



**THE USE OF FIVE - MINUTE ACTIVITIES TO IMPROVE
STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT
AT THE SEVENTH GRADE JUNIOR HIGH SCHOOL
(An Experimental Study at the Seventh Grade Students of SMP N 6 Tegal
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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Yang saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri, yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun tidak langsung, ditulis disertai dengan sumber kepustakaan sesuai dengan aturan yang lazim dipakai dalam penulisan karya ilmiah. Untuk itu, walaupun tim penguji telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila nantinya terdapat kesalahan, saya bersedia bertanggung jawab.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang,

Yang menyatakan,

Astri Nirmala Mulyadi

MOTTO AND DEDICATION

“It may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows everything but you know nothing” (Al-Qur’an, 2:216)

“Sometimes, Allah hides the sun from our sight. But, after that, he gives us rainbow, the beauty. There is a happy story behind a sad story. Be wise. A part is together. Just let us go”
(Anonymous)

“Life is full of surprise. We cannot guess and make any predictions, just do all your best and wait for the results”
(Anggun ~ Singer & Songwriter)

“Everything needs a process cause with that process we know what we exactly do”
(Intan Permata Hapsari., S.Pd., M.Pd. ~ My First Advisor)

This final project is especially dedicated for:

☺ *My Beloved Parents*

(Father: Mulyadi and Mother : Suminah)

☺ *My Beloved Brothers*

(First brother : Johan Patria Mulyadi and

Second brother : Azam Firdaus Mulyadi)

☺ *Myself*

(Astri Nirmala Mulyadi)

Thanks my effort for strugling.

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

Semarang,

The Writer

ABSTRACT

Mulyadi, Astri Nirmala. 2011. *The Use of Five - Minute Activities to Improve Students' Ability in Writing a Descriptive Text at the Seventh Grade Junior High School (An Experimental Study at the Seventh Grade Students of SMPN 6 Tegal in the Academic Year of 2010/2011)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First advisor : Intan Permata H., S.Pd., M.Pd. and Second advisor : Drs. Amir Sisbiyanto, M.Hum.

Keywords: Five-Minute Activities, writing ability, descriptive text

Five-Minute Activities are “the activities that may support to realize the expected situation.” The activities are similar to language games but designed, as its name to be completed in about five minutes of the lesson time that can be applied at the beginning, middle or during the lesson, and at the end of the lesson.

The objectives of this study are to know whether using Five-Minute Activities are able to improve the students' ability in writing descriptive text or not, to know whether there is any significant difference of the students' achievement in writing a descriptive text between the students taught by using Five-Minute Activities and those taught by using pictures, and to identify the advantages and disadvantages of using Five-Minute Activities in teaching writing a descriptive text at the seventh grade students of Junior High School.

In order to achieve the objectives of this study, I used experimental research. The population of the study was the seventh grade students of SMP N 6 Tegal. They were grouped into two groups based on purposive sampling, 38 students were chosen as the experimental group and 39 students were as the control group. The experimental group was taught by using Five-Minute Activities, whereas the control group was taught by using pictures.

In collecting the data, I conducted pre-test and treatment, and the end of the research, I gave post-test. After doing the research, I concluded that the students' improvement during the teaching and learning activity by using Five-Minutes Activities as an alternative method in teaching writing descriptive increased. It is supported by the result of the pre-test, that was lower (64.11) than the post-test (79.68). The students' post-test increased 15,58 point from the pre-test. In addition, from the calculation there is a significant difference between the experimental group and the control group. The t-test result showed that t_{value} was 7.2841 and t_{table} for $\alpha = 5\%$ was 1.84. It means that the t_{value} is higher than the critical value ($7.2841 > 1.84$). It proved that there is a significant difference between teaching writing descriptive by using Five-Minute Activities and using pictures. The result of the study showed that Five-Minute Activities can be used as an alternative method in teaching writing descriptive text because it really helps students to learn writing optimally, moreover, the students' achievement in writing descriptive text while they were using Five-Minutes Activities as the alternative method in teaching writing descriptive text is high.

