatu perjalanan atau pesiar yang dilakukan oleh peserta didik untuk memperoleh pengalaman belajar, terutama pengalaman langsung dan merupakan bagian integral dari kurikulum sekolah. Meskipun karya wisata memiliki banyak hal yang bersifat non akademis, tujuan umum pendidikan dapat segera dicapai, terutama berkaitan dengan pengembangan wawasan pengalaman tentang dunia luar*".

Study tour method or field trip is a journey of students to get new experience, especially the real experience and it is an integral part of curriculum. The general purpose of study tour are: (1) teachers can provide students with experiences that cannot be duplicated in the school but are nonetheless an integral part of the general knowledge which are worthwhile for the students; and (2) they

can enable teachers to expand students' learning beyond the walls of classroom into the vast community outside.

Kagan (http://www.kaganonline.com/Newsletter/index.html) explains that there are many ways to build a communicative class:

(1) Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in learning students across the class working on the same sub-section get together to decide what is important and how to teach it (Kagan on http://www.kaganonline.com/Newsletter/index.html).

(2) Think-Pair-Share

Kagan on http://www.kaganonline.com/Newsletter/index.html states that "it involves a three step study tour structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group".

(3) Three-Step Interview

According to Kagan (http://www.kaganonline.com/Newsletter/index.html) each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

(4) RoundRobin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called (Kagan on http://www.kaganonline.com/Newsletter/index.html).

(5) Three-Minute Review

Kagan on http://www.kaganonline.com/Newsletter/index.html argues that "teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions".

(6) Numbered Heads Together

Based on Kagan on http://www.kaganonline.com/Newsletter/index.html, a team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

(7) Circle the Sage

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico,

who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage (Kagan on http://www.kaganonline.com/Newsletter/index.html).

(8)   Partners

Kagan on http://www.kaganonline.com/Newsletter/index.html states that "the class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates".

(9)   Team Pair Solo

According to Kagan (http://www.kaganonline.com/Newsletter/index.html) students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone.

Kauchak and Paul (1989:197) states that "the primary advantage in having students work in groups of three or more is the opportunity to promote collaboration and social skills in addition to the cognitive goals of lesson". The

purpose of groupwork is to provide opportunities for each student to become actively involved in the thinking task at hand and thereby increase their learning.

In this paper, the writer uses Team Pairs Solo to support the study tour method to increase the learning activity. After the students write some notes after doing study tour, they are divided into some groups consist of four students, so they can share their ideas each other.

This strategy has a purpose, which is to complete their information before they make a real report of something that they have described. The writer will divide students based on the similarities of their topic. It can help them to enrich their vocabularies.

2.7.1 Stages in Study Tour Method

This technique or method can be effective to increase English learning process, especially in writing descriptive text. It is the same with other method or strategy, in doing study tour method teachers should follow some steps. According to Roestiyah (2001:85) the teacher must pay attention of some steps, there are:

(1)   Preparation

Roestiyah (2001:85) states that "teacher must decide the purpose of learning clearly, consider the technique which is chosen, call the leader of tour places to negotiate everything, make a good plan, and distribution of students, and prepare facilities of them". It means that teacher should have a good plan before them doing the method. Teacher should prepare everything before the method was done.

(2) Realization

Roestiyah (2001:85) argues that "after determining the plan, teacher and students can doing the method". The leader and all of the crew (teachers and workers of the objects) must be responsible with their jobs.

(3) Report

Students discuss the result of their observation with their friends to get the complete information. For the final they must submit the report which concludes everything (Roestiyah, 2001:85). It means that after gathering the data in the observation, students should make a report about their activities.

The students must report their observation in written text not in a spoken text because it will be easier to express their ideas in writing. Besides that, the writer focuses on writing skill. By using study tour method, hopefully the students can get a lot of ideas, and they can write down what they will describe. Haycraft (1978:97) proposes that "in a language learning a teacher is suggested to give much practice in teaching English to object or things". Therefore the writer will invite the students to an interesting place, and she will ask them to describe that place or any objects in that place to make a descriptive text.

2.7.2 Advantages of Study Tour Method

Students that are involved in study tour method achieve many social and academic benefits.

(1) Students can participate in all activities that given by officials of the tour.

(2) Students get real experience which can enrich their knowledge. It means that with study tour the students who never visit a certain place can get

experience. Therefore, when their friends talk about that place they can understand it that finally it can help them to create a good paragraph about that place and develop their writing skill ability.

(3)   Students can see the place that will be described, so they know the object more detail than before.

(4)   Students can ask questions to someone who knows well about that place (staff, guide, or owner) that can help them to complete their information which used to make a report or to enrich their knowledge.

(5)   It can stimulate creativity of students.
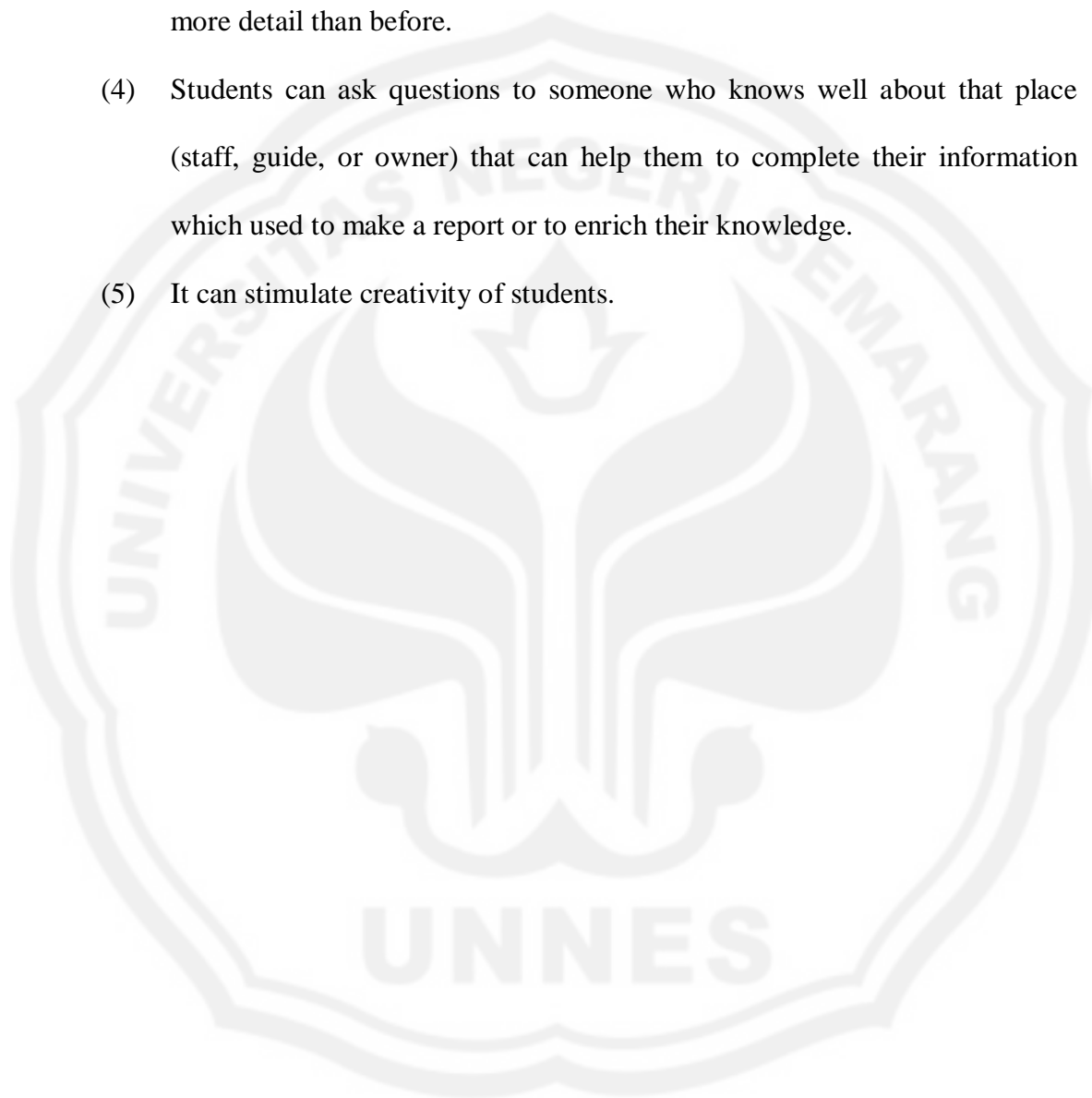
CHAPTER 3

METHOD OF RESEARCH

Chapter 3 presents method of investigation. It consists of research design, subject of the study, instrument for collecting the data, method of collecting the data, scoring system, and formula of analyzing the data.

3.1 Research Design

3.1.1 Experimental Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question. An experimental research involves two groups, they are experimental group and controlled group where the experimental group typically has treatment under investigation, while the controlled group is treated as usual.

Based on Best (1981:68) there are three categories of experimental design. Those are:

(1) True experimental design

This design employs randomization to provide for control of the equivalence of groups and exposure to treatment.

(2) Quasi-experimental design

This design provides a less satisfactory degree of control, used only when randomization is not feasible.

(3)   Pre-experimental design

This design is the least effective, for it either provides no control group, or no way of equating groups that are used.

In this research the writer uses quasi experimental design because the samples of the research were not randomly chosen. The design of the quasi experimental design, pretest-posttest nonequivalent groups, can be described as follows:

$$E \qquad O_1 \quad X \quad O_2$$
$$C \qquad O_3 \quad - \quad O_4$$

Where:

E   : Experimental group

C   : Controlled group

O_1 : Pre-test for the experimental group

O_2 : Post-test for the experimental group

O_3 : Pre-test for the control group

O_4 : Post-test for the control group

X   : Treatment with study tour technique

-      : Treatment as usual   (Best, 1981:73)

3.1.2 Procedure of Experimental Design

Based on Isaac and William (1971:43), the procedure of Nonrandomized Control-Group Pretest-Posttest design are:

(1)   Select subject from a population without random methods.

(2) Assign subjects to groups, the treatment (X) and the nontreatment (.) groups.

(3) Pre-test the groups on the dependent variable (T1), finding the means and standard deviations for both the experimental and control groups and are then compared for similarity.

(4) Keep all conditions the same for both groups, except for exposing only the experimental group to X, the experimental treatment (independent variable) for a specified period of time.

(5) Test the groups on T2, the dependent variable, and find the mean post-test score for both groups.

(6) Find the difference between the T1 and T2 means for each group separately (T2 – T1).

(7) Compare these differences to determine whether the application of X is associated with a change favoring the experimental group over the control group (which was not exposed to X).

(8) Apply an appropriate statistical test to determine whether the difference in the scores is significant—that is, if the difference is large enough to reject the null hypothesis that the difference is simply a chance occurrence.

The design of Nonrandomized Control-Group Pretest-Posttest is as follows:

Table 3.1 Nonrandomized Control-Group Pretest-Posttest Design

	Pre-test	Treatment	Post-test
Experimental Group	T_1	X	T_2
Control Group	T_1	.	T_2

(Source: Isaac and William, 1971:43)

In this study, some steps were applied, they were:

(1) Choosing the students of the eighth grade of SMP Takhasus Al Qur'an Wonosobo, in the academic year of 2011/2012 as the population.

(2) Taking two groups from the population as an experimental group and a control group.

(3) Giving the pre-test for the control group and the experimental group.

(4) Conducting the real experiment; using study tour method for the experimental group and using pictures (without study tour method) for the control group as media in teaching writing descriptive text.

(5) Asking the two groups to make a descriptive text in the post-test.

(6) Collecting the data from the pre-test and the post-test of control and experimental groups.

(7) Analyzing the data.

3.1.3 Administration of Experiment

The writer uses experimental design to organize the research. In this design, the writer divides the samples into two groups, there are experimental and control groups.

(1) Experimental Class

This group had the pre-test before the experiment. The score of this test reflected the students' writing skill before they were taught descriptive text by using study tour method. After the experimental group had the pre-test, in teaching writing descriptive text, they were taught by using study tour method. In this method, they visited Kalianget Resort to know the situation

of the resort directly. Then, the writer asked them to make a descriptive text about the resort based on the real situation that they knew and saw when they visited the resort. This test was called as a post-test.

(2) Control Class

This class had the pre-test before the experiment. This group was taught descriptive text without using study tour method. The writer taught them using some pictures of Kalianget Resort as media, and then they did a post-test after they were taught the materials about descriptive text.

3.1.4 Variables

Hartoyo (2009:64) states that "a variable is anything that can take on different values. For example, height, weight, age, race, attitude, and IQ are variables because there are different heights, weights, ages, races, attitudes, and IQs".

According to Best (1981:68) "experimental design is the blueprint of procedures that enables the researcher to test hypothesis by reaching valid conclusion about relationships between independent and dependent variables". Variable is the object of study or the focus of the study (Arikunto, 2002:94). This research has two variables, they are independent and dependent variables.

(1) Independent variable

Independent variables are the conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their relationship to observed phenomena. The independent variable is the factor that is manipulated or controlled by the researcher. In this study, the independent variable is the use of study tour method in teaching writing descriptive text.

(2)   Dependent variable

Dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables. The dependent variable is a measure of the effect of the independent variable. The dependent variable of this study is the mastery of writing skill of descriptive text.

3.2   Subject of the Study

In conducting a research, it is very important to collect the data from the sources. In this study, the writer chose the source of the data or the subject of the research, the eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year of 2010/2011. This school is located on Kalibeber, Mojotengah, Wonosobo. In addition, the data that the writer would like to obtain are the students' mastery in writing a descriptive text using study tour method as media.

The reasons for choosing the eight grade students of SMP Takhassus Al-Qur'an Wonosobo to be the subject of the research were that they had been taught about descriptive text and the rules of it, the location of the school is near Kalianget Resort, and 75% of the students are not local students (they are from Temanggung, Banjarnegara, Semarang, Jakarta, Riau, Palembang, and other cities outside Wonosobo), so it makes the writer believes that most of them have never visited the resort before. The subject in this research also played an important role since they gave the required data. Referring to the data, it is important to determine the proper population and samples.

3.2.1 Population

The definitions of population are given in many books. Gay in Kumala (2007:28) states that "the population is the group of interest to the researcher, the group to which he/she would like the results of the study to be in general". "Population is a group about which the researcher is interested in gaining information and drawing conclusions" (Saleh, 2001:227). Nunan (2003:25) states that "population is all cases, situations or individuals who share one or more characteristics". Similarly, Sugiyono (2010:55) states that "population is a generalization area that consist of object or subject which has quality and certain characteristic which was determined by researchers for being learned and drew conclusion from it".

Based on the statements above, it is very helpful for obtaining the data if the writer chooses the population carefully according to the problem in the study. The eight grade students of SMP/MTs learn four genres (narrative, descriptive, recount, and anecdote) and the genre chosen in this research is descriptive text. Therefore, the population chosen in this research was the eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year of 2010/2011, which has eight classes. Each of them consists of 25 until 30 students. Thus, the total number of population is 221 students.

3.2.2 Sample and Sampling Technique

After determining the population, the writer then selected a sample. Based on Best (1981:8) "a sample is a small proportion of a population selected for observation and analysis". A good sample is one that is representative of the population from which it is selected. Therefore, the representatives of a sample determine the

validity of the generalization of the result. The sample is made up of the students from the population who is chosen to participate in the study.

The writer used purposive samples in choosing the samples because of the administrative limitations in randomly selecting and assigning individuals to experimental and control groups. Therefore, the writer used available classes as the samples. Those were VIII B as the experimental group and VIII H as the control group. The experimental group was taught by using study tour method and the control group was taught only by using pictures of Kalianget Resort.

3.3 Instrument for Collecting the Data

According to Kerlinger (1965:84) "instrument is an important tool for collecting the data in a research study". He also states that "for the most part, the instrument used to measure the achievement in education in a test". Based on Saleh (2001:31) "the term instrument can be used as a means for collecting the data." Instrument is very significant for gathering the data accurately. In this study, the writer used writing test as the instrument for gathering the data. A test is very important instrument of which researcher will get the data of her investigation. Test is a set of question or other practice or device used to measure the skill, intelligence, ability or talent of an individual or a group.

In this study, the writer used pre-test, treatments, and post-test. According to Harris (1969:69), "there are some possible writing test and composition tests". In assessing students' ability in producing descriptive text, the writer used essay test in the form of composition. In this assessment, the students were required to make

descriptive text based on the given topic. For the experimental group, there was a study tour method which could enrich students' knowledge about the situation of Kalianget Resort, helped the students to know the real condition about the place which were described, and also there were 5 keywords given to help them to develop their descriptive text. While the control group would be given some pictures of Kalianget Resort completed with 5 keywords given as well.

(1) Pre-Test

The students were given a pre-test in starting the data collection to identify the writing descriptive achievement.

(2) Treatments

The two groups were given different treatment. The experimental group got a treatment by using study tour method in writing descriptive text. On the other hand, the control group was taught by using pictures as media in teaching writing descriptive text. In gathering the data, the writer asked the two groups to make a descriptive text as treatments, and it could be an individual test or a group test.

(3) Post-Test

Post-test was conducted after the treatments. Here, for the experimental group, the experiences visited Kalianget Resort were used as aid in teaching writing descriptive text. For the control group, their memories of the given pictures of Kalianget Resort was used to write descriptive text. Post-test is used to measure the students' ability after the treatments.

3.4   Method of Collecting the Data

Collecting data is the most important step in conducting a research study since it will influence much on the result of the research. A good research cannot be obtained unless a proper data is available.

Heaton (1979:109) states that "before we assess the students' results, we should identify the features which we want to measure first. For example, in writing test we may identify the point of fluency, grammar, vocabulary, content, and mechanics." As such, the writer considered the five aspects as the items to mark and each aspect had 5 point. The total score of the students was gotten from the total point which was gotten then multiplied by 4.

3.5   Statistical Design

According to Isaac and William (1971:134) "the t-test to determine a significant difference between two sample means". The writer used t-test to see whether there is a significant difference between using a study tour method and using pictures in teaching descriptive writing. Before t-test formula was applied, the first step to identify the significant difference between the experimental and the control groups were found by comparing the means of both groups.