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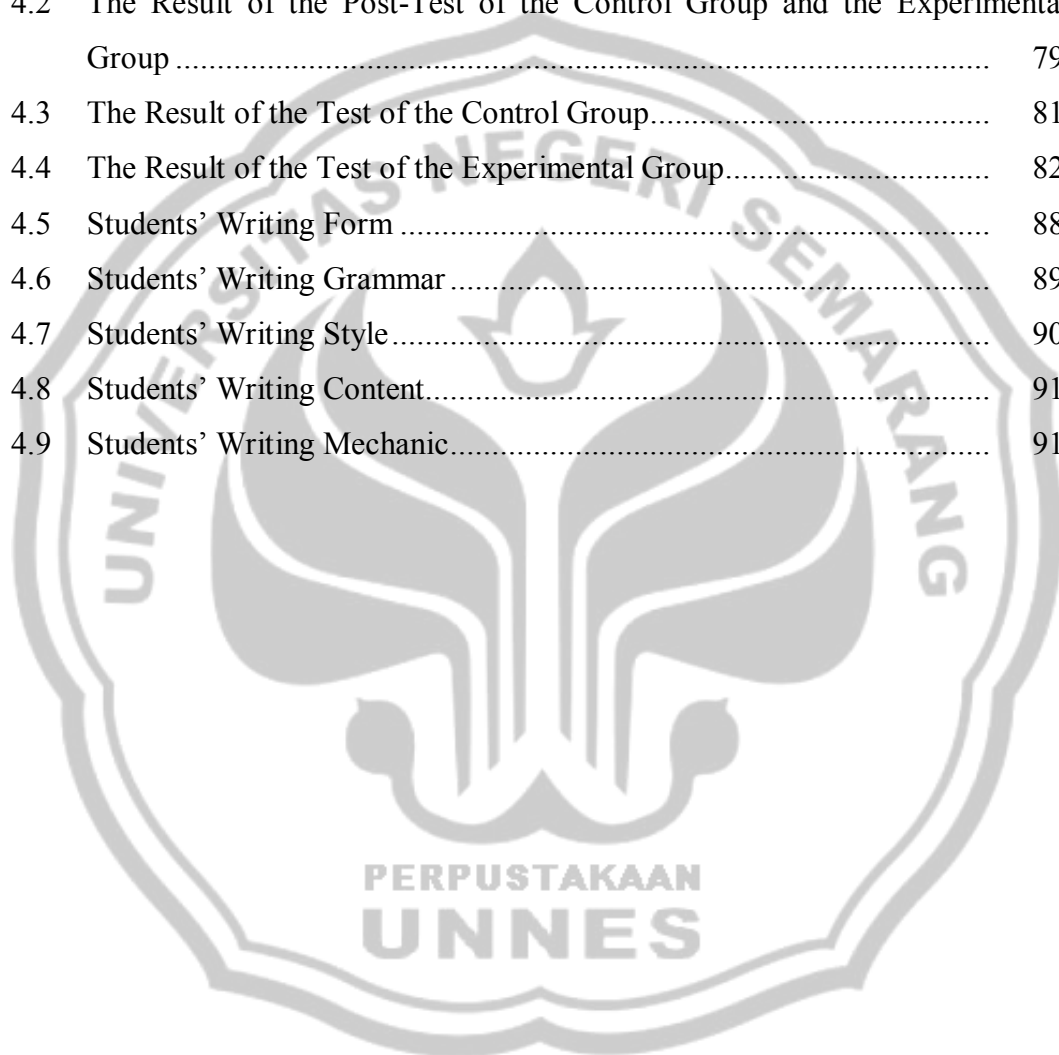
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PERPUSTAKAAN
UNNES

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every human being needs language as a medium for communication among individuals or even nations. Comrie (2005) states that “Language is the principal means used by human beings to communicate with one another”. Language is used as a means to communicate, language as communications among people around the world. Language plays an important role in human life. Without language there will be some difficulties to know what people want. By using language, people can express their thoughts, ideas, messages, and feelings that they deserve as human. Thompson (2000) states that “We use language to interact with people for some purposes : we may want to influence their attitudes or behavior, or to provide information that they do not know, or to explain our own attitudes or behaviour, or to get them to take some actions, and so on”.

There are many languages used by people around the world. Each country may have its own language that is used in order to communicate by people or population. For example, France has French; German has Germany; and Spain has Spanish ,etc.

English as one of the international languages is very important since it is required as a bridge of communication. It means that many people around the world use English as second language or foreign language to communicate with

other people outside their nation. Looking forward for the reason, it is important for people to master English orally and in writing in order to communicate and socialize in the world community. In Indonesia, the government encourages the Indonesian citizen to learn English. English is taught as a compulsory subject to students from elementary and even up to those of college levels.

There are four prime skills involved in the mastery of language that must be mastered by students. Heaton (1975: 3) states that “the four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing”. Each of the language skills has relationship to the other, and should be taught in integrative way.