After the computation of the two means was done, the t-test formula was applied to determine whether the difference between the two means was statistically significant. In order to apply the t-test formula, the deviation should be computed first.

The formula is as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$

In which;

t : significance

M1 : means of the experimental group

M2 : means of the control group

d1 : deviation of the experimental group

d2 : deviation of the control group

N1 : numbers of sample in the experimental group

N2 : numbers of sample in the control group

(Isaac and William, 1971:134)

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

3.6   Scoring System

There are some scoring systems which are used by Indonesian teachers. Brown and Bailey (1984:39) designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from "level work" to "excellent" (Table 3.2).

Table 3.2 Analytical Scale for Rating Composition Tasks

Rating	Organization: Introduction, Body, and Conclusion	Logical Development of Ideas: Content	Grammar	Punctuation, Spelling, and Mechanics	Style and Quality of Expression
20-18 **Excellent to Good**	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Precise vocabulary usage; use of parallel structures; concise; register good
17-15 **Good to Adequate**	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully	Essay addresses the issues but misses some points; ideas could be more fully developed; some	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the	Some problems with writing conventions or punctuation; occasional spelling errors; left	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise

	developed; sequence is logical but transitional expressions may be absent or misused	extraneous, material is present	reader is aware of them; no fragments or run-on sentences	margin correct; paper is neat and legible	
14-12 Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Some vocabulary misused; lacks awareness of register; may be too wordy
11-6 Unacceptable to not	Shaky of minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Poor expression of ideas; problems in vocabulary; lacks variety of structure
5-1 College – level work	Absence of introduction or conclusion; no apparent organization of body; severe lack of	Essay is completely inadequate and does not reflect college-level work; no apparent effort	Severe grammar problems interfere greatly with the message; reader can't understand what the writer	Complete disregard for English writing conventions; paper illegible;	Inappropriat e use of vocabulary; no concept of register or sentence variety

	supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)	to consider the topic carefully	was trying to say; unintelligible sentence structure	obvious capitals missing, no margin; severe spelling problems	

(Source: Brown and Bailey, 1984:39)

Besides the scoring system above, teachers also guide a scoring system modeled by Heaton (1974:137). The aspects of the scoring are grammar, vocabulary, mechanics, fluency, and relevance.

(1)   Grammar refers to appropriate tenses.

(2)   Vocabulary refers to diction.

(3)   Mechanics refers to the punctuation and spelling.

(4)   Fluency refers to style and ease of communication.

(5)   Relevance refers to the content in relation to the task demanded of the students.

This scoring system is used by most of the teachers to get students' score in writing test. The scoring system can be described in Table 3.3 as follows:

Table 3.3 Scoring Guidance Taken from Heaton's Grid and Categories

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.

	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.	
Vocabulary	5	Use of wide range of vocabulary taught previously.	
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.	
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.	
	2	Restricted vocabulary, use synonym (but not always appropriate).	
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.	
Mechanics	5	No errors.	
	4	1 or 2 minor errors only (e.g. le or el).	
	3	Several errors some interfere with communication, not too hard to understand.	
	2	Several errors some interfere with communication, some words very hard to organize.	
	1	Numerous errors, hard to recognize several words, communication made very difficult.	
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.	
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.	
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.	
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.	

	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974:137)

In this study, the writer applied the scoring guidance from Heaton's grid and categories. The reason choosing this scoring system because she could analyze the data easily; moreover, this system is simpler than analytical scale. Since there are 5 components and the highest of each score is 5, then the maximum score is 25. The scoring is based on the Heaton's method. To get the score of each student, the scoring considered the five components above. Each student should be able to write 10 until 15 simple sentences in his/her descriptive text. Then, the student's score is multiplied by 4 to get maximum score that is 100.

To know the method was succesful or not, the writer used raw scores. In classifying the score, she used the measurement of students' achievement suggested by Harris (1969:134).

Table 3.4 Student's Mastery

Criteria of Assessment	Grade
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

(Source: Harris, 1969:134)

3.7 Formula of Analyzing the Data

In this research, the writer used some formula. *Mean* is the most frequently used measure of central tendency in test statistics. It is a value that helps summarize an entire set of numbers. A set's mean is calculated by adding the numbers in the set together and dividing their sum by the number of members of the set.

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

In which;

M   : Mean (the average of the score)

$\sum X$: Total scores

N   : Numbers of students

Beside *mean*, the writer also used *deviation* to analyze the data. The formula of *deviation* is as follows:

$$d = X - M$$

Where;

d   : Deviation

X   : Score

M   : Mean

All formulas above were used by the writer. The calculation of all formulas is based on the students' work in making a descriptive writing. To analyze the data, the writer used the formula of *t*-test above.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents data analysis, normality and homogeneity, significant difference between the result of the pre-test, treatments, and post-test, difference between the two means, analyzing the *t*-test, and discussion of the research findings.

4.1 Data Analysis

After the writer conducted the research, she had to calculate the data. In this research, the writer would analyze the data that were got on the pre-test, the treatments, and the post-test.

4.1.1 Pre-Test

Pre-test was administrated before the application of the treatment for the experimental and the control groups. Pre-test was given to both the control and experimental groups to measure the condition before the treatment. Both groups got the same question. The purpose of conducting the pre-test was to know how well the students in both groups had already mastered the descriptive text. Pre-test was conducted on March 14, 2011. The students were asked to make a descriptive text which consisted of 10 until 15 sentences in 50 minutes. The students who joined in this test were 26 students for the experimental group and 26 students for the control group. The result of the pre-test can be found in Appendix 14 and 15.

Table 4.1 List of Students' Mastery of the Experimental Group (Pre-Test)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	-	0%
71 – 80	Good	7	26.92%
61 – 70	Fair	8	30.77%
51 – 60	Poor	8	30.77%
Less than 50	Very Poor	3	11.54%

In the pre-test, the experimental group's achievement was very low. It can be seen from the percentage of the students' results. The students who got grade less than 50 was 11.54%, the students who got grade poor was 30.77%, the students who got grade fair was 30.77%, and the students who got grade good was 26.92%. It meant that their skill in writing descriptive text was very poor. No one got very good or excellent in this pre-test.

Table 4.2 List of Students' Mastery of the Control Group (Pre-Test)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	-	0%
71 – 80	Good	6	23.08 %
61 – 70	Fair	8	30.77%
51 – 60	Poor	12	46.15%
Less than 50	Very Poor	-	0%

It was the same as the experimental group's achievement, the result of the pre-test of the control group also was very low. The students who got grade good were smaller than the students who got grade fair or poor. The percentage of the students who got good grade was 23.08%, the percentage of the students who got fair was 30.77%, and the percentage of the students who got poor was 46.15%. It meant that the students' skill in writing descriptive text was very poor.

Chart 4.1 The Pre-Test Results of the Control and the Experimental Groups
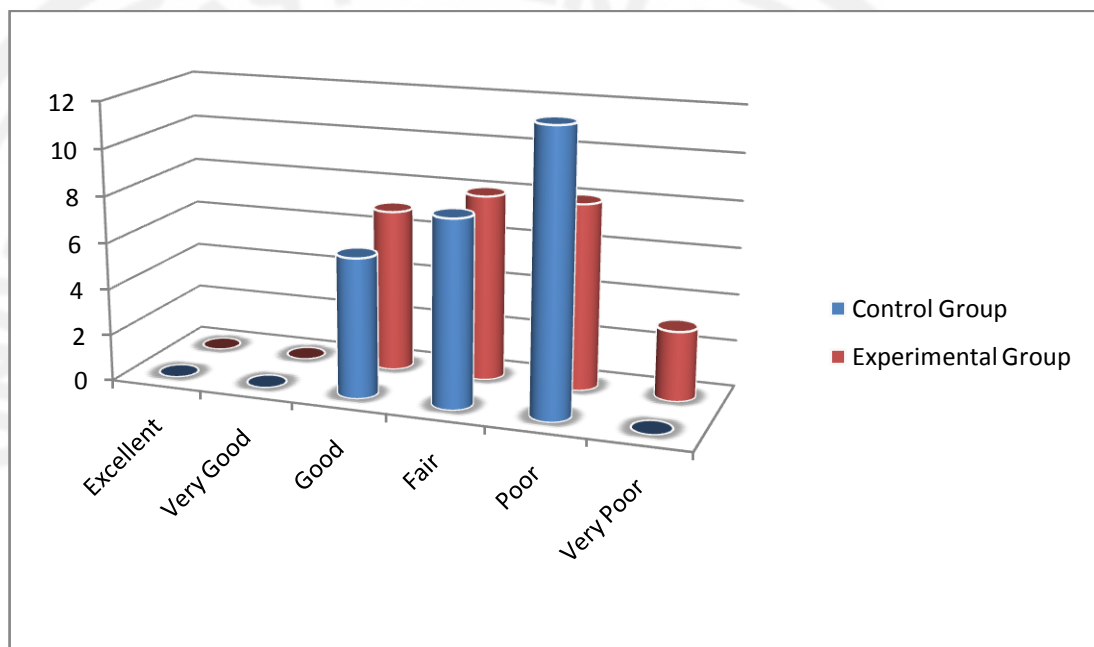
4.1.2 Treatments

After conducting the pre-test, the writer conducted the treatments. The writer taught descriptive text 2 times to the experimental group by using study tour method and 2 times to the control group which was taught by using pictures of Kalianget Resort.

Table 4.3 Lists of the Experimental Group Activities

No.	Activities	Materials	Time
1.	First treatment	In the first treatment, the writer invited the students to Kalianget Resort. In the resort, she explained the meaning of descriptive text, the purpose of descriptive text, and the generic structures of descriptive text. After explaining about the materials, she gave the examples of descriptive text. Then, she asked the students to make a descriptive text based on the real situation in Kalianget Resort individually.	It was held on March 17, 2011
2.	Second treatment	It was the same as the first treatment, in the second treatment the students were invited to visit Kalianget Resort. Then, the writer gave the explanation about simple present tense and the lexicogrammatical features of	It was held on March 21, 2011

| | | descriptive text. After giving the explanation, she asked the students to make a group consisted of four students and to make a description of Kalianget Resort. | |

Table 4.4 Lists of the Control Group Activities

No.	Activities	Materials	Time
1	First treatment	In the first treatment, the writer only gave some pictures of Kalianget Resort. Then, she explained the meaning of descriptive text, the purpose of descriptive text, and the generic structures of descriptive text. After explaining about the materials, she gave the examples of descriptive text and asked the students to make a descriptive text based on the given pictures individually.	It was held on March 19, 2011
2	Second treatment	In the second treatment, the writer	It was held on

		explained simple present tense and the lexicogrammatical features of descriptive text. After giving the explanation, she asked the students to make a group consisted of four students and to make a description of their classroom.	March 21, 2011

The students wrote a descriptive text based on the treatments that were given to them. For the experimental group, the students were taught by using study tour method. The students visited Kalianget Resort in every treatment. Meanwhile, the students of the control group were taught without using study tour method but they were taught by using some pictures of Kalianget Resort. The results of the control and experimental groups can be found in Appendix 16 until 19.

Table 4.5 List of Students' Mastery of the Experimental Group
(Treatment 1)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	1	3.85%
71 – 80	Good	10	38.46 %
61 – 70	Fair	12	46.15%

51 – 60	Poor	3	11.54%
Less than 50	Very Poor	-	0%

In the first treatment, the experimental group's achievement was higher than in the pre-test. The result of the students who got grade poor was 11.54%, the students who got grade fair was 46.15%, the students who got grade good was 38.46%, and the students who got grade very good was 3.85%. There was no student who got grade very poor anymore. It meant that their skill in writing descriptive text increased. Although the students who got grade very good only 3.85%, but it shows that there were some improvements.

Table 4.6 List of Students' Mastery of the Control Group (Treatment 1)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	-	0%
71 – 80	Good	6	23.08 %
61 – 70	Fair	14	53.84%
51 – 60	Poor	6	23.08%
Less than 50	Very Poor	-	0%

In the first treatment, the control group's achievement was higher than in the pre-test. The result of the students who got grade poor was 23.08%, the students who got grade fair was 53.84%, and the students who got grade good was 23.08%. It meant that their skill in writing descriptive text was better than before. Although

the results of the students in the control group increased, but they were lower than

the students' results in the experimental group.

Chart 4.2 The First Treatment Results of the Control and Experimental Groups
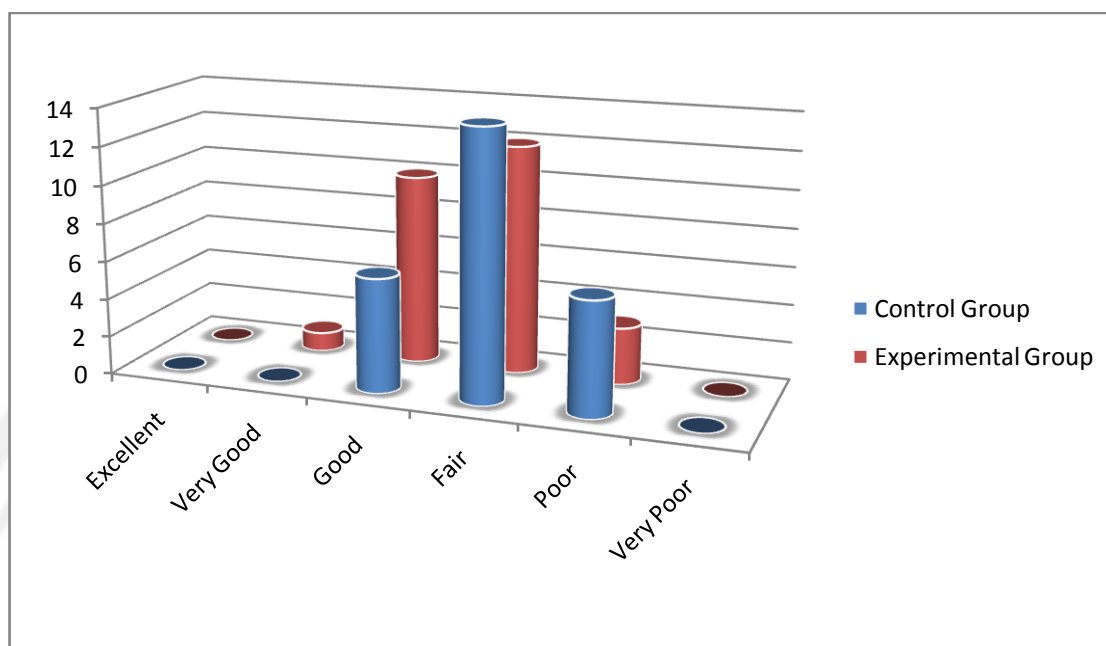
Table 4.7 List of Students' Mastery of the Experimental Group

(Treatment 2)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	1	3.85%
71 – 80	Good	14	53.85 %
61 – 70	Fair	9	34.61%
51 – 60	Poor	2	7.69%
Less than 50	Very Poor	-	0%

In the second treatment, the experimental group's achievement was higher

than in the pre-test and the first treatment. The result of the students who got

grade poor was 7.69%, the students who got grade fair was 34.61%, the students who got grade good was 53.85%, and the students who got grade very good was 3.85%. It meant that their skill in writing descriptive text increased. Although the students who got grade very good was only 3.85%, but it shows that there were some improvements. The percentage of the students who got grade good was higher than in the first treatment (from 38.46% in the first treatment increased to 53.85% in the second treatment).

Table 4.8 List of Students' Mastery of the Control Group (Treatment 2)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	-	0%
71 – 80	Good	8	30.77 %
61 – 70	Fair	13	50%
51 – 60	Poor	5	19.23%
Less than 50	Very Poor	-	0%

In the second treatment of the control group, the students' achievement increased. The result of the students who got grade poor was 19.23%, the students who got grade fair was 50%, and the students who got grade good was 30.77%. It meant that their skill in writing descriptive text increased, but it was still lower than the results of the experimental group.

Chart 4.3 The Second Treatment Results of the Control and Experimental Groups
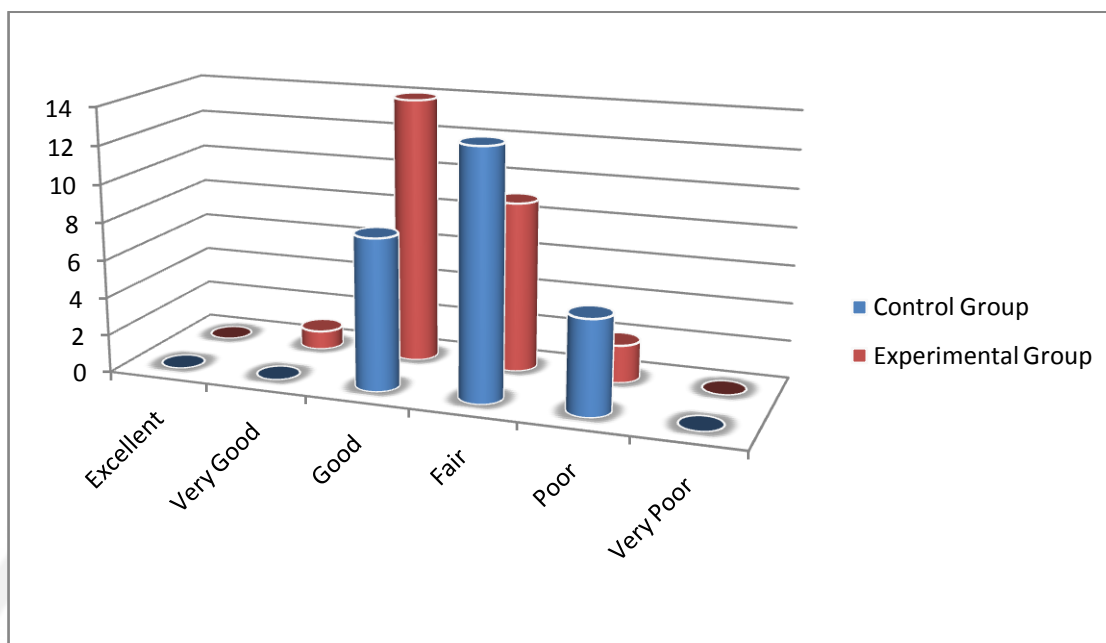
4.1.3 Post-Test

After conducting the treatments, the writer conducted the post-test. The aim of conducting the post-test was to know the result of the students' achievement after the treatments. Then, the data of the pre-test and the post-test were analyzed to see whether there was a significant difference of the students' result of writing descriptive text between those taught by using study tour method and those taught by using pictures of Kalianget Resort. The post-test was conducted on March 26, 2011. The test was writing test which was similar to the test in the pre-test. The result of the post-test can be found in Appendix 20 and 21.