One of the four major language skills is writing. Writing skill is one of the language skills that should be taught by English teacher as one of the teaching and learning activities in English subject. Writing might be the most difficult skill for foreign language learner to learn.

In Indonesia, writing is taught in Junior and Senior High Schools. For this level of education, students should learn writing based on certain genres. There are five genres given at Junior High School. They are procedure, descriptive, recount, narrative, and report (Depdiknas,2006: 278). In this study, I focus on one of those genres, it is descriptive text. Descriptive is taught in order to make students know how to make students describe any object in their surroundings although they still use simple sentences.

Descriptive text is a kind of text whose communicative purpose is to describe a particular person, thing, place or situation. Descriptive text as one of

the written text types has its own difficulties in the arrangement. In composing a descriptive text, the writer has to involve visual imagination in order to visualize person, object, places, situation, etc. In descriptive text, students are asked to describe something or their feeling by expressing it either written or spoken cycle.

Wishon and Burks (1980: 128) state :

“Description gives sense impressions-feel, sound, taste, smell, and look of things. Emotions may be described too-feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion”.

Teaching descriptive text is not always as simple as most of people think. There are some difficulties faced by both teacher and students. These problem can hinder the process of teaching learning at a classroom. Therefore, teacher should be able to establish situation to make learning occur in a fun and interesting way, one of the alternatives is by using Five-Minute Activities.

Five-Minute Activities, proposed by Ur and Wright (1993: x), are “activity that may support to realize the expected situation. The activities are similar to language games but designed, as its name to be completed in about Five-Minute Activities of lesson time”. The process of each activity is described briefly with examples and occasionally the activity demands a little planning before the lesson. Therefore, it will case teachers to use each activity. The activities can be carried out whether at the beginning of the lesson, during the lesson, or at the end of the lesson. The activities may function as:

- (1) a quick warm-up for the beginning to get the students into the right or learning,
- (2) an idea for a brief vocabulary review before starting a new text,

- (3) a brief orientation activity to prepare a change of mood or topic,
- (4) a game or amusing item to round of the lesson with a smile (Ur and Wright,1993:x).

Seeing the explanation above, I will present one of writing teaching methods in this study, which is by using Five-Minute activities in improving descriptive writing in Junior High School. By using this method, it is expected that teacher will be able to motivate students to learn and pay more attention to the materials, which are given by a teacher.

1.2 Reasons for Choosing the Topic

The reason why I choose the topic “The Use of Five–Minute Activities to Improve Students’ Ability in Writing a Descriptive Text at the Seventh Grade Junior High School (An Experimental Study at the Seventh Grade Students of SMP Negeri 6 Tegal in the Academic Year of 2010/2011)” because based on my experience in my teaching practice, I found that students sometimes had little enthusiasms in writing class, they are afraid of making mistakes and afraid about their ability in choosing and arranging words to produce a sentence. Moreover, writing is one of the communications skills, which plays an important role, particularly in modern society. By having good skill in writing, it is possible for people to communicate well with others in a written form e.g. message, letter, note, and memo.

Based on the argument, it inspires me to conduct a study about problems faced by students in writing descriptive text. I choose students’ ability in creating descriptive text because descriptive is one of the genres taught in Junior High

School based on School Based Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan). It is one of the text types students have to master. In fact, in the writing process the students are getting confused in building their ideas. Therefore, they need appropriate method to help them to get the ideas and build them more easily. Teachers need an alternative methods to help students to solve the problem. In this study, I chose Five-Minute Activities as the alternative method of teaching descriptive text. As stated in the previous study, Five-minute Activities provide ideas to create the activity for the success of the English language learning. Some students in the English Department of Semarang State University have made final project with the topic of using Five-minute Activities to improve learning English, for instance, Satria (2005) "*The Application of the Five-Minute Activities to Teach English Vocabulary at the Junior High School*" and Fajriyati (2008) "*The Use of " The Five-Minute Activities" to Improve Students' Ability in Writing a Procedure Text*". Those researches conclude that teaching learning process by using Five-Minute Activities can improve the students' ability in learning English.

The two titles have encouraged me to choose the same method that is Five-Minute Activities. I want to prove that Five-Minute Activities are an effective method, and learning English especially learning writing by using these activities will give significant difference. On the other hand, Five-Minute Activities are chosen based on some resources mentioning that this method can motivate students to learn English better.