Table 4.9 List of Students' Mastery of the Experimental Group (Post-Test)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	2	7.69%
81 – 90	Very Good	6	23.08%

71 – 80	Good	12	46.15%
61 – 70	Fair	4	15.39%
51 – 60	Poor	2	7.69%
Less than 50	Very Poor	-	0%

In the post-test, the experimental group's achievement improved. The percentages that the students got on grade poor and fair were 7.69% and 15.39%. Most of the students got grade good (46.15%) and there was 7.69% of the students who got grade excellent. No one got grade very poor in the post-test. It meant that their skill in writing descriptive text was better than before. However, there was 7.69% of the students who got grade poor. It may be caused by some reasons; for example, the students felt that it was difficult to find the right vocabularies, the students did not use correct grammar in developing their paragraphs, and the writer was only give the treatment twice so it was not enough to change the students' ability directly.

Table 4.10 List of Students' Mastery of the Control Group (Post-Test)

Criteria of Assessment	Grade	Frequency	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	3	11.54%
71 – 80	Good	10	38.46 %
61 – 70	Fair	9	34.61%
51 – 60	Poor	4	15.39%
Less than 50	Very Poor	-	0%

In the post-test, the control group's achievement improved. The percentages that they got on grade poor and fair were 15.38% and 34.61%. Most of the students got grade good (38.46%) and the students who got grade very good was 11.54%. No one got grade very poor and excellent in the post-test. The students who got grade good was the highest, it meant that their skill in writing descriptive text was better than before.

Chart 4.4 The Post-Test Results of the Control and Experimental Groups
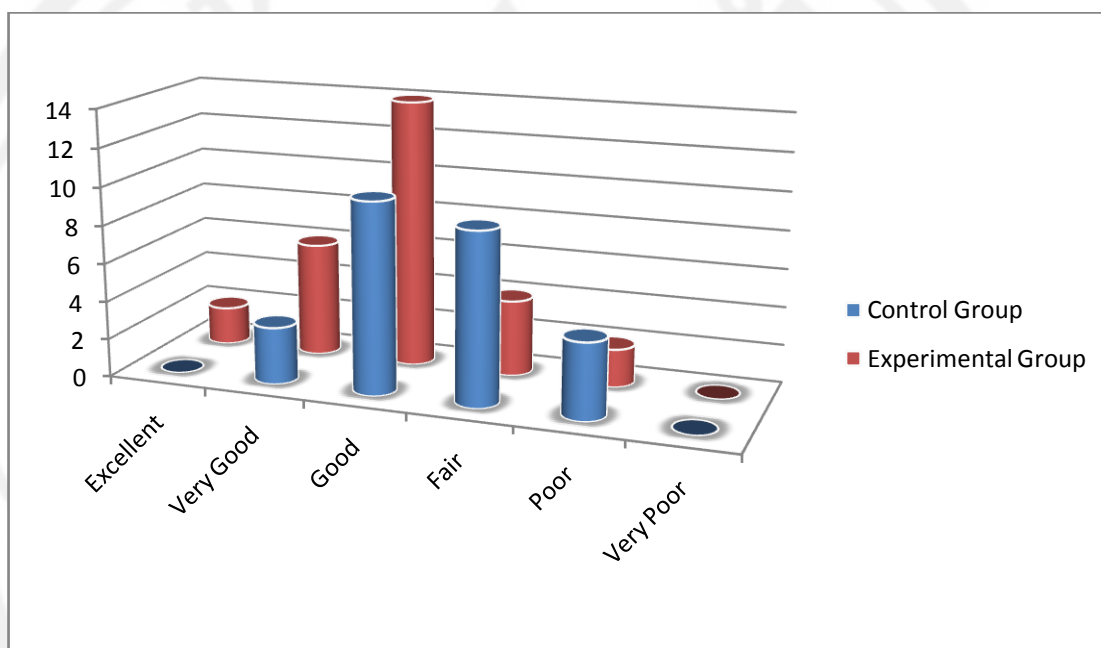
4.2 Normality and Homogeneity

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

4.2.1 Normality

Before the *t*-test computation, it is needed to make sure that the data are normal. After getting the data of the control and the experimental groups, the normality of

those data were analyzed. The writer used SPSS to analyze the normality. The rules of this system is, if the "Asymp. Sig. (2-tailed)" of the result > 0.05 then the data is normal.

Based on the results (Appendix 26), the Asymp. Sig. (2-tailed) of the control group was 0.386 and the Asymp. Sig. (2-tailed) of the experimental group was 0.166. It meant that the data of both groups were normal.

4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group are homogeneous or not. The writer computed the homogeneity of the control and experimental groups used SPSS system. In that system, the writer only added the data that were gathered then counted the homogeneity.

Based on the results (Appendix 28), the homogeneity of the control group was 0.637 and the homogeneity of the experimental group was 0.703. It meant that the two groups were homogeneous because the standard of homogeneity was >0.05.

4.3   Significant Difference between the Result of the Pre-Test, Treatments, and Post-Test

The data that were gathered in the pre-test and post-test were analyzed to know whether study tour method can increase the students' skill in writing descriptive text or not. They included grammar, vocabulary, mechanics, fluency, and relevance. The results of the pre-test, treatments, and post-test can be seen from the following charts:

Chart 4.5 The Pre-Test Results of the Control and Experimental Groups
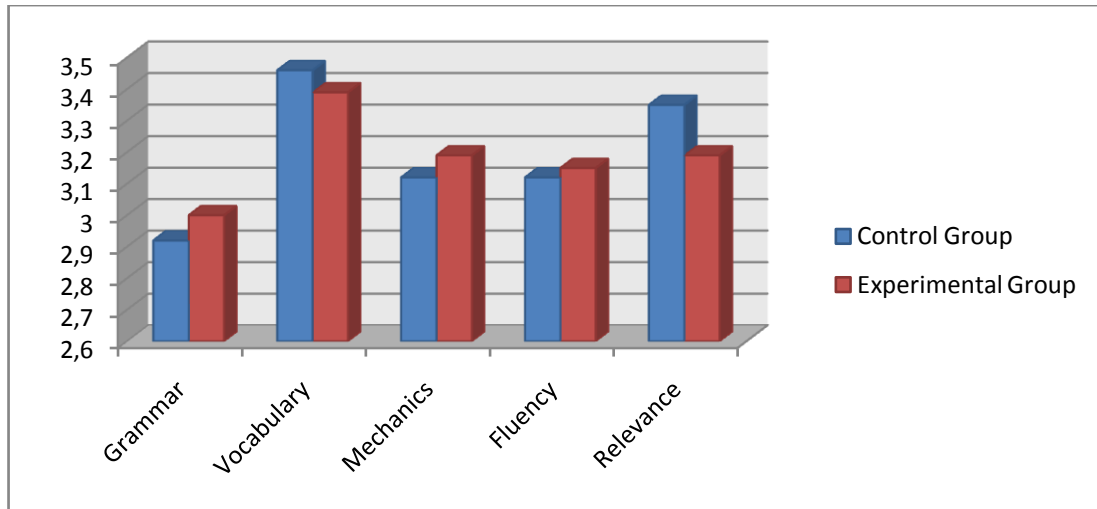
Based on the chart above, there were some differences between the results of the control group and the experimental group. The average of grammar, mechanics, and fluency of the experimental group were higher than the results of the control group, whereas the vocabulary and relevance of the control group were higher than the results of the experimental group.

Chart 4.6 The First Treatment Results of the Control and Experimental Groups
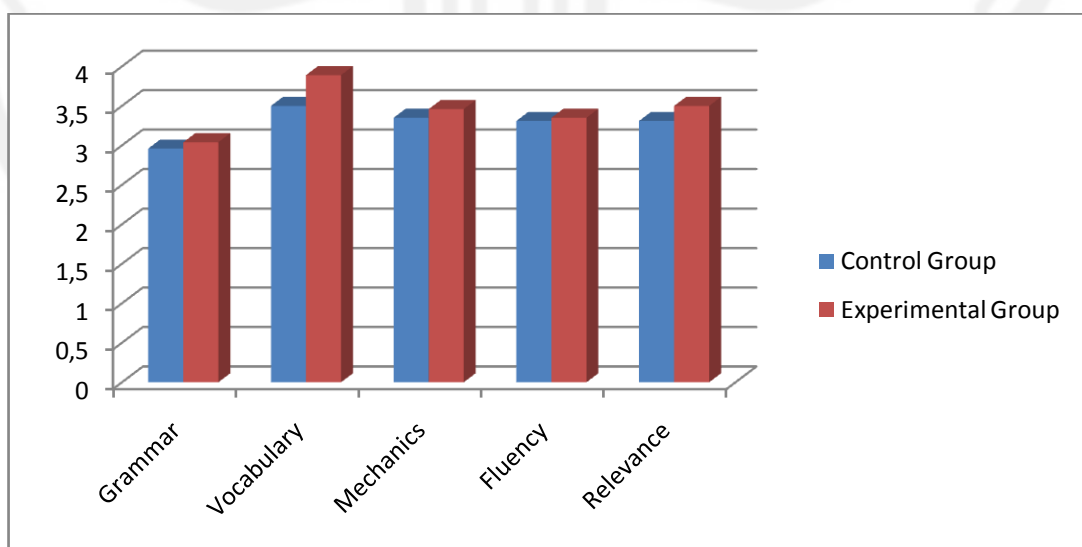
In the first treatment, it can be seen that there were some improvements in both groups, but the average of each aspect in the experimental group was higher than the control group.

Chart 4.7 The Second Treatment Results of the Control and Experimental Groups
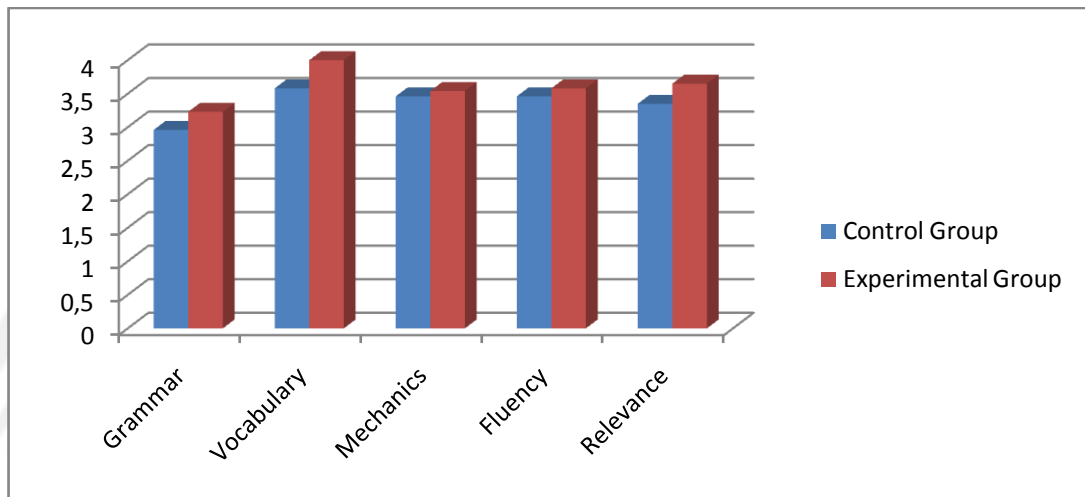
There were some improvements in the results, both in the control and the experimental groups, and the highest result got by both the control and the experimental groups was the aspect of vocabulary.

Chart 4.8 The Post-Test Results of the Control and Experimental Groups
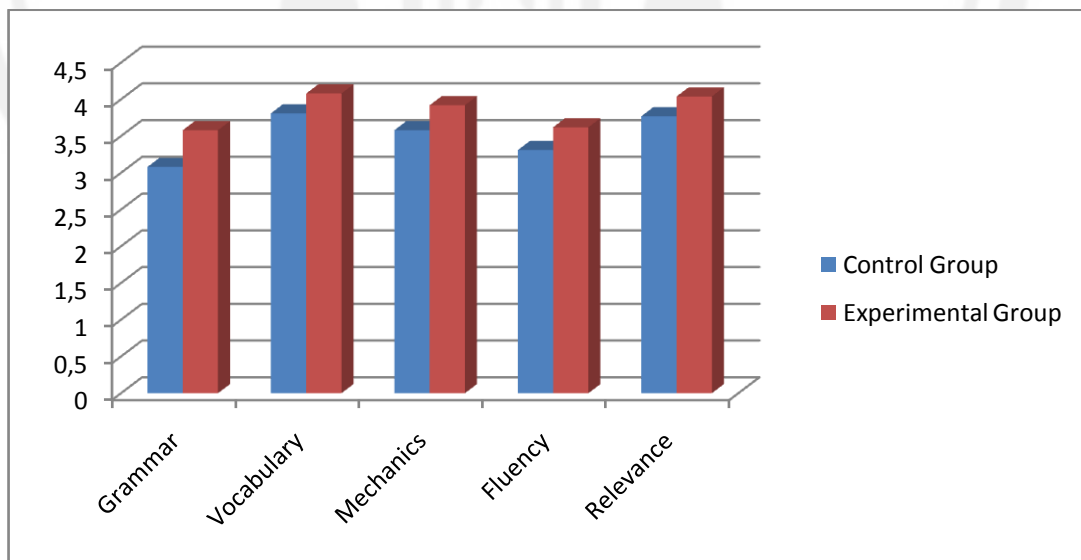
From the results of the treatments until the post-test, the average scores of the experimental group were higher than those of the control group. It shows that teaching using study tour method is needed to increase the students' skill in writing descriptive text.

4.4 Difference between the Two Means

After getting all the scores, the computation was made. The means which were gathered in the research would reflect the different effectiveness of the treatments given to both groups. The writer applied the t-test formula to count the difference.

The following formula was used to get the means:

$$Me = \frac{\sum Xe}{N} \qquad Mc = \frac{\sum Xc}{N}$$

Where;

M_e : the mean score of the experimental group

Mc : the mean score of the control group

$\sum$Xe : the sum of all scores of the experimental group

$\sum$Xc : the sum of all scores of the control group

N : the number of the subject sample

According to the formula, the mean of the control group in the pre-test and the post-test was:

$$M_c = \frac{\sum x - \sum y}{N}$$

$$= \frac{1824 - 1660}{26}$$

$$= \frac{164}{26}$$

$$= 6.31$$

In addition, the writer also found out the mean of the experimental group in the pre-test and the post-test:

$$M_\text{e} = \frac{\sum x - \sum y}{N}$$

$$= \frac{2000 - 1656}{26}$$

$$= \frac{344}{26}$$

$$= 13.23$$

Besides the writer used the formula above, she used other calculation to count the means of the experimental and the control groups. This analysis found the mean of each test of both groups.

The mean of the experimental group on the pre-test is:

$$M_1 = \frac{\sum X}{N}$$

$$= \frac{1656}{26}$$

$$= 63.69$$

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

$$M_1 = \frac{\sum X}{N}$$

$$= \frac{2000}{26}$$

$$= 76.92$$

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

$$M_2 = \frac{\sum X}{N}$$

$$= \frac{1660}{26}$$

$$= 63.85$$

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

$$M_2 = \frac{\sum X}{N}$$

$$= \frac{1824}{26}$$

$$= 70.15$$

From the calculation, it can be seen that on the experimental group, the mean of the pre-test was 63.69 and the post-test was 76.92. From those scores, the different mean between the pre-test and post-test was 13.23. While, on the control group, the average score of the pre-test was 63.85 and the post-test was 70.15. The different average score between those tests was 6.3.

Based on the calculation, it could be concluded that the different average score on the experimental group was higher than on the control group. It means that there is good improvement of the experimental group which was taught by using study tour method to increase the skill in writing descriptive text.

However, it could not be concluded that the difference between the two means of the pre-test and the post-test was significant. Therefore, to determine whether the difference between the two means was statistically significant, the t-test formula was applied.

4.5 Analyzing the *t*-test

The test is intended to investigate whether there is any significant difference of skill in writing descriptive text between the students taught by using study tour method and those who taught without using study tour method. It was hypothesized that the difference occurs.

To measure the significance of the pre-test and the post-test, the *t*-test was used. The *t*-value obtained from the computation should be consulted with the critical value in the *t*-table. The result of the consultation was then used as an attempt to verify the hypothesis. The *t*-test formula was applied to measure the significant difference between the experimental and control groups. The d_1 and d_2 were obtained from the differences in score between the pre-test and post-test of both groups.

The formula is as follows:

$$t = \frac{M_1 - M_2}{\sqrt{(\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2})(\frac{N_1 + N_2}{N_1 N_2})}}$$

Before applying the *t*-test formula, the writer should find out M_1, M_2, $\sum d_1^2$ and $\sum d_2^2$. From the appendix 25, it can be seen that M_1 was 3.31 and $\sum d_1^2$ was 179.54 and from the appendix 24, it can be seen that M_2 was 1.58 and $\sum d_2^2$ was 142.35.

$$t = \frac{M_1 - M_2}{\sqrt{(\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2})(\frac{N_1 + N_2}{N_1 N_2})}}$$

$$= \frac{3.31 - 1.58}{\sqrt{\left(\dfrac{179.54 + 142.35}{26 + 26 - 2}\right)\left(\dfrac{26 + 26}{26x26}\right)}}$$

$$= \frac{1.73}{\sqrt{\left(\dfrac{321.89}{50}\right)\left(\dfrac{52}{676}\right)}}$$

$$= \frac{1.73}{\sqrt{\dfrac{16738.28}{33800}}}$$

$$= \frac{1.73}{\sqrt{0.4942}}$$

$$= \frac{1.73}{0.7037}$$

$$= 2.46$$

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

The number of subjects in this study for the experimental and control groups were 52 with the degree of freedom (df) = 50, that was from Nx + Ny − 2 = 50. At the 5% (0.05) alpha level of significance, t-value that was obtained was 2.46 and t-table was 2.18, so the t-value was higher than t-table. It means that there is significant difference in achievement between the students who were taught

writing descriptive text by using study tour method and those who were taught without using study tour method.