1.3 Statements of the Problem

In order to get the objective of the study systematically, the following question are raised:

- (1) How can Five-Minute Activities improve the students' ability in writing a descriptive text ?
- (2) Is there any significant difference of the students' achievement in writing a descriptive text between the students who are taught by using Five-Minute Activities and taught by using pictures?
- (3) What are the advantages and disadvantages of using the Five-Minute Activities in teaching writing descriptive text at the seventh grade students of junior high school?

1.4 Objectives of the Study

The objectives of this study can be stated as follows :

- (1) To know whether using Five-Minute Activities are able to improve the students' ability in writing descriptive text or not.
- (2) To know whether there is any significant difference of the students' achievement in writing a descriptive text between the students taught by using Five-Minute Activities and those taught by using pictures.
- (3) To identify the advantages and disadvantages of using Five-Minute Activities in teaching writing a descriptive text at the seventh grade students of Junior High School.

1.5 Significance of the Study

(1) The Writer

I get experience from this study. For instance, I know what problems in teaching-learning process especially in teaching writing that have to be faced by English teachers. It will be very worthy when I become a teacher.

In addition, Five-Minute Activities can be an alternative approach to teach English for Junior High School students. It is expected that by using these activities, teachers will be able to motivate their students to learn and pay more attention to the materials which are given by them.

(2) The Students

The result of the study may help the students to able to learn English in an interesting way and improve their ability in creating descriptive text through Five-Minute Activities.

(3) The Teacher

The teacher could use Five-Minute Activities as an alternative way to teach English to the Junior High School students.

1.6 Limitation of the Study

The study is limited to the seventh year students of SMP N 6 Tegal in the academic year of 2010/2011 in using Five-Minute Activities to improve students' ability in writing a descriptive text.

1.7 Outline of the Report

This final project consists of five chapters. The first chapter is introduction presenting the background of the study, reasons of choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the report.

The second chapter describes review of the previous study that has been done by other researchers and review of the theoretical background to support the study. Among others are framework of the present study containing literature that will be used along the study.

The third chapter talks about Research Method, Subject of the Study, Variables of the Study, Methods of Experimental Research, Statement of Hypothesis, Research of Instrument, Method and Procedure of Collecting Data, and the last is Method of Reporting the Results.

The fourth chapter presents result and discussions. It covers the use of Five-Minute Activities that can improve the students' ability in writing a descriptive text, the significant difference of the students' achievement in writing a descriptive text between the students who taught by using Five-Minute Activities and those taught by using pictures, the advantages and disadvantages of using the Five-minute Activities in writing a descriptive text at the seventh grade students junior high school.

The last chapter that is chapter five contains the conclusion of the investigation together with the suggestion for the improvement of student's ability in writing a descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter would describe the review of previous study that has been done by other researches and the review of theoretical background to support the study. Among others are framework of the present study containing literature that will be used along the study.

2.1 Review of Previous Study

The previous study can be used as reference of final project writing. Some of the students of Semarang State University had done the research on almost similar field of study. First, the final project of Budiwardani (2008) entitled "*The Effectiveness of Pictures as Teaching Aids in Improving Descriptive Writing Skill*". She focused on the use of picture to improve the students' skill in writing descriptive text. This research results that pictures are effective as media in improving descriptive writing skill.

Second, the final project of Satria (2005) entitled "*The Application of the Five-Minute Activities to Teach English Vocabulary at the Junior High School*". It is an experimental research aimed to know whether the application of Five-Minute Activities can be used to teach English vocabulary. Based on the result, teachers can apply the use of Five-Minutes Activity as alternative techniques in improving students' vocabulary.

Another final project was done by Fajriyati (2008) entitled “*The Use of “The Five-Minute Activities” to Improve Students’ Ability in Writing a Procedure Text*”. It is an experimental research results a conclusion that Five-Minute activities can improve the students’ ability in writing a procedure text, and in the same time to create fun way to learn English.

Those final projects also become one of my reasons conducting this study. Two of them use Five-Minute activities, and the result is Five-Minute activities can be used and effective to improve students skill in learning English. Therefore, I decide to use Five-Minute Activities to prove the previous study in my research entitled “The Use of Five-Minute Activities to Improve Students’ Ability in Writing a Descriptive Text at the Seventh Grade Junior High School” (an Experimental Study at the Seventh Grade Students of SMP N 6 Tegal in the Academic Year of 2010/2011)

2.2 Review of Theoretical Background

2.2.1 Teaching and Learning English as a Foreign Language in Junior High School

2.2.2.1 Foreign Language Learning

Nowadays, we are demanded to be able to communicate and cooperate with other people from other countries because the world has no limits and the communication technology very fast. Beside that, learning a foreign language especially the language that becomes the international language is very important.

Since childhood, people have been speaking their mother tongue naturally without being interfered by another language system. Therefore, when they learn a new language, they will be interfered by their earlier language system which has been well established in their minds. According to Ramelan (1994: 4), “a foreign language student will meet with difficulties in his learning may be easily understood. Since childhood he has been speaking his mother tongue which has been implemented in him as part of his habits”.

Like any other learners of English as foreign language learners, Indonesian learners also meet difficulties in learning English, since their native language is quite different from English. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual and emotional response. Learning a foreign language also involves many factors. The crucial factors are age, ability, aspirations and need, native language and previous language experiences (Finnochiaro, 1974: 14).

2.2.1.2 Foreign Language Teaching

According to Brown (1980: 8) “teaching is guiding and facilitating learning, enabling, and setting the condition for learning”. In teaching, a teacher should have an objective. The common objective of teaching a foreign language is to make learners able to communicate by using the target language orally and in written form. However, since the emphasis of learning and teaching of English as the first foreign language in Indonesia is generally on the mastery of reading comprehension, it makes students learn English through written most of the time.

It does not mean the other skills such as listening, speaking, and writing are completely ignored. The lesson in each English teaching and learning process involves listening and speaking skills. The writing skill is also involved in which students are asked to do exercises on structure or vocabulary in written form.

Teaching a language, especially a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them but it does not mean that they will always fail in learning it. Ramelan (1992:1) states that :

“Teaching English in Indonesia is teaching a language to students whose native language is quite different both phonologically and grammatically from that of foreign language. It is, therefore understandable why it is difficult for Indonesian students to learn English”.

2.2.2 Teaching English for Young Learners

2.2.2.1 Definition of Young Learners

“Young learners are referring to a student in five to ten-years old” (Scott and Ytreberg, 1990 :1). Reilly and Sheila (2003 :3) define “young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven”.

[Http://www.ials.ed.ac.uk/teacher/courses/summer07/YoungLearners.htm](http://www.ials.ed.ac.uk/teacher/courses/summer07/YoungLearners.htm)

states that “young learners are the students in eight to eleven years old”. However, www.teyl.com has a different meaning about young learners. It states that “young learners as children aged six to twelve”. [Http://www.york.ac.uk/celt/teyl/ma_teyl.htm](http://www.york.ac.uk/celt/teyl/ma_teyl.htm) also defines “young learners as the students in aged six to sixteen years old”.

Based on the consideration above, I can conclude that Junior High School students are included as young learners because mostly they are children up to the age of twelve years old and who have not yet started compulsory schooling and also have not yet read. However, in our country (Indonesia) the children up to six years old mostly have already started to school and have already read also.

2.2.2.2 The Characteristics of Young Learners

Teaching a foreign language especially English to young learners is different with teaching a foreign language to adults or adolescents students. Cameron (2001: 1) states that some differences in teaching a foreign language to young learners are immediately obvious:

“Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on task they find difficult. Children do not find it as easy to use language to talk about grammar/ discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.” (Cameron, 2001: 1)

Scott and Ytreberg (1993:2-4) define some characteristics concerning with the characteristics of young learners :

“Some characteristics of young learners are they know that the world is governed by rules: they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning. They ask questions all the time, rely on the spoken word as well as the physical word to convey and understand meaning, they are able to work with others and learn from others...”

Therefore, the characteristics of young learners as learners based on the consideration above are that they love to play and learn best when they are

enjoying themselves, they either pretend to understand, or they understand in their own terms and do what they think you want them to do, they also have a very short attention and concentration span. But, actually as we know that children as a learner have a high imagination about what they thought, they saw and they heard. Beside that, they can tell you what they have done or heard or what they are doing.

“Play with language in teaching foreign language for young learners introduce them about meaning, and it is a first stage in learning language. It means students must know about spoken language first because meaning must come first: if children do not understand the spoken language, they cannot learn about it”(Cameron 2001: 36).

“Becoming aware of language as something separate from the events taking place takes time. Most eight to ten years olds already have this awareness in their own language. The spoken word is often accompanied by other clues to meaning- facial expression, movement, etc. We should make full of these clues” (Scott and Ytreberg 1993:5).