In other words, the research findings reveal that the result of the treatments is in line with the writer's hypothesis that "the eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year 2010/2011 taught by study tour method gain significantly better mastery of writing skill of descriptive text than students taught without study tour method."

Therefore, the null hypothesis that "the eight grade students of SMP Takhassus Al-Qur'an Wonosobo in the academic year 2010/2011 taught by study tour method do not gain significantly better mastery of writing skill of descriptive text than students taught without study tour method" is rejected.

4.6 Discussion of the Research Findings

The data were obtained from the students' achievement score of the writing test. They were administered pre-test, treatments, and post-test for both the experimental and the control groups. The average scores for the experimental group were 15.92 for the pre-test, 17.23 in the first treatment, 18 in the second treatment, and 19.23 in the post test. While the average scores for the control group were 15.96 for the pre-test, the first and second treatments were 16.43 and 16.81, and 17.55 for the post-test. The following is the simple chart for the pre-test, treatments, and post-test students' average score.

Chart 4.9 The Results of the Average Scores of the Pre-Test, Treatments, and Post-Test of the Experimental and Control Groups
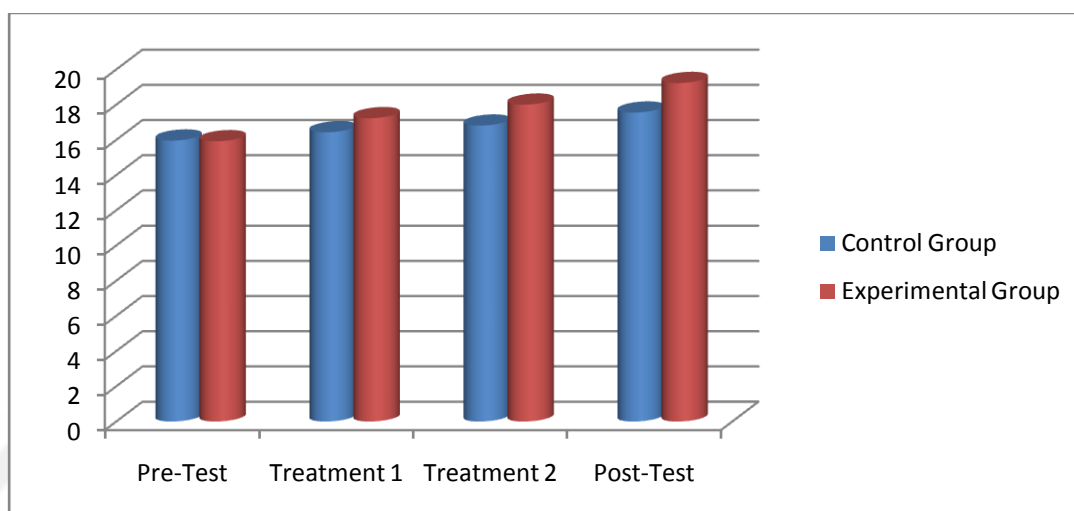
From the chart above, it can be seen that the score of pre-test of the control group is higher than the experimental group. Then, the score of the students who were taught by using study tour method and without using study tour method in writing descriptive text increased. Nevertheless, the scores of the treatments and the post-test of the experimental group are higher than the control group's scores. The increasing of each aspect will be described on the following tables.

Table 4.11 The Average of Each Aspect in the Pre-Test, Treatments, and Post-Test of the Experimental Group

Aspects	Pre-Test	Treatment 1	Treatment 2	Post-Test
Average of Grammar	3	3.04	3.23	3.58
Average of Vocabulary	3.39	3.89	4	4.08
Average of Mechanics	3.19	3.46	3.54	3.92
Average of Fluency	3.15	3.34	3.58	3.62
Average of Relevance	3.19	3.5	3.65	4.04

Table 4.12 The Average of Each Aspect in the Pre-Test, Treatments, and Post-Test of the Control Group

Aspects	Pre-Test	Treatment 1	Treatment 2	Post-Test
Average of Grammar	2.92	2.96	2.96	3.08
Average of Vocabulary	3.46	3.5	3.58	3.81
Average of Mechanics	3.12	3.35	3.46	3.58
Average of Fluency	3.12	3.31	3.46	3.31
Average of Relevance	3.35	3.31	3.35	3.77

The increasing skill involves the whole aspects of the components of writing: grammar, vocabulary, mechanics, fluency and relevance.

Generally, students' grammar is still weak. Most of them wrote in *Bahasa Indonesia* firstly, then they translated word by word. They did not understand how to produce some sentences into a good structure. They also forgot to use appropriate punctuations. After getting the treatments by using study tour method, their grammar ability and mechanics improved more significantly than the students treated without using study tour method.

In the grammar aspect, the students should understand better about the using of simple present tense because in the descriptive text we should use simple present tense. After visiting the resort (treatment to the experimental group) and seeing the pictures of Kalianget Resort (treatment to the control group), the students' ability in mastery grammar were increased. It showed that there was any improvement. Therefore, the treatments given to the students were effective. It

was the same with the mechanics, the students also got better knowledge about the spelling and punctuation in making a good paragraph.

The students in both groups often looked up in their dictionary or electronic dictionary to find the words/vocabulary that would be written in their pre-test. It made the students use words that were not appropriate to the context. In the post-test, their vocabulary improved because they had been taught more vocabulary about Kalianget Resort.

The students of the experimental group got higher score than the students of the control group. It was because the students of the experimental group could see and observe the situation directly. Therefore, they knew the details of the situation in the Kalianget Resort and they can enrich their knowledge about the new vocabulary that might be they had never seen before.

The fluency of the students was good enough. The writer could understand what they wrote. But sometimes, they made their own words, such as: and other-other, thirdth, fild, etc. The fluency was refers to the style and ease of communication. It meant that the results of the students got better score if it was easy to understand and the readers could get the ideas of the writing. After doing the treatments, the students could make a descriptive text better than before because they should practise and practise continuously.

About the relevance of the content, in the pre-test, they only wrote some sentences (less than 10 sentences). However, their sentences supported the topic. After getting the treatments, the content of the students' writing improved. Their ideas were also well organized. It was the same with other aspects, the relevance

of the content was improve after doing the treatments. It showed that the treatments given to the students, especially to the students of the experimental group, were effective.

The highest average of those aspects in both groups was vocabulary and the lowest one was grammar. It could be caused by the finding of the vocabularies students used dictionary. While, in grammar aspect the students usually forgot to put "to be" or "s/es". It made the results of the vocabulary was higher than other aspects. Besides that, the situations in the resort and in the pictures were simple to describe. Therefore, the students could found the vocabulary easily.

Based on the results, it can be concluded that the using of study tour method is effective to increase students' skill in writing descriptive text. It is appropriate with the theory that was described by Roestiyah (2001:85) in Chapter 2 "*karya wisata bukan sekedar rekreasi, tetapi untuk belajar atau memperdalam pelajarannya dengan melihat kenyataan*" and Mulyasa (2005:112) states that "*suatu perjalanan atau pesiar yang dilakukan oleh peserta didik untuk memperoleh pengalaman belajar, terutama pengalaman langsung dan merupakan bagian integral dari kurikulum sekolah. Meskipun karya wisata memiliki banyak hal yang bersifat non akademis, tujuan umum pendidikan dapat segera dicapai, terutama berkaitan dengan pengembangan wawasan pengalaman tentang dunia luar*". It means that by study tour, students can enjoy the learning process and they can get real experiences that give them more knowledge about something which will be described.

4.7 The Advantages of Using Study Tour Method in Teaching Writing Descriptive Text

During conducting the research, the writer found that the students in the experimental group really looked excited with the use of study tour as a method in teaching writing descriptive text. They followed the teaching and learning process enthusiastically. It can be seen from the students' participation in the learning process. They asked the material that they did not understand and they were very happy and active in following the learning process. It did not happen to the control group that was taught without using study tour method (using pictures of Kalianget Resort) in teaching writing descriptive text. Consequently, it affected the achievement.

The improvement of the students in the control group was not as high as in the experimental group.

4.7.1 Advantages

Involving the teacher in the process of choosing method in teaching writing, especially in writing descriptive text, could be an excellent consideration. There are some advantages using study tour as one of methods in the teaching writing descriptive text. The advantages of study tour method are:

(1)   Study tour method is a method that can make the students enjoy the learning process,

(2)   The students can see and observe the object which will be described directly,

(3)   The students can get fresh ideas to develop their writing,

(4)   Study tour gives more information to the students because they can ask the person who is in charge of Kalianget Resort, and

(5)   The students can get the real experience.

4.7.2 Disadvantages

We all know that every teaching and learning process has advantages and disadvantages. The use of study tour method also has disadvantages that may give problems to the teacher.

The disadvantages of study tour method are:

(1)   It needs additional money. Although the cost to visit Kalianget Resort is cheap enough, but the money spent for the transportation and some snacks make the cost of this method is not really cheap. It is different if it is happened in the real teaching and learning process because teachers can use the school's agenda in doing this method.

(2)   It spends much time, so the learning process needs extra time. Study tour method can be done in the last hour of teaching and learning process (KBM) or out of the teaching and learning process. If it is done in the first hour, it can disturb other subjects.

(3)   Study tour is an outdoor activity. Therefore, teacher needs extra energy to control his/her students' activities. If it is necessary, the teacher should invite one or two partners to help him/her in controlling the students.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents conclusions and suggestions from the research. She hopes that it will give much contribution to improve the students' skill in writing descriptive text.

5.1 Conclusions

Based on the data analysis in chapter four, the writer could draw two main conclusions as the answers of the statement of problem in chapter one. The problem is "How effective is study tour method used to increase students' skill in writing descriptive?"

It could be drawn by looking at the test of significance. The computation explained in the previous chapter shows that the t-test value, for the degree of freedom is 50 and the α is 5 % level significance, is 2.46 and it is higher than t-table (2.18). It is concluded that the mean scores of the control and experimental groups are 1.58 and 3.31. It means that the method used in the experimental group is more effective than the one used in the control group. Therefore, the H_o is rejected and H_1 is accepted.

Besides that, the effectiveness of study tour method to increase students' skill in writing descriptive text can be seen from the results of the experimental group's scores. The results can be compared with those of the control group's

scores. The pre-test score from the control group was 63.85 and the experimental group was 63.69. After the treatments were given, the results of the experimental group were 68.92 and 72, but the results of the control group were 65.69 and 67.23. In the post-test the result of the experimental group was 76.92 and the control group was 70.15.

From the data above, the writer can conclude that the study tour method is effective to increase the students' skill in writing descriptive text because the results of the experimental group during the treatments and after the treatments are higher than the results of the control group.

The experimental and control groups are used to see to what extent study tour method as media to teach writing descriptive text is more effective than without using study tour method. Then, the average score of the control group on the pre-test was 63.85 and the average score on the post-test was 70.15. Therefore, the rise of the average score in the control group after the treatment is only 6.3 point. Meanwhile, the average score of the experimental group on the pre-test was 63.69 and the average score on the post-test was 76.92. The rise of the average score in the experimental group after the treatment is 13.23 point.

Here are the detail scores of each writing aspect of the control and the experimental groups. In the control group, the averages of grammar in the pre-test, treatment 1, treatment 2, and the post-test were 2.92, 2.96, 2.96, and 3.08. Meanwhile, the averages of grammar of the experimental group were 3, 3.04, 3.23, and 3.58. The averages of vocabulary of the experimental and control groups in the pre-test were 3.39 and 3.46; in treatment 1 were 3.89 and 3.5; in treatment 2

were 4 and 3.58; and in the post-test were 4.08 and 3.81. The averages of mechanics of the experimental group were 3.19 in the pre-test, 3.46 in treatment 1, 3.54 in treatment 2, and 3.92 in the post-test. Meanwhile the averages of mechanics of the control group were 3.12 in the pre-test, 3.35 in treatment 1, 3.46 in treatment 2, and 3.58 in the post-test. Then, the averages of fluency of the control group were 3.12 (pre-test), 3.31 (treatment 1), 3.46 (treatment 2), and 3.31 (post-test), but the averages of fluency of the experimental group were 3.15 (pre-test), 3.34 (treatment 1), 3.58 (treatment 2), and 3.62 (post-test). Last, the averages of relevance of the experimental and the control groups in the pre-test were 3.19 and 3.35; in treatment 1 were 3.5 and 3.31; in treatment 2 were 3.65 and 3.35; and in the post-test were 4.04 and 3.77.

It shows that the experimental class gets better development. It means that study tour method can make the students easier to write a descriptive text. They can explore their ideas clearly because they can describe the real thing in their surroundings directly.

5.2 Suggestions

After doing this research, the writer hopes the findings will give advantages to the area of education, particularly in the scope of teaching learning process at SMP Takhassus Al-Qur'an Wonosobo. The writer would like to give some suggestions as follows:

First, the teachers should use interesting method, such as study tour, in teaching writing especially in teaching writing descriptive text because it will give

the students real experience that can make them see and observe the object they want to describe directly during their learning process. Interesting experience can be used as one source in teaching writing descriptive text to improve the students' writing ability. The teachers should give some more information and explanation about the components of good writing, namely grammar, vocabulary, mechanics, fluency, and relevance. It is done because many students still made some mistakes in using the correct form of grammar, vocabulary, and spelling. The teachers should also give more practices in writing descriptive text because writing is the most difficult skill in learning English.

If this method (study tour) impossible to be done in the daily activities, it can be done in surrounding of the school to puss the cost but the writer believes that almost of the schools in Indonesia have an agenda to go to some places (tour areas) to picnic. Therefore, if the cost of this method is expensive enough (because it is impossible make the students' parents to pay much money only to increase students' skill in writing descriptive text), this agenda can be an alternative way to improve the students' skill especially in writing descriptive text. They can make a note of what they observed and seen, then they make a description about that place. So, they not only can having fun because they visit some tour areas, but also they can improve their ability especially in writing descriptive text.

Second, the students should practice writing a lot because writing is the most difficult skill in learning English language and it needs a process. The students should not be afraid of making mistake and worried about their ability in

choosing and arranging words to produce sentences because it would make them not be able to enjoy their writing activity and be confident enough in writing on their own. In making descriptive text, they should use stages in writing process like drafting, planning, editing, and publishing, so they can write freely and easily. Besides that, they should know the components of good writing

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http://en.wikipedia.org/wiki/spokenlanguage (accessed on 12/31/10)

http://en.wikipedia.org.wiki/written_Language (accessed on 12/31/10)

http://www.kaganonline.com/Newsletter/index.html (accessed on 12/31/10)

http://www.nadaisland.com/writing (accessed on 12/31/10)

http://www.wordnet.princeton.edu/perl/webwn (accessed on 12/31/10)

APPENDICES

Appendix 1. List of the Students of the Control Group

No.	Name	Code
1.	AM	C-1
2.	AIMA	C-2
3.	AIDSA	C-3
4.	ARS	C-4
5.	AAH	C-5
6.	AF	C-6
7.	DS	C-7
8.	FM	C-8
9.	GRF	C-9
10.	GR	C-10
11.	HUA	C-11
12.	IS	C-12
13.	IUAS	C-13
14.	ID	C-14
15.	LGM	C-15
16.	MS	C-16
17.	MT	C-17
18.	MHF	C-18
19.	MAT	C-19
20.	MIH	C-20
21.	MFN	C-21
22.	MM	C-22
23.	RM	C-23
24.	RA	C-24
25.	YA	C-25
26.	ZM	C-26

No.	Name	Code
1.	AT	E-1
2.	AKD	E-2
3.	ASR	E-3
4.	DO	E-4
5.	DA	E-5
6.	ELF	E-6
7.	EW	E-7
8.	FRIU	E-8
9.	FQ	E-9
10.	FM	E-10
11.	GS	E-11
12.	GBW	E-12
13.	KA	E-13
14.	MMA	E-14
15.	MS	E-15
16.	NA	E-16
17.	NU	E-17
18.	NY	E-18
19.	NH	E-19
20.	PNC	E-20
21.	PAR	E-21
22.	SN	E-22
23.	WH	E-23
24.	WK	E-24
25.	YAH	E-25
26.	ZK	E-26

LESSON PLAN

(Pre - Test)

SMP/MTs   : SMP Takhassus Al-Qur'an

Subject   : English

Class / Semester   : VIII/1

Text Type   : Descriptive Text

Skill   : Writing

Time Allotment   : 2 x 40 minutes

A. Standard Competence

6. *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence:

6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning:

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

1. construct simple descriptive text correctly

D. Material of Learning:

1. Descriptive Text

E. Method:

Three-phase technique

F. Teaching and Learning Activities:

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Give the students' worksheet.	a. Answer the teacher's greeting. b. Take the students' worksheet from the teacher.
2.	**Main Activities** a. Ask students to make a descriptive text. (Elaboration) b. Discuss the difficulties in the test together. (Confirmation)	a. Make a descriptive text. b. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the test.	a. Give comments about the test that they have done.

G. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to construct simple descriptive text correctly.	Written test	Essay	- Make a short descriptive text based on the key words.

2) Instrument of Evaluation

    Theme   : *Kalianget* Resort

    Tense   : Simple Present Tense

    Kind of paragraph   : Descriptive Text

    Time allotment   : 50 minutes

Instructions   :

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop your descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult your teacher when you need.

Key words:

1. location

2. situation

3. swimming pool

4. park

5. playing arena

3) Rubric of Assessment

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

(Source: Harris, 1969: 134)

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.

	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.

	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

LESSON PLAN
(Treatment 1 - Control Group)

SMP/MTs	: SMP Takhassus Al-Qur'an
Subject	: English
Class / Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competence

6. *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning

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

1. respond meaning in the descriptive text,
2. identify the purpose of descriptive text,
3. identify the generic structure of descriptive text, and
4. make a descriptive text based on the pictures.

D. Material of Learning

1. Descriptive Text

E. Method

Three-phase technique

F. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Make a good relationship with the materials that will be teach.	a. Answer the teacher's greeting. b. Pay attention to the teacher's explanation.
2.	**Main Activities** a. Explain the meaning and the purpose of descriptive text. (Exploration) b. Give the example of descriptive text. (Exploration) c. Explain the generic structure of descriptive text and ask them to identify the generic structure of a text. (Elaboration) d. Ask students to make a descriptive text based on the pictures given to them. (Elaboration) e. Discuss the text together. (Confirmation)	a. Pay attention to the teacher's explanation. b. Identify the generic structure of the text. c. Make a descriptive text based on the picture. d. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the material today.	a. Give comments about what they have been studied whether they understand or not, enjoy or not.

G. Source:

1. Text book "Let's Talk"
2. Pictures of *Kalianget* resort

H. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to respond meaning in the descriptive text.	Spoken test	Question and answer	- Find the meaning of these words!
2.	Students are able to identify the purpose of descriptive text.	Spoken test	Question and answer	- What is the purpose of the text?
3.	Students are able to identify the generic structure of descriptive text.	Spoken test	Question and answer	- Identify the generic structure of the text!
4.	Students are able to make a descriptive text based on the pictures.	Written test	Essay	- Make a descriptive text based on the picture using correct structures!

4) Instrument of Evaluation

My House

Identification → My house is big and clean. It has yellow colour.

Description { It has two floors, upstairs and down stairs. My room is located in upstairs and my parents' room is on the downstairs. In front of my house, there is a beautiful garden. There are so many plantations such as casuarinas tree, coconut tree, and many more. My sister and I like to water them all every morning. Besides that, there is a pond; there are so many goldfish inside it.

Next to my house, there is a garage, a place for keeping my father's car.

Choose a picture and make a descriptive text based on the picture!

1.

2.

3.

4.

5.

5) Rubric of Assessment:

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

(Source: Harris, 1969: 134)

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.

	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'

Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

LESSON PLAN

(Treatment 1 - Experimental Group)

SMP/MTs	: SMP Takhassus Al-Qur'an
Subject	: English
Class / Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competence

6. *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning

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

1. respond meaning in the descriptive text,
2. identify the purpose of descriptive text,
3. identify the generic structure of descriptive text, and
4. make a description about *Kalianget* Park.

D. Material of Learning

1. Descriptive Text

E. Method

Three-phase technique

F. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Make a good relationship with the materials that will be teach.	a. Answer the teacher's greeting. b. Pay attention to the teacher's explanation.
2.	**Main Activities** a. Explain the meaning and the purpose of descriptive text. (Exploration) b. Give the example of descriptive text. (Exploration) c. Explain the generic structure of descriptive text and ask them to identify the generic structure of a text. (Elaboration) d. Ask students to make a descriptive text based on the situation in *Kalianget* Park. (Elaboration) e. Discuss the text together. (Confirmation)	a. Pay attention to the teacher's explanation. b. Identify the generic structure of the text. c. Make a descriptive text based on the situation. d. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the material today.	a. Give comments about what they have been studied whether they understand or not, enjoy or not.

G. Source:

1. Text book "Let's Talk"
2. *Kalianget* Park

H. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to respond meaning in the descriptive text.	Spoken test	Question and answer	- Find the meaning of these words!
2.	Students are able to identify the purpose of descriptive text.	Spoken test	Question and answer	- What is the purpose of the text?
3.	Students are able to identify the generic structure of descriptive text.	Spoken test	Question and answer	- Identify the generic structure of the text!
4.	Students are able to make a description about *Kalianget* Park.	Written test	Essay	- Make a description about *Kalianget* Park using correct structures!

2) Instrument of Evaluation

My House

Identification → My house is big and clean. It has yellow colour.

Description

It has two floors, upstairs and down stairs. My room is located in upstairs and my parents' room is on the downstairs. In front of my house, there is a beautiful garden. There are so many plantations such as casuarinas tree, coconut tree, and many more. My sister and I like to water them all every morning. Besides that, there is a pond; there are so many goldfish inside it.

Next to my house, there is a garage, a place for keeping my father's car.

3) Rubric of Assessment:

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

(Source: Harris, 1969: 134)

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.

	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.

	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

LESSON PLAN

(Treatment 2 - Control Group)

SMP/MTs	: SMP Takhassus Al-Qur'an
Subject	: English
Class / Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competence

6. *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning

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

1. know the lexicogrammatical features of descriptive text,
2. understand simple present tense, and
3. make a good descriptive text.

D. Material of Learning

1. Descriptive Text
2. Simple present tense

E. Method

Three-phase technique

F. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Review the previous lesson.	a. Answer the teacher's greeting. b. Pay attention to the teacher's explanation.
2.	**Main Activities** a. Explain the lexicogrammatical features of descriptive text. (Exploration) b. Explain simple present tense and give example. c. Ask the students to make a sentence using simple present tense. (Elaboration) d. Ask the students to make a group consists of four students and make a descriptive text about their classroom. (Elaboration) e. Discuss the text together. (Confirmation)	a. Pay attention to the teacher's explanation about lexicogrammatical features of descriptive text and simple present tense. b. Make a sentence using simple present tense. c. Make a description of their class with their group. d. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the material today.	a. Give comments about what they have been studied whether they understand or not, enjoy or not.

G. Source

1. Text book "Let's Talk"
2. Classroom

H. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to know the lexicogrammatical features of descriptive text.	Spoken test	Question and answer	- What are the lexicogrammatical features of descriptive text?
2.	Students are able to understand simple present tense.	Written test	Essay	- Make a sentence using simple present tense!
3.	Students are able to make a good descriptive text.	Written test	Essay	- Make a group consists of four students and describe your classroom!

2) Instrument of Evaluation

   @ **Grammar**

   a. **Simple Present Tense**

   It expresses events or situation that exists habitually.

   Adverbs commonly used:

always	**everyday**
usually	**every morning**
often	**every year**

sometimes	on Monday
seldom	in the afternoon
never	in the morning

The patterns

(+) S + V1 s/es + O   S + to be (is, am, are) + Adjective

(-) S + does/do + not + V1   OR   S + to be + not + Adjective

 (?) Do/ does + S + V1 + O   To be + S + Adjective

3) Rubric of Assessment:

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

(Source: Harris, 1969: 134)

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.

Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.

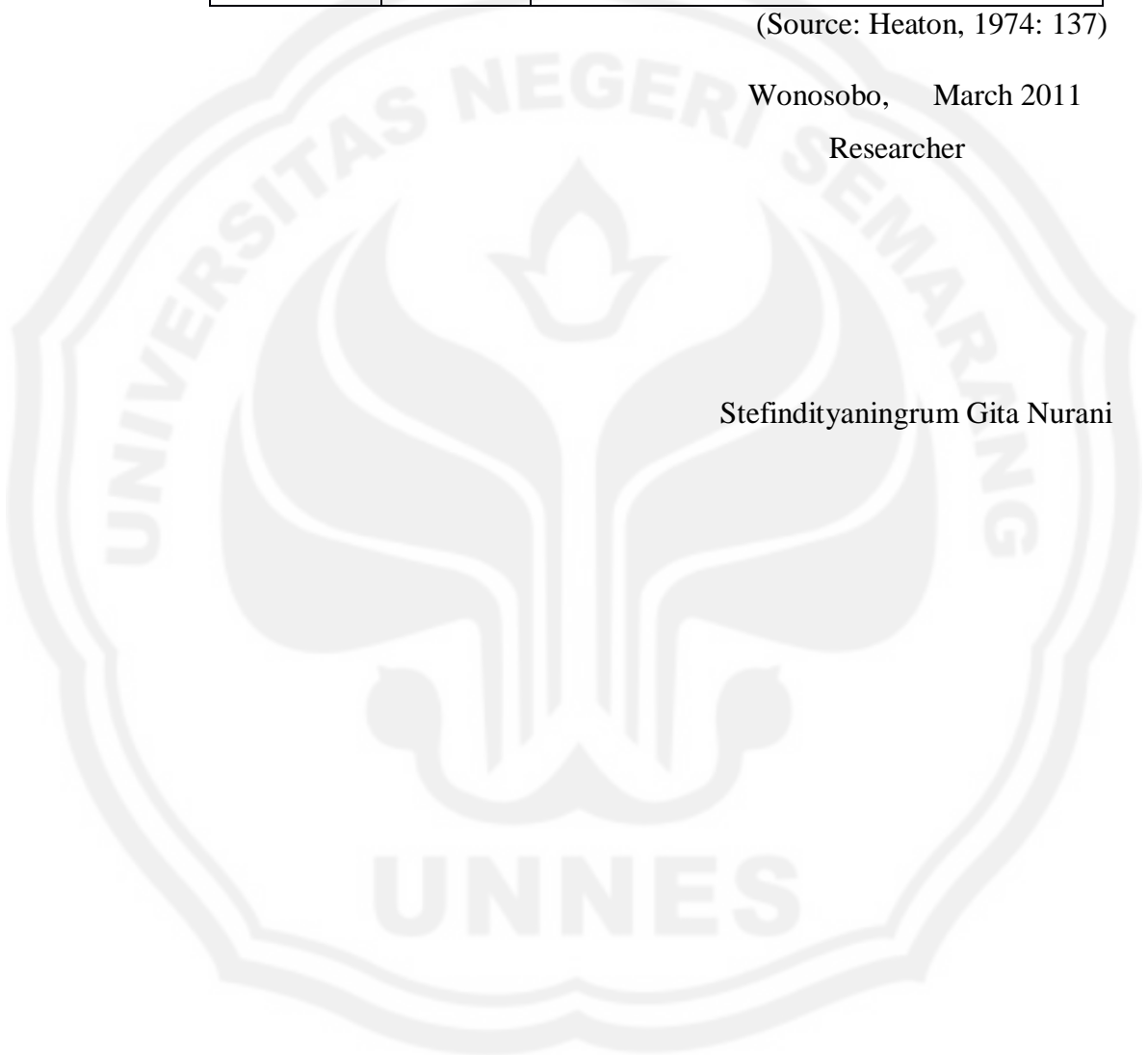|	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

LESSON PLAN

(Treatment 2 - Experimental Group)

SMP/MTs   : SMP Takhassus Al-Qur'an

Subject   : English

Class / Semester   : VIII/1

Text Type   : Descriptive Text

Skill   : Writing

Time Allotment   : 2 x 40 minutes

A. Standard Competence

6. *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning

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

1. know the lexicogrammatical features of descriptive text,
2. understand simple present tense, and
3. make a good descriptive text.

D. Material of Learning

1. Descriptive Text
2. Simple present tense

E. Method

Three-phase technique

F. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Review the previous lesson.	a. Answer the teacher's greeting. b. Pay attention to the teacher's explanation.
2.	**Main Activities** a. Explain the lexicogrammatical features of descriptive text. (Exploration) b. Explain simple present tense and give example. c. Ask the students to make a sentence using simple present tense. (Elaboration) d. Ask the students to make a group consists of four students and make a descriptive text about football stadium or playing arena in *Kalianget*. (Elaboration) e. Discuss the text together. (Confirmation)	a. Pay attention to the teacher's explanation about lexicogrammatical features of descriptive text and simple present tense. b. Make a sentence using simple present tense. c. Make a descriptive text about football stadium or playing arena in Kalianget. d. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the material today.	a. Give comments about what they have been studied whether they understand or not, enjoy or not.

G. Source:

1. Text book "Let's Talk"
2. Playing arena
3. Football stadium

H. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to know the lexicogrammatical features of descriptive text.	Spoken test	Question and answer	1. What are the lexicogrammatical features of descriptive text?
2.	Students are able to understand simple present tense.	Written test	Essay	2. Make a sentence using simple present tense!
3.	Students are able to make a good descriptive text.	Written test	Essay	3. Make a group consists of four students and describe playing arena or football stadium!

4) Instrument of Evaluation

   Grammar

   a. Simple Present Tense

   It expresses events or situation that exists habitually.

Adverbs commonly used:

always	**everyday**
usually	**every morning**
often	**every year**
sometimes	**on Monday**
seldom	**in the afternoon**
never	**in the morning**

The patterns

(+) S + V1 s/es + O		**S + to be (is, am, are) + Adjective**
(-) S + does/do + not + V1	**OR**	**S + to be + not + Adjective**
(?) Do/ does + S + V1 + O		**To be + S + Adjective**

5) Rubric of Assessment:

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
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Less than 50		Very poor

(Source: Harris, 1969: 134)

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	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.

	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.

Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.

	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

LESSON PLAN

(Post – Test)

SMP/MTs   : SMP Takhassus Al-Qur'an

Subject   : English

Class / Semester   : VIII/1

Text Type   : Descriptive Text

Skill   : Writing

Time Allotment   : 2 x 40 minutes

A. Standard Competence

6.   *Mengungkapkan* makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Objective of Learning

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

1.   construct simple descriptive text correctly

D. Material of Learning

1.   Descriptive Text

E. Method:

Three-phase technique

F. Teaching and Learning Activities:

No.	Teacher's Activities	Students' Activities
1.	**Opening** a. Greet the students. b. Check the attendance list. c. Give the students' worksheet.	a. Answer the teacher's greeting. b. Take the students' worksheet from the teacher.
2.	**Main Activities** a. Give some question to review the students. (Exploration) b. Ask students to make a descriptive text. (Elaborasi) c. Discuss the test together. (Confirmation)	a. Answer the teachers' questions. b. Make a descriptive text. c. Discuss with the teacher.
3.	**Closing** a. Give conclusion and feedback about the test.	a. Give comments about test.

G. Evaluation

1) Indicator, Technique, Form and Example

No.	Indicator	Technique	Form	Example
1.	Students are able to construct simple descriptive text correctly.	Written test	Essay	1. Make a short descriptive text based on the key words.

6) Instrument of Evaluation

Theme   : *Kalianget* Resort

Tense   : Simple Present Tense

Kind of paragraph   : Descriptive Text

Time allotment   : 50 minutes

Instructions   :

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop the descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult the teacher when you need.

Key words:

1. location

2. situation

3. swimming pool

4. park

5. playing arena

7) Rubric of Assessment

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

(Source: Harris, 1969: 134)

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate).
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.

	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.

	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Source: Heaton, 1974: 137)

Wonosobo,   March 2011

Researcher

Stefindityaningrum Gita Nurani

INSTRUMENT OF THE CONTROL GROUP

Instrument for Pre Test

    Theme   :   *Kalianget* Resort

    Tense   :   Simple Present Tense

    Kind of paragraph   :   Descriptive Text

    Time allotment   :   50 minutes

    Instructions   :

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop your descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult your teacher when you need.

    Key words:

1. location

2. situation

3. swiming pool

4. park

5. playing arena

GOOD LUCK

INSTRUMENT OF THE EXPERIMENTAL GROUP

Instrument for Pre Test

Theme	:	*Kalianget* Resort
Tense	:	Simple Present Tense
Kind of paragraph	:	Descriptive Text
Time allotment	:	50 minutes
Instructions	:	

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop your descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult your teacher when you need.

    Key words:

    1. location

    2. situation

    3. swiming pool

    4. park

    5. playing arena

GOOD LUCK

INSTRUMENT OF THE CONTROL GROUP

Instrument for Post Test

Theme	:	Kalianget Resort
Tense	:	Simple Present Tense
Kind of paragraph	:	Descriptive Text
Time allotment	:	50 minutes
Instructions	:	

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop your descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult your teacher when you need.

   Key words:

   1. location

   2. situation

   3. swiming pool

   4. park

   5. playing arena

GOOD LUCK

INSTRUMENT OF THE EXPERIMENTAL GROUP

Instrument for Post Test

Theme   :   Kalianget Resort

Tense   :   Simple Present Tense

Kind of paragraph   :   Descriptive Text

Time allotment   :   50 minutes

Instructions   :

1. Write your name and class.

2. Make a descriptive text by developing key words given.

3. The given key words help you to develop your descriptive text.

4. You work individually, and feel free to create Descriptive Text.

5. The paragraph is written in simple present tense.

6. The length of the paragraph is about 10 until 15 sentences.

7. Open your dictionary or consult your teacher when you need.

Key words:

1. location

2. situation

3. swiming pool

4. park

5. playing arena

GOOD LUCK

DESCRIPTIVE TEXT

A. Definition

Descriptive is a kind of genre which describes a particular place/thing/person.

(4) Describing an object/thing

Like any text, a descriptive text usually has a topic sentence, in which the writer introduces the objects. Usually the topic sentence gives a general impression of the object.

(5) Describing a place

Place is sometimes thought of only in terms of sight, it may also offer details of smell, taste, sound and touch.

(6) Describing a person

When the writer wants to describe someone, his/her purpose is to convey to the reader the person's individual qualities.

B. Generic Structures

1. Identification: identifies phenomenon to be described.

2. Description: describes parts, qualities, characteristics.

C. Example

My House

Identification → My house is big and clean. It has yellow colour.

Description → It has two floors, upstairs and down stairs. My room is located in upstairsand my parents' room is on the downstairs. In front of my house, there is a beautiful garden. There are so many plantations such as casuarinas tree, coconut tree, and many more. My sister and I like to water them all every morning. Besides that, there is a pond; there are so many goldfish inside it.

Next to my house, there is a garage, a place for keeping my father's car.

Some pictures of Kalianget Resort

1.

2.

3.

4.

5.

Significant Lexicogrammatical Features

(5)   specific participants

(6)   use of attributive and identifying processes

(7)   frequent use of epithets and classifiers in nominal groups, and

(8)   use of simple present tense.

@ Grammar

Simple Present Tense

It expresses events or situation that exists habitually.

Adverbs commonly used:

always	**everyday**
usually	**every morning**
often	**every year**
sometimes	**on Monday**
seldom	**in the afternoon**
never	**in the morning**

@ The patterns

(+) S + V1 s/es + O		**S + to be (is, am, are) + Adjective**
(-) S + does/do + not + V1	**OR**	**S + to be + not + Adjective**
(?) Do/ does + S + V1 + O		**To be + S + Adjective**

No	Code	G	V	M	F	R	Total	Score	Criteria
1.	E-1	3	2	3	2	3	13	52	Poor
2.	E-2	3	4	4	4	4	19	76	Good
3.	E-3	2	2	2	2	2	10	40	Very Poor
4.	E-4	4	4	4	4	4	20	80	Good
5.	E-5	3	4	3	4	4	18	72	Good
6.	E-6	3	4	4	4	4	19	76	Good
7.	E-7	3	3	3	3	3	15	60	Poor
8.	E-8	3	3	3	3	3	15	60	Poor
9.	E-9	3	4	4	4	4	19	76	Good
10.	E-10	3	3	4	3	4	17	68	Fair
11.	E-11	3	4	3	3	4	17	68	Fair
12.	E-12	3	2	2	2	2	11	44	Very Poor
13.	E-13	3	4	4	4	4	19	76	Good
14.	E-14	3	3	3	3	3	15	60	Poor
15.	E-15	4	4	4	4	4	20	80	Good
16.	E-16	3	4	3	3	3	16	64	Fair
17.	E-17	3	4	3	3	3	16	64	Fair
18.	E-18	3	4	3	3	3	16	64	Fair
19.	E-19	3	3	3	3	3	15	60	Poor
20.	E-20	2	2	2	2	1	9	36	Very Poor
21.	E-21	3	4	4	3	3	17	68	Fair
22.	E-22	3	4	3	3	3	16	64	Fair
23.	E-23	3	3	3	3	3	15	60	Poor
24.	E-24	3	3	3	3	3	15	60	Poor
25.	E-25	3	3	3	3	3	15	60	Poor
26.	E-26	3	4	3	4	3	17	68	Fair
	Summary	78	88	83	82	83	414	1656	
	Average	3	3,39	3,19	3,15	3,19	15,92	63,69	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	C-1	3	3	3	4	4	17	68	Fair
2.	C-2	3	3	3	3	3	15	60	Poor
3.	C-3	3	4	4	3	4	18	72	Good
4.	C-4	3	4	3	3	3	16	64	Fair
5.	C-5	3	3	4	4	3	17	68	Fair
6.	C-6	3	3	3	2	3	14	56	Poor
7.	C-7	3	3	3	3	3	15	60	Poor
8.	C-8	3	4	3	3	4	17	68	Fair
9.	C-9	3	4	3	3	4	17	68	Fair
10.	C-10	4	4	3	4	3	18	72	Good
11.	C-11	3	4	3	3	3	16	64	Fair
12.	C-12	3	3	3	2	3	14	56	Poor
13.	C-13	3	4	3	3	3	16	64	Fair
14.	C-14	3	4	4	4	4	19	76	Good
15.	C-15	3	3	3	3	3	15	60	Poor
16.	C-16	3	4	4	4	4	19	76	Good
17.	C-17	3	3	2	3	3	14	56	Poor
18.	C-18	3	3	3	2	3	14	56	Poor
19.	C-19	2	3	3	3	3	14	56	Poor
20.	C-20	3	3	3	3	3	15	60	Poor
21.	C-21	3	4	3	3	3	16	64	Fair
22.	C-22	3	3	2	3	3	14	56	Poor
23.	C-23	2	3	3	3	4	15	60	Poor
24.	C-24	3	4	3	4	4	18	72	Good
25.	C-25	2	3	3	3	3	14	56	Poor
26.	C-26	3	4	4	3	4	18	72	Good
	Summary	76	90	81	81	87	415	1660	
	Average	2,92	3,46	3,12	3,12	3,35	15,96	63,85	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	E-1	3	4	3	3	3	16	64	Fair
2.	E-2	3	4	4	4	4	19	76	Good
3.	E-3	2	3	2	3	3	13	52	Poor
4.	E-4	4	5	4	4	4	21	84	Very Good
5.	E-5	4	4	4	4	4	20	80	Good
6.	E-6	3	4	4	4	4	19	76	Good
7.	E-7	3	4	4	3	4	18	72	Good
8.	E-8	3	4	4	3	4	18	72	Good
9.	E-9	3	5	4	4	4	20	80	Good
10.	E-10	3	4	4	3	4	18	72	Good
11.	E-11	3	3	4	3	4	17	68	Fair
12.	E-12	3	3	3	3	3	15	60	Poor
13.	E-13	3	4	4	4	4	19	76	Good
14.	E-14	3	4	4	4	3	18	72	Good
15.	E-15	4	4	4	3	4	19	76	Good
16.	E-16	3	4	3	4	3	17	68	Fair
17.	E-17	3	4	3	4	3	17	68	Fair
18.	E-18	3	4	3	3	4	17	68	Fair
19.	E-19	3	4	3	3	3	16	64	Fair
20.	E-20	2	3	3	2	3	13	52	Poor
21.	E-21	3	4	4	3	3	17	68	Fair
22.	E-22	3	4	3	3	3	16	64	Fair
23.	E-23	3	4	3	3	3	16	64	Fair
24.	E-24	3	4	3	3	4	17	68	Fair
25.	E-25	3	4	3	3	3	16	64	Fair
26.	E-26	3	3	3	4	3	16	64	Fair
	Summary	79	101	90	87	91	448	1792	
	Average	3,04	3,89	3,46	3,34	3,5	17,23	68,92	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	C-1	3	4	3	4	4	18	72	Good
2.	C-2	3	4	3	3	3	16	64	Fair
3.	C-3	3	4	4	4	3	18	72	Good
4.	C-4	3	3	4	3	3	16	64	Fair
5.	C-5	3	4	3	4	3	17	68	Fair
6.	C-6	3	3	3	3	3	15	60	Poor
7.	C-7	3	3	4	3	3	16	64	Fair
8.	C-8	3	4	3	4	3	17	68	Fair
9.	C-9	3	4	3	4	4	18	72	Good
10.	C-10	3	3	4	4	3	17	68	Fair
11.	C-11	3	3	3	3	3	15	60	Poor
12.	C-12	2	4	3	3	3	15	60	Poor
13.	C-13	3	3	4	3	4	17	68	Fair
14.	C-14	3	4	3	4	4	18	72	Good
15.	C-15	3	4	3	3	3	16	64	Fair
16.	C-16	3	4	3	3	3	16	64	Fair
17.	C-17	3	3	3	3	4	16	64	Fair
18.	C-18	3	3	4	3	3	16	64	Fair
19.	C-19	3	3	3	3	3	15	60	Poor
20.	C-20	3	3	4	3	4	17	68	Fair
21.	C-21	3	4	3	4	3	17	68	Fair
22.	C-22	3	3	3	3	3	15	60	Poor
23.	C-23	3	3	3	3	3	15	60	Poor
24.	C-24	3	4	4	3	4	18	72	Good
25.	C-25	3	3	3	3	3	15	60	Fair
26.	C-26	3	4	4	3	4	18	72	Good
	Sum	77	91	87	86	86	427	1708	
	Average	2,96	3,5	3,35	3,31	3,31	16,43	65,69	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	E-1	3	4	3	3	4	17	68	Fair
2.	E-2	3	4	4	4	4	19	76	Good
3.	E-3	2	3	3	3	3	14	56	Poor
4.	E-4	4	5	4	5	4	22	88	Very Good
5.	E-5	4	5	4	4	4	21	84	Good
6.	E-6	5	4	4	4	4	21	84	Good
7.	E-7	4	4	4	4	4	20	80	Good
8.	E-8	4	4	4	3	4	19	76	Good
9.	E-9	3	5	4	4	4	20	80	Good
10.	E-10	3	4	4	3	4	18	72	Good
11.	E-11	3	4	4	3	4	18	72	Good
12.	E-12	3	4	3	3	4	17	68	Fair
13.	E-13	3	4	4	4	4	19	76	Good
14.	E-14	3	4	4	4	3	18	72	Good
15.	E-15	4	4	4	4	4	20	80	Good
16.	E-16	3	4	3	3	3	16	64	Fair
17.	E-17	3	4	3	4	3	17	68	Fair
18.	E-18	3	4	3	3	4	17	68	Fair
19.	E-19	3	4	3	4	3	17	68	Fair
20.	E-20	3	3	3	3	3	15	60	Poor
21.	E-21	3	4	4	3	4	18	72	Good
22.	E-22	3	4	3	3	3	16	64	Fair
23.	E-23	3	4	4	4	4	19	76	Good
24.	E-24	3	4	3	4	4	18	72	Good
25.	E-25	3	4	3	3	3	16	64	Fair
26.	E-26	3	3	3	4	3	16	64	Fair
	Summary	84	104	92	93	95	468	1872	
	Average	3,23	4	3,54	3,58	3,65	18	72	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	C-1	3	4	3	4	4	18	72	Good
2.	C-2	3	4	3	3	3	16	64	Fair
3.	C-3	3	4	4	4	3	18	72	Good
4.	C-4	3	3	4	3	3	16	64	Fair
5.	C-5	3	4	3	4	3	17	68	Fair
6.	C-6	3	3	3	3	3	15	60	Poor
7.	C-7	3	3	4	3	3	16	64	Fair
8.	C-8	3	4	3	4	3	17	68	Fair
9.	C-9	3	4	4	4	4	19	76	Good
10.	C-10	3	3	4	4	3	17	68	Fair
11.	C-11	3	3	3	3	3	15	60	Poor
12.	C-12	2	4	3	3	3	15	60	Poor
13.	C-13	3	3	4	3	4	17	68	Fair
14.	C-14	3	4	3	4	4	18	72	Good
15.	C-15	3	4	3	4	3	17	68	Fair
16.	C-16	3	4	3	3	3	16	64	Fair
17.	C-17	3	3	3	3	4	16	64	Fair
18.	C-18	3	3	4	3	3	16	64	Fair
19.	C-19	3	4	4	4	3	18	72	Good
20.	C-20	3	3	4	3	4	17	68	Fair
21.	C-21	3	4	3	4	3	17	68	Fair
22.	C-22	3	4	4	4	4	19	76	Good
23.	C-23	3	3	3	3	3	15	60	Poor
24.	C-24	3	4	4	4	4	19	76	Good
25.	C-25	3	3	3	3	3	15	60	Poor
26.	C-26	3	4	4	3	4	18	72	Good
	Sum	77	93	90	90	87	437	1748	
	Average	2,96	3,58	3,46	3,46	3,35	16,81	67,23	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	E-1	3	4	4	3	4	18	72	Good
2.	E-2	3	4	4	4	4	19	76	Good
3.	E-3	3	3	3	3	3	15	60	Poor
4.	E-4	4	5	5	4	5	23	92	Excellent
5.	E-5	5	4	4	4	5	22	88	Very Good
6.	E-6	5	4	4	4	5	22	88	Very Good
7.	E-7	4	4	5	4	4	21	84	Very Good
8.	E-8	5	4	4	4	4	21	84	Very Good
9.	E-9	4	5	5	4	4	22	88	Very Good
10.	E-10	3	4	4	3	4	18	72	Good
11.	E-11	3	4	5	3	4	19	76	Good
12.	E-12	4	4	4	4	4	20	80	Good
13.	E-13	3	4	4	4	4	19	76	Good
14.	E-14	3	5	4	4	4	20	80	Good
15.	E-15	4	4	4	4	5	21	84	Very Good
16.	E-16	3	3	3	3	3	15	60	Poor
17.	E-17	3	4	4	4	4	19	76	Good
18.	E-18	3	4	3	3	4	17	68	Fair
19.	E-19	3	4	4	3	4	18	72	Good
20.	E-20	3	4	3	3	4	17	68	Fair
21.	E-21	4	4	4	4	4	20	80	Good
22.	E-22	3	4	3	4	4	18	72	Good
23.	E-23	4	5	5	4	5	23	92	Excellent
24.	E-24	4	4	4	4	4	20	80	Good
25.	E-25	4	4	3	3	2	16	64	Fair
26.	E-26	3	4	3	3	4	17	68	Fair
	Summary	93	106	102	94	105	500	2000	
	Average	3,58	4,08	3,92	3,62	4,04	19,23	76,92	

No.	Code	G	V	M	F	R	Total	Score	Criteria
1.	C-1	3	4	4	4	4	19	76	Good
2.	C-2	3	4	3	3	4	17	68	Fair
3.	C-3	3	4	4	4	4	19	76	Good
4.	C-4	3	3	4	3	3	16	64	Fair
5.	C-5	3	4	3	4	4	18	72	Good
6.	C-6	3	3	4	3	3	16	64	Fair
7.	C-7	3	4	3	3	4	17	68	Fair
8.	C-8	3	4	4	3	4	18	72	Good
9.	C-9	4	5	3	4	5	21	84	Very Good
10.	C-10	3	3	4	3	3	16	64	Fair
11.	C-11	2	3	3	3	3	14	56	Poor
12.	C-12	2	3	3	3	3	14	56	Poor
13.	C-13	3	4	4	3	4	18	72	Good
14.	C-14	3	4	4	3	4	18	72	Good
15.	C-15	3	4	4	3	4	18	72	Good
16.	C-16	3	3	3	3	3	15	60	Poor
17.	C-17	3	4	3	3	4	17	68	Fair
18.	C-18	3	3	4	3	4	17	68	Fair
19.	C-19	3	4	4	4	4	19	76	Good
20.	C-20	3	4	3	3	4	17	68	Fair
21.	C-21	3	4	4	3	4	18	72	Good
22.	C-22	4	5	4	4	5	22	88	Very Good
23.	C-23	4	4	3	3	2	16	64	Poor
24.	C-24	4	5	4	4	5	22	88	Very Good
25.	C-25	3	3	3	3	3	15	60	Poor
26.	C-26	3	4	4	4	4	19	76	Good
	Sum	80	99	93	86	98	456	1824	
	Average	3,08	3,81	3,58	3,31	3,77	17,55	70,15	

Appendix 22. Table for X
(Differences between Pre-Test and Post-Test of the Control Group)

NO	CODE	PRE TEST X_1	POST TEST X_2	DIFFERENCE X
1	C-1	17	19	2
2	C-2	15	17	2
3	C-3	18	19	1
4	C-4	16	16	0
5	C-5	17	18	1
6	C-6	14	16	2
7	C-7	15	17	2
8	C-8	17	18	1
9	C-9	17	21	4
10	C-10	18	16	-2
11	C-11	16	14	-2
12	C-12	14	14	0
13	C-13	16	18	2
14	C-14	19	18	-1
15	C-15	15	18	3
16	C-16	19	15	-4
17	C-17	14	17	3
18	C-18	14	17	3
19	C-19	14	19	5
20	C-20	15	17	2
21	C-21	16	18	2
22	C-22	14	22	8
23	C-23	15	16	1
24	C-24	18	22	4
25	C-25	14	15	1
26	C-26	18	19	1
SUM		415	456	41
AVERAGE		15,96154	17,538462	1,576923077

Appendix 23. Table for X
(Differences between Pre-Test and Post-Test of the Experimental Group)

NO	CODE	PRE TEST X_1	POST TEST X_2	DIFFERENCE X
1	E-1	13	18	5
2	E-2	19	19	0
3	E-3	10	15	5
4	E-4	20	23	3
5	E-5	18	22	4
6	E-6	19	22	3
7	E-7	15	21	6
8	E-8	15	21	6
9	E-9	19	22	3
10	E-10	17	18	1
11	E-11	17	19	2
12	E-12	11	20	9
13	E-13	19	19	0
14	E-14	15	20	5
15	E-15	20	21	1
16	E-16	16	15	-1
17	E-17	16	19	3
18	E-18	16	17	1
19	E-19	15	18	3
20	E-20	9	17	8
21	E-21	17	20	3
22	E-22	16	18	2
23	E-23	15	23	8
24	E-24	15	20	5
25	E-25	15	16	1
26	E-26	17	17	0
SUM		414	500	86
AVERAGE		15,92308	19,23077	3,307692

Appendix 24. Table for Deviation of the Control Group

No.	X	d	d^2
1.	2	0,42	0,1764
2.	2	0,42	0,1764
3.	1	-0,58	0,3364
4.	0	-1,58	2,4964
5.	1	-0,58	0,3364
6.	2	0,42	0,1764
7.	2	0,42	0,1764
8.	1	-0,58	0,3364
9.	4	2,42	5,8564
10.	-2	-3,58	12,8164
11.	-2	-3,58	12,8164
12.	0	-1,58	2,4964
13.	2	0,42	0,1764
14.	-1	-2,58	6,6564
15.	3	1,42	2,0164
16.	-4	-5,58	31,1364
17.	3	1,42	2,0164
18.	3	1,42	2,0164
19.	5	3,42	11,6964
20.	2	0,42	0,1764
21.	2	0,42	0,1764
22.	8	6,42	41,2164
23.	1	-0,58	0,3364
24.	4	2,42	5,8564
25.	1	-0,58	0,3364
26.	1	-0,58	0,3364
Total	41	-0,08	142,3464

$$M = M_1 - M_2$$
$$= 17.54 - 15.96$$
$$= 1.58$$

No.	X	d	d^2
1.	5	1,69	2,8561
2.	0	-3,31	10,9561
3.	5	1,69	2,8561
4.	3	-0,31	0,0961
5.	4	0,69	0,4761
6.	3	-0,31	0,0961
7.	6	2,69	7,2361
8.	6	2,69	7,2361
9.	3	-0,31	0,0961
10.	1	-2,31	5,3361
11.	2	-1,31	1,7161
12.	9	5,69	32,3761
13.	0	-3,31	10,9561
14.	5	1,69	2,8561
15.	1	-2,31	5,3361
16.	-1	-4,31	18,5761
17.	3	-0,31	0,0961
18.	1	-2,31	5,3361
19.	3	-0,31	0,0961
20.	8	4,69	21,9961
21.	3	-0,31	0,0961
22.	2	-1,31	1,7161
23.	8	4,69	21,9961
24.	5	1,69	2,8561
25.	1	-2,31	5,3361
26.	0	-3,31	10,9561
Total	86	-0,06	179,5386

$$M = M_1 - M_2$$
$$= 19.23 - 15.92$$

One-Sample Kolmogorov-Smirnov Test

		control	exper
N		26	26
Normal Parameters[a]	Mean	63.85	63.69
	Std. Deviation	6.739	11.366
Most Extreme Differences	Absolute	.177	.219
	Positive	.177	.083
	Negative	-.122	-.219
Kolmogorov-Smirnov Z		.905	1.116
Asymp. Sig. (2-tailed)		.386	.166

Based on the table above, the data of both groups, the control and experimental groups, were normal. It could be seen from the results of Asymp. Sig. of two groups were bigger than 0.05. It meant that the data was normal because the significance standard of normality is 0.05. The result of the control group was 0.386 and the experimental group was 0.116.

Mean =63.69
Std. Dev. =11.366
N =26

exper

Mean =63.85
Std. Dev. =6.739
N =26
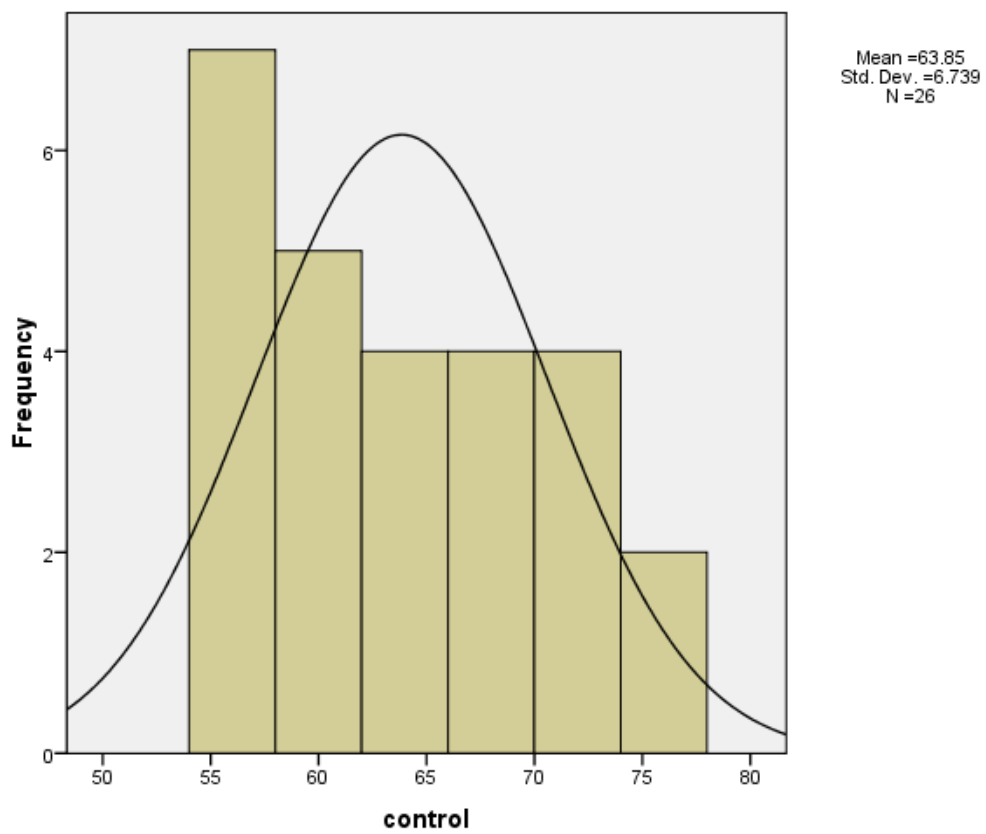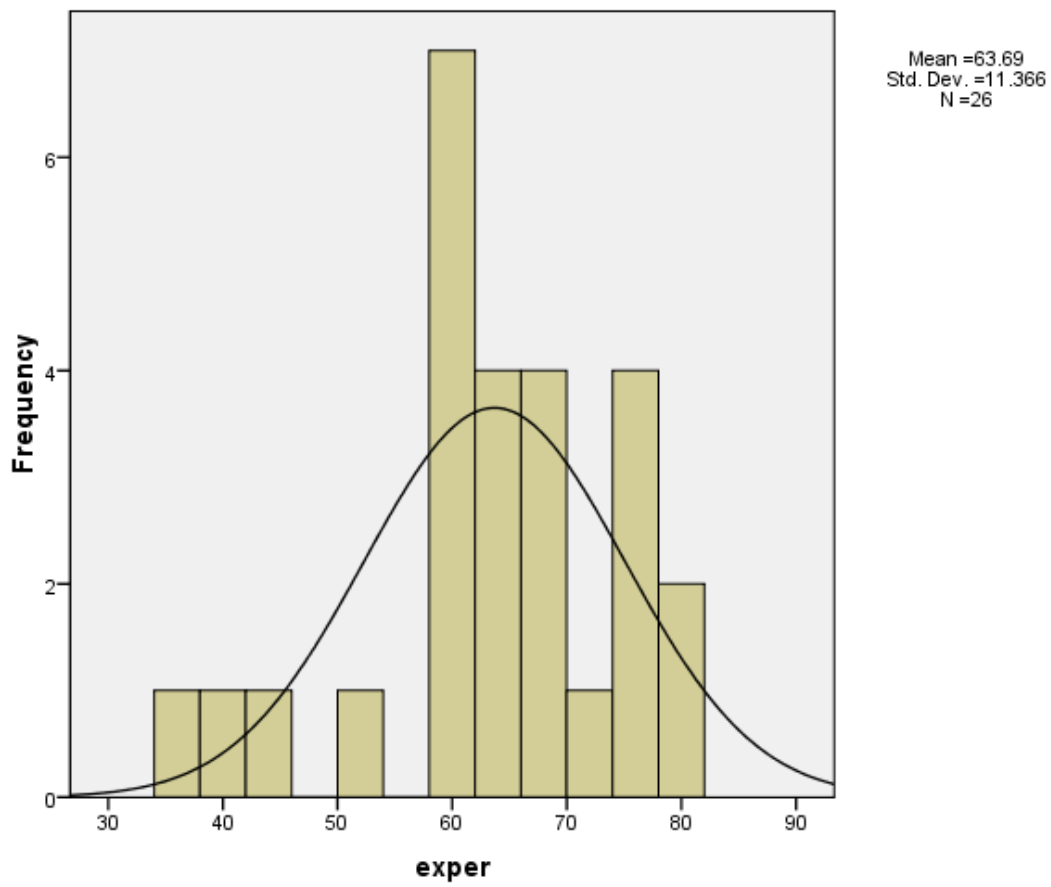
control

Test of Homogeneity of Variances

Control

Levene Statistic	df1	df2	Sig.
1.955	4	16	.150

ANOVA

Control

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	299.385	9	33.265	.637	.751
Within Groups	836.000	16	52.250		
Total	1135.385	25			

Test of Homogeneity of Variances

Experimental

Levene Statistic	df1	df2	Sig.
1.075	5	20	.404

ANOVA

Experimental

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	482.910	5	96.582	.703	.628
Within Groups	2746.629	20	137.331		
Total	3229.538	25			

Based on the tables above, the writer can conclude that the data was homogeneous. It could be seen from the results of F on each group was higher than 0.05, so the two groups were homogeneous. The F of the control group was 0.637 and the experimental was 0.703.

Pre-test of the control group.

Pre-test of the experimental group.

The writer gives explanation about generic structures in the control group.

The writer gives explanation about generic structures in the experimental group.

Students make a descriptive text based on the pictures individually.

Students make description of park in *Kalianget* individually.

A student tries to make a sentence using simple present tense.

A student asks a question to a visitor about *Kalianget.*

A student asks about simple present tense.

Students make a sentence using dictionary.

Students make a description of their class in group.

Students make a description of playing arena in group.

Post-test in the control group.

Post-test in the experimental group.

Hypotheses

Hw: $X_E > X_C$

Ho: $X_E = X_C$

The calculation

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$

Hw is accepted if $t > t_{(1-\alpha)(n_1+n_2-2)}$
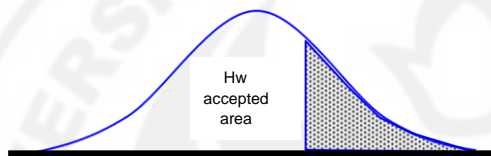
	Experimental	**Control**
Mean	3.31	1.58
Deviation	179.54	142,35
N	26	26

From the data, the writer concludes:

$$t = \frac{3,31 - 1,58}{\sqrt{\left(\frac{179,54 + 142,35}{26 + 26 - 2}\right)\left(\frac{26 + 26}{26 x 26}\right)}} = 2,46$$

For $\alpha = 5\%$ with df = 26 + 26 - 2 = 50, it is obtained $t_{(0.95)(50)} = 2.18$

2.18   2.46
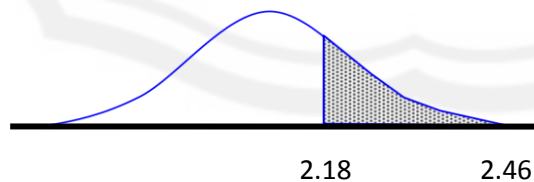
Because t_{value} is bigger than t_{table}, it can be concluded that the result is significant.

It means that the experimental group is better than the control group.

THE PRE-TEST RESULTS

CODE: E4

Kalianget

Kalianget is a swimming pool hot water. It is located in Kalianget, Wono-sobo.

Kalianget is big, narrow packing lots, and no foreign tourist.
Kalianget offer 3 swimming pools, bath rooms, there is hot water.
Here we can get relax and enjoy the beautiful swimming pool.
In Kalianget there are swimming pool hot water, and swimming pool cool water. There are swimming pool, ping-ping table, field badminton, and field basketfield playing area.

How much is rate for swim in the Kalianget.
Kalianget offers for the visit Rp 5.000, a child under 12 year old free. Kalianget very beautiful.

G = There is a few minor mistakes, like the student did not using "s" in plural word and the word "beautiful swimming pool" should be 'beauty of swimming pool.'
V = She/he used many words in described Kaliangel. But word "a child" it would be better if it is changed into "children."
M = The student did not using full stop in the end of sentences.
F = The descriptive text of this student is easy to understand. Although, there is a few sentences that does not effective.
R = The ideas well-organized but she/he repeated the same idea in other sentence.

**** GOOD LUCK ****

CODE: E12

My~~l~~ Love Kalianget

I ~~am to~~ stay in Wonosobo, I ~~am~~ like ~~to~~ go to Kalianget ~~who~~ ~~at~~ in village Kalianget, because situation ~~is~~ very fresh above all when we ~~to~~ swim in water warm certain will more interasting even in Kalianget ready give football ~~~~ fild, and park ~~in back~~ swimming pool along piple who intimate.

people

Matur Suwun

6 = The student used "be" before verb and many mistake in using tense.
V = The vocabulary is restricted and in writing some word she/he made mistakes, such as : fild. piple.
M = she/he often makes mistakes, because there are not appropriate punctuation, especially full stop.
F = Her/his style of writing is confusing enough to understand.
R = The connection between each sentence is difficult to deduce the idea.

**** GOOD LUCK ****

CODE: E23

V = 3
M = 3
F = 3
R = 3
‾‾‾‾‾
15 × 4 = 60

Kali anget is one of objeckt turisme in Wonosobo. The building is big, cleans, and nearby from here. It is located in kalianget Village. tere is many foraige, the rates are verry cheap only Rp. 3000 - be rasiutes in the kali anget is cantem, swiming pool.

Not watter in kalianget cam to make our body health and medi cine disaese of skin.

There is and any field enought the vast can to roof etc in kalianget.

G = The student did some mistakes, such as: "can to make," etc.
V = The student used tappropriate vocabulary but in wrote some words she/he made mistaker like: turisme, object t mearby, etc
M = In writing some words she/he cuts in wrong place.
     For example: kali anget and lo cated.
F = The text is not hard to understand, but in the last paragraph is not easy to understand.
R = The paragraphs were organized in the lack structures but the ideas can be classified.

**** GOOD LUCK ****

THE TREATMENT 1 RESULTS

CODE: E4

G = 4
V = 5
M = 4
F = 4
R = 4
—————
21 × 4 = 84

Kalianget

Kalianget is one of tour object in Wonosobo. It is Located Kalianget Village. from direction Wonosobo, Kalianget Located in turn left high way. Situation in Kalianget: Very cool. Many visitors come to Kalianget in holiday. Kalianget has parkir arena, Bath rooms, and three swimming Pools. A famous swimming Pool in Kalianget is hot water swimming pool. In the hot water swimming pool can remedial itch, rematic etc. There are also found canteen, field of tennis, play park. The rate ticket very cheap only Rp 3000.

G = She/he only make a few mistake, such as he/she did not put to be.

V = The student wrote the text appropriate with the instruction and she/he used some rare vocabulary.

M = she/he made a few mistake, for example: in wrote bathrooms she/he used capital "B" and in wrote "found" she/he wrote "foun".

F = Most of the sentences are quiete easy to understand.

R = The ideas written clearly but she/he did not describe the Kalianget in detail.

**** GOOD LUCK ****

CODE: E12

"Kalianget"

Kalianget is a swimming pool (hot) water in Kalianget Wonosobo. It's located down town. Kalianget is big. Kalianget offers 3 swimming pool. They contain bathrooms, towel, soap, ~~tooth, brush, and tooth~~ are available at the bathrooms.

Kalianget has facility such as : swimming pool, coffee ~~house~~ house only a ping pong table for playing table tennis, basket ball, and badminton. ?

Kalianget offers various rates for the visitors Rp 4.000.

G = She/he did not added "s" or "es" in some plural words.
V = He/she used vocabulary that common used by other students.
M = She/he made a few of mistakes in wrote capital letter.
F = There are several errors that make the sentence cannot easy to understand.
R = Actually, the text was organized in good structure, but she/he did not write the description of Kalianget Resort clearly.

**** GOOD LUCK ****

CODE: E23

G = 3
V = 4
M = 3
F = 3
R = 3
_____
16 × 4 = 64

"KALIANGET PARK"

Do you know kalianget park? Kalianget park is located at in kalianget village. in there any tress park and large. At the park, some there are play grounds children. no only ted, there are also grow many trees very big. And another the park, there are also stadium and swiming pool. At stadion usually used to foot ball competetion, run competetion, and joging at sunday morni. At located swiming pool, there are three swiming pools. At the First pool, interior tired is 3m. At the seond pool interior tired between 1-3 m. And thirdtk pot pool is place warm watter. At Kalianget Park every day busy sure. But the most busy at saturday. Because saturday is vacation day. Many people come at kalianget park.

G = The student often make mistake in using tense.
V = She/he gave many explanations and used many words but she/he did not use some synonym.
M = Sometimes she/he wrote capital letter in wrong places and she/he did not write correct words.
F = The reader should read more than one to understand the text.
R = The ideas do not well organized and the structures of the sentences are not good enough.
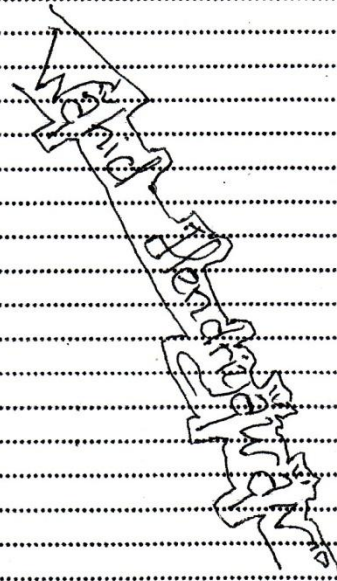
**** GOOD LUCK ****

THE TREATMENT 2 RESULTS

CODE: E4

G = 4
V = 5
M = 4
F = 5
R = 4
22 × 4 = 88

Discription

"Kalianget"

Kalianget is one of object tourism in Woncsobo. It is located in Kalianget - near Wonosobo city exactly at Kalianget Villeage. The Kalianget have has some facilities, between : Park, swimming Pool, Food ball field, tennis court - etc. We can go to Kalianget only with money Rp 7000, -

In side gate Kalianget there is Tennis court wide enough. This usualy - used to tennis playing. When we to come in, we can meet Park. is very - wide. In park fresh atmosphere bicause there are some kind trees is - very thick. Park have facilities : same bath rooms, same play example - swing, and also animal statue atk : Rhinoceros, giant uzard e.t.c. But - Park not enough keep. Many leate to be scattered in earth, and very - dirty. Some play all ready Broken, and also some bath rooms decent not to use. If a possible the Park enough keep wall invite many visitors to come the Kalianget.

There are also swimming pools. The facilities : Cold water swimming - pool, warm water swimming Pool, warm water swimming Pool room (special) - and also rent tyre. To can go to swimming pool only enough with money pay - Rp 3000. there is Foot ball field. The field wide enough. Field usually - to running selection and playing Ficd ball

G = There is a few mistake in added "s" and she/he wrote "subject" twice in a sentence.
V = She/he used rare vocabulary that never been taught by the writer.
M = There is only a little mistake. She/he should separate two sentences with comma or full stop.
F = The text is easy to understand and the using of simple sentences are very is very effective.
R = The idear well organize.

**** GOOD LUCK ****

G = 3
V = 4
M = 3
F = 3
R = 4
17 × 4 = 68

Kalianget oh.. Kalianget

Kalianget is one of object tourism in wonosobo.
Building is big, clean and nearby from here.
The rates are very cheap, only Rp 2.000. Situation
I think enough interesting and can also to refreshing
and for experience.
    In kalianget famous Hot water. Hot water
in kalianget can to make our body health and
to medicine disease of skin.
    There is any field enough the vast, can to foot ?
ball, etc. In kalianget, playing arena also good because
the facilities now have many atur swinging, and etc.
I think think in kalianget if our bring the children
sure feel happy, because, cheap, nearby and good.

G = she/he used wrong preposition and she/he use "be" in
    wrong place.
V = she/he used wide vocabulary made some mistakes.
M = There are several errors, especially in wrote capital letter.
F = It is not easy to understand, especially in "there is any field
    enough the vast, can to football, etc"
R = The connection between sentences clear enough.

**** GOOD LUCK ****

CODE: E23

Kalianget is one ore tourist object in wonosobo. The location in kalianget wonosobo. There situation at not crowded, because not good. There is 2 swimming pool. A water cold swimming pool and water hot swimming pool. There are 2 cold water swimming pool to child and to adolescent. Swimming pool to adolescent inside 3m. Fermerily my friend hear sink hahaha 2" very - very funny.

There is a large park, but very dirty. There is Many tree. there is Many playing swing. There is a Large wide. The between wid are sport stadien. The park uses tuurist to location. They drama. All a Long road give grass wxurant.

The enter door tourist object kalianget are mouth the cave the picture picture is rhinocelas. There are me and my friends, we are exprees to strong. The photos will make into thorough study Miss Gita. I'm very happy can study with Miss Gita. Go on an excursion Kalianget. I am and my friends can study many knowledge we are hope this is not meetking and becaure we are hope to Miss Gita become teacher English are class.

Sorry Miss Gita, when I'm not yet can to pile up sentence the English, because, I'm still study and must many study hard. I'm request In prayer in order to can become people that dilligent and people smart.

Amioon

Good luck o Miss Gita. My prayer alway wrt you

6 = The using of "s" and "es" are forgotten.
V = She wrote many words, but there are some wrong words.
M = There are some not appropriate punctuation.
F = The text is easy to understand, but it is like translate word by word.
R = The structure of the text is jerky but the ideas well organized.

**** GOOD LUCK ****

THE POST-TEST RESULTS

CODE: E4

Recreation Kalianget

Wonosobo is city that full object tour, example is Kalianget. Does any body know anything about Kalianget ? yes, Kalianget is popular place in Wonosobo, because Kalianget has many object tour, many visitors go to Kalianget. Every day expecially at weekend. Now let me fell you some of the interesting point about Kalianget.

Firstly, Kalianget is the garden recreation which vash, there are three swimming pool, two water cold and one warm water, and there are have bathrooms.

Second, Kalianget have a garden vast, many trees grass, and relax place to enjoy around garden. the garden around there are many satter that, there are also statue monkey, statue rhinocores and cave most. The garden has many interesing point but situation in the garden very dirty because many visitors which rubbish trow not at place.

Third, Kalianget have some fileds, among other things tennis fild, basked fild, voly fild, and food ball fild. There are also vast parking lots.

We only buy ticket to enter inside garden recreation Kalianget. Ticket rate Rp 3000 people. We can enjoy in Kalianget because Kalianget very beatiful, wonderfull, and very good. If you will visid Kalianget you will fell very happy.

G = In using tense, she often wrong.
V = she/he used wide vocabulary.
M = There is no error.
F = The text is not too hard to understand, but she/he explained the garden twice.
R = The structure is good, and the readers can get the ideas clearly.

**** GOOD LUCK ****

CODE: E12

Description on Text of "KALIANGET"

Kalianget is an object tourism in Wonosobo. The location at kalianget village. Kalianget is a beauty place.

When we come in Kalianget, we will look a large Gapura. Many people like to go there. You know why? Because if we want to go there, we mustn't pay very much money. Just two thousand rupiahs. So that, many people like to go there. When holiday many people in there.

There are a large park, a large swimming pool, a large football field, a tennis table field. In the park many trees like palem tree, kelengkeng tree, pinus tree and others. Beside the park there is a large foot ball field. In the park there are a scradle and toilet.

The situation of the park is very comfortable and fresh. Actually the park is beauty, unconfortulately many leaves in park, and the park isn't clean. and less of upkeeping so that the park look after dirty.

Fit the name Kalianget. There are a swimming pool with warm water and a swimming pool with cold water. There is available park place. And in Kalianget any merchant and little shop. So, we can buy food, snack, anoodle, and other

E = She did not know the differences between comfort and comfortable.
V = She / he did not translate some words.
M = The punctuation is often unwritten.
F = Most of the paragraph is easy to understand, but she repeated some sentences.
R = The ideas well organized, but she / he did not describe the place clearly.

**** GOOD LUCK ****

CODE: E23

G = 4
V = 5
M = 5
F = 4
R = 5

23 × 4 = 92

(X) - ANGeT . . . .

On Thursday 17th March 2011 me and friends in eight grade go to (X) anget waterpark. in Mojotengah, wonosobo. In there we feel very happy because we play and study together. Mrs. Gita ask us to make a description text more about (X) anget.

The price of ticket is cheap. It is about Rp 2000,-. In there are a kinds of swimming pool. ~~when we go there, the~~ It is hot water swimming pool and cool water swimming pool. When we go there, the exlang football game is being hold, so we all feel so interest. Many trees that grow, make this place feel natural.

Those trees like : Dewondaru, (Kelengkeng,) Tanjung, Kemuning, Pinus, Wuni, Jenitri, and so on. The garden is very beautiful and the service is excellent. Many people looks very happy. Inside gate (X)-anget available tennis court wide enough. This usually used to playing tennis. We when come into, we can meet park is very wide. In park, it fresh atmosphere because there are some kinds tree, is very thick park. It have more facilities : some bath rooms, some playing arena and and animal statue ask : rhinoceros, giant lizard, etc.

But park it less upkeep. Many leafe to be scattered in earth, and very dirty. Some play all ready broken an also some bath room decent ~~tool~~ not to use. When a possible the park enough keep will invited many people to come the X-anget.

Except the park there are also swimming pool cold water, and swimming pool cold water, and swimming pool wamp water. And also swimming pool wamp water room (special). The price of ticket is Rp 3.000. Inside swimming pool there is the rent tyre.

There is also football field. Field it usually soured by running selection and playing football.

G = The mistakes of putting " s "
V = She /he gave many vocabulary.
M = No error everything is ok.
F = She /he likes wrote a report not descriptive text.
R = All of the sentences support the topic.

**** GOOD LUCK ****

THE PRE-TEST RESULTS

CODE: C5

6 = 3
V = 3
M = 4
F = 4
R = 3
17 × 4 = 68

Kalianget Swiming Pool

The Kalianget it is object a tour in Wonoso bo city. Is there Hot water in Kalianget swiming Pool. We are playing water. Kalianget is Good s situation and famous is there. we can looking park, playing arena field all content competation as compu tation foot ball and run competation, etc. so your can look yourself is there

6 = She/he made mistakes in putting the susject and to be.
V = She/he explained the keywords in general, not in specific vocabulary
M = In composed sentences, she used correct punctuation but few of them are loss.
F = It is not too hard to understand the text, but any words that make the reader confuse.
R = She/he lacks of organization and she/he didnot describe the Kalianget clearly.

**** GOOD LUCK ****

G = 3
V = 4
M = 3
F = 3
R = 4
_____
17 × 4 = 68

CODE: C9

Hot Water in Kalianget
Swimming Pool

Kalianget is one of object in the Wonosobo. The location of Kalianget swimming pool is village in in Kalianget village. Kalianget swimming pool is swimming pool so that hot and cool water. Situation of Kalianget swimming pool is very cool and many facilities that beautiful as swimming pool and field and playing area. There are three swimming pools very wide, and many field are beautiful.

G = She/he forgot in using "s" or "es" in plural words.
V = She/he made some mistakes, such as : beautiful she or he wrote with double "L"
M = The capitalization of some words are wrong.
F = It is not hard to understand, but any sentences that was not effective
R = She/he gave explanation about Kalianget clear enough, but it is not detail.

**** GOOD LUCK ****

CODE: C15

G = 3
V = 3
M = 3
F = 3
R = 3

15 × 4 = 60

"KALI ANGET.

I live in islamic boarding scholl , kalibeber Wonosobo ☺ (school)

kalianget is located in beside kalibeber village ☺

The situation is very happy (happy)

swimming pol are cool wather and hot wather. (swimming pools)

Field is very big.

playing arena enjoy !!!

In kalianget have game is unique. (because there is)

kalianget location strategis, in wonosobo central java.

Facilitay is complate.

My name   : LUKY GUNAWARMAN M.

I from   : Banjar negara city.

Favourit colour : Purple and white.

Favourit place : Field Football

G = She/he used "have" it should be "has".

V = She/he used monotone words.

M = She/he often forgot to write full stop in the end of sentence.

F = It is easy to understand but sometimes the sentences are not effective.

R = The structure of the text is not good enough and she/he didnot explain the kalianget clearly.

**** GOOD LUCK ****

THE TREATMENT 1 RESULTS

CODE: C5

G = 3
V = 4
M = 3
F = 4
R = 3

17 × 4 = 68

Answer !

Hot water in Kalianget swiming pool.
Location very strategis, Because that place inside at big street. Until tourist that long to visit hot. foreign tourist do not
Difficult to find place very specius, there are theere swiming pool, that comprise two poos coold and one pool Hot.

that Besides, there is field for football and tenis tennis.
there is garden that beautiful and specius, and also
very interest because it is
I like the location, very strategis !

G = There are some major mistakes in using tobe.
V = She/he wrote some words that in correct, like = swiming & theere.
M = She /he often did not write appropriate punctuation and Capital letter.
F = Mostly easy to understand, but there is a few complex sentence.
R = The ideas expressed in every sentence, but it did not well organized.

**** GOOD LUCK ****

V = 4
M = 3
F = 4
R = 4
18 × 4 = 72

CODE: C9

Kalianget Swimming Pool

Kalianget is one of tourist interesting in Wonosobo. Kalianget is located in Mojotengah Wonosobo. In Kalianget, there are swimming pool, park, sport arena, and field

A lot kinds of swimming pool at Kalianget. There is a cool swimming pool and a warm swimming pool and so there is deep swimming pool and sorrow swimming pool.

You can go to Kalianget to refresh your mind.

And also is sport areas as tennis area and football area, and you also can walking around, in park Kalianget.

You can visit in Kalianget Wonosobo.

ENOUGH

FROM

G = She/he made a few mistakes.
V = She/he explained the topic clearly and she/he used several new words.
M = In the beginning of sentence, she/he often did not using capital letter.
F = Most of the sentences are easy to understand, but there is a frasa.
R = All of the sentences supported the topic.

ME

Thanks

CODE: C15

Swimming pool

~~swiming pool is big and wuater clean~~
~~Sitution hapy and watter is cool a dud hot water~~
~~Swiming pool usualy for swiming training~~
~~For to enter to swiming swimming pool kaliangat enough~~
~~Rp. 3.000 Ruplah much childern swiming there is~~

Swiming Pool

Swiming pool is one of many good sport place.
There are many poerple go there because it's very good
place to train (train what?)
Their rospiration power and their (therr) musole?
Power for example is swiming pool int kaliangot.
Many + poeple go there when holiday :
For to enter swiming pool kaliyet only to pay Rp 3 000
ruplah.
There is swiming pool cool wateer and hot water and spring
swiming pool special for children.

G = There are less of preposition and wrong tenses.
V = She/he described many things about Kalianget, but some words
    written uncomplete.
M = She/he often wrote correct punctuation (full stop) in the end
    of sentence.
F = Most of the sentences are easy to understand but it did not
    in a good structure.
R = The ideas were written in a good writing, but there are some
    sentences that did not communicative.

THE TREATMENT 2 RESULTS

CODE: C5

G = 3
V = 4
M = 3
F = 4
R = 3

17 × 4 = 68

Class Eight H

In class eight H very good, I am and my other grade
Friends and very happy after to be promoted seven.

In class eight I am feel very disappointed
moment see class eight very dirty because child students
who I am meet the naughty students child who very nasty

But when I meet teacher who very intimate and I
learned more over as four teacher who very wild?

The First time to enter in class eight, ready teachers angry
who wild and because child who rather wild
the students very naughty.

G = There is lack of the grammatical structure.
V = She/he explained her/his classroom quieto clearly.
M = She/he did not using right capital letter and punctuation.
F = The text is not too hard to understand.
R = She did not write the ideas clearly.

CODE: C9

G = 3
V = 4
M = 4
F = 4
R = 4

19×4 = 76

MY LOVELY CLASS

Eight H is one of class at smp Takhasus Al-Qur'an. Usually Eight H won the title the cleanest class and to concaider from the teacher like example class all of them.

Class eight H also the boy class and is favorite class in SMP Takhasus Al-Qur'an.

SMP Takhasus Al-Qur'an is located in place at Kalibeber, mojotengah kab wonosobo daerah jawatengah Negara Indonesia benua asia and dunia, bumi and the line.

In the classroom there are picture and mading class chus chus eight H. The coolour wall is Blue. This is a eight H has "ROSO TRESNO JALARAN SOKO KULINO" and "ing. madyo mangun karso" freedoms

H has head class that clear and beautiful. She is teacher B. Indonesia in the class eight. You can study with calm.

G = Some sentences showed that she/he confused in wrote active or pasive sentence.
V = She/he explained the topic in new words but there is a mistake in writing "interest"
M = Many of words in the beginning of sentences did not written in capital letter and there are less of punctuations.
F = It is not too hard to know the meaning of the text, but few of them didnot appropriate.
R = The ideas written are clear enough.

**** GOOD LUCK ****

CODE: C15

G = 3
V = 4
M = 3
F = 4
R = 3

17×4= 68

MY SCHOOL

The Environments are clean, fine and NEAT. There are students who smart.
There is STUDENTS, SMART
The Class is Neat and clean.
THERE is COMPUTER ROOM and LANGUAGE ROOM.
THERE is GOOD TEACHERS AT MY SCHOOL.
THERE is LIBRARY THAT GOOD BOOKS FOR READ.
BOOKS NEAT, THERE IS ALSO IS CUPS.
STUDENTS THAT ALWAYS TO GET SCHOLAR SHIP.
THERE IS MUSOLLA BIG AND CLEAN
THERE IS ALSO CANTEEN THAT IS MUCHX FOODS.
STAFF OFFICE for PAY THE BOOKS.
SPORT BUILDING FOR TRAINING SPORT.

MAKE : LUCKY

G = There are some mistakes, like : for to, etc.
V = She /he wrote new word (environment) but
some words are wrong.
M = The used of capital letter and punctuation often in wrong places (almost of
F = The text can be understood easily but some of them make the readers the text)
confuse.
R = The ideas are not good enough.

**** GOOD LUCK ****

THE POST-TEST RESULTS

V = 4
M = 3
F = 4
R = 4

18 × 4 = 72

CODE: C5

Kalianget

Kalianget is water a water hot recreational swimming pool.
In kalianget village wonosobo. It is located down town.
Kalianget is a big. It to get 3 swimming pool (water hot
and 2 water cools.) *consists of*

For recreational, *there also has* swimming pool, a ping pong table,
a wide garden football area, wide area park.
In the At garden, *there are* a cradle, trees, many grasses the monkey
figure, the rhinoceros figure, the empty ware house, and etc.
On sunday many people visited it, For refreshing *their mind*
vissitors may walk along the swimming pool.
There are also many food sellers.
Visitors only have to pay Rp 3000.

G = The user of tenses is still wrong.
V = She wrote some unclear words, such as : selier
M = She/he did not put appropriate punctuation and she/he
used capital letter in wrong places.
F = Most of the sentences are easy to understand but few of them
are not.
R = The structure of the text is not good enough, because she/he
did not explaine the ideas clearly.

CODE: C9

G = 4
V = 5
M = 3
F = 4
R = 5
_____
21 × 4 = 84

KALIANGET

Do you know a+bout Kalianget?
Kalianget ~~come~~ is object tourist in Wonosobo city.
Many tourists ~~in~~ *visit Kalianget in* weekend and holiday. to come in, we
must pay Rp 1000. there are swimming pool, park, sport area
and prayer mat.
   Swimming pool in Kalianget, there *has* ~~are~~ two qualities, that
are hot and cool ~~so~~ water ~~in~~ swimming pools. come in
~~in~~ swimming pool area we must pay Rp 2000 at Rp 3000.
in swimming pool area we certain playing in swimming pool
which deep nothing *without* ~~with~~ parent.
If we can't swimming, we can borrow a float.
so, don't afraid sink.
   Hot water swimming pool, use to swimming
because of hot water and contain sulphur. that is can
cure for itch disease.
   Park in kalianget very wide and many ~~the~~ trees and
green grass. *there* every enjoy to playing *with the* because ~~situation~~ soft
situation. usully tourist use the park to relax and also.
wich use the pat to study. But Tourists ~~not~~ *don't* keep not *the*
purity. they ~~are~~ throw away dirt in garbage can *the rubbi*
   Besaid of park, there is a football area Wonosobo.
with measure very big.
There are some figures of animals (there are in here.)
   If you ~~will~~ come ~~to~~ kalianget, ~~only yes~~ sure you
~~will~~ will happy.

G = There are some unappropriate tenses.
V = She/he wrote many words but some of them written in
    Bahasa Indonesia.
M = She/he often forgot the capitalization of letter.
F = The text is easy to understand but any franas.
R = The ideas of text are well-organised but the structure sometimes
    jumping in other sentences.

**** GOOD LUCK ****

CODE: C15

"Kali Anget"

Kali anget is place that good for swiming training. At Kaliangel there are place bath Rooms cool and hot water and place that neat his air Fresh. Fer body that cool There is also is swiming pool sepecial for chirden. At im kaliangel also has canteen to sell much sneak to eat and also is drink that fresh

Place im swiming pool usually use for race swiming. There is also chiken kate that littles. There is also playing Garden that special for chidren to come in the swiming pool kalcanget only pay Rp 3.000 Repian

Every day holiday always full by human.

Penyusun = Luky 6
Adress : Boarding
shcol
Wonosobo.

G = She/he often use "is" in plural sentences.
V = She explained Kalianget clearly but there are some Jarky words.
M = Almost of the text is written in capital letter.
F = It is easy to understand.
R = The structure of the text is good enough.