Young learners world are cheerful, joyful, fun, and the first stage of their learning life. Make up their education environment more exciting, attractive, and active can give them unforgettable memories about their learning and they will enjoy their study.

Uchida (http://ektnews.com/features/kids/007_hu.shtml) gives some tips for teachers of children. There are three very important conditions before they enter

the classroom : they are naturally cooperative, curious, the least self-conscious of all levels, and also they learn very quickly. Twelve tips for teaching children are :

- (1) Make the rules, which should be fair and consistent, clear from the first day of class.
- (2) Remember students' name the first time you meet them. Encourage all students to remember their classmate' name. Use their name often when teaching.
- (3) Show your students what to do. Don't explain. Just do. Just be. They will follow your lead. English needs to be experienced, not explained.
- (4) Nourish trust between you and the students with each class. Through your actions let them know that you will never embarrass them for making a mistake in English.
- (5) Use eye contact to communicate your praise and disappointment.
- (6) Create well-planned, consistent lessons with a predictable format which gives the students a sense of security and balance. Students feel more confident if they know what to expect.
- (7) Always be pleasantly surprised when students interact with each other or you in English.
- (8) Reassure your students that you understand their English and you approve of their attempt.
- (9) Show respect to the children (since the way are worthy of it) and let them sometimes be the teacher.
- (10) Use English as a tool to build their self-esteem.

(11) Be their 'sense' not their parents.

(12) Remember childhood through your students.

2.2.2.3 Teaching Writing For Young Learners

Greg W (<http://hubpages.com/hub/Teaching-Writing-to-Young-Learners>) states that helping students develop their writing skills early on will go a long way in easing the challenges that will come at a later age. Getting them involved in writing while they are young will help to instill a love of words in them, and teach them the value of the written word, as well as improving their reading and spelling skills. Almost as soon as children are old enough to write, you can get them started practicing with some simple writing exercises. The ones listed here are perfect for students starting from the first or second grade, depending on individual capabilities.

(1) Free writing is a simple exercise to help students open up and get their voices flowing.

Students write for a set amount of time about anything they want, without the need to focus on a specific topic. The amount of time shouldn't be long, as students will need to write continuously from start to finish. Beginning with two or three minutes is usually effective. If one of your students is having a hard time and doesn't know what to write, tell him that he can just write 'I don't know what to write about' over and over again. Soon enough he will likely find something else to write about.

- (2) Make sure that you don't give your students topics, or get them started with your own ideas.

They need to make their own associations, and get their own ideas moving.

However, in order to get your students off on the right foot, you might try showing them how it's done on the chalkboard. As you demonstrate how free writing works, you can read what you're writing aloud, or have your students read it out. Remember that you don't need to write a story – the important thing is to keep writing continuously for the set amount of time.

- (3) Quick writing is another simple exercise that is very similar to free writing, but this time your students will write continuously on a determined topic. Choose a topic that will be easy enough for all students in the classroom. You might have them write about something relating to what you've been working on in the classroom – a character from a story you're reading, or a field trip you've been on recently. Give your students a little more time for a quick writing exercise, and make sure you do the exercise along with them.
- (4) Once the activity is complete, you can ask some students to read out what they have written.

If your students are hesitant to share what they've written, you can begin by sharing your own writing and asking them for comments. This can break the ice and make students more comfortable to share their own writing.

(5) Brainstorming can be a great way to get young students going on their writing.

Sometimes new writers have trouble finding topics to write about, or aren't sure how to begin. Brainstorming as a group or individually works equally well for getting ideas flowing and encouraging students to access the information they have on a certain topic. The perfect way to record the ideas that are generated during a brainstorming session is by creating a mind map. Mind maps are easy to make, easy to read, and easy to understand – children of all ages can participate in making one - and they're visually appealing. Here's an example of how ideas can be recorded in the form of a mind map.

2.2.2.4 Tips for Teaching Writing for Young Learners

Teaching writing is important, and it is also difficult. If you give learners the chance to write often, and the chance to revise and refine their writing, you will be building the foundation for successful writing. There are tips for teaching for Young Learner :

(1) Make writing meaningful. Young writers can express themselves about topics that are important to them. These can include their families, special events in the community, topics in social studies, and many more.

The key is to provide students with a balance of guidance and choice; the goal of this balance is to guide them toward interesting and important ideas, and to enable them to find their way to meaningful materials within these topics.

(2) Invite young writers to write freely, without worrying about correctness.

Children who are just learning to write can build language structures and expression, even if they use imaginary spellings and strange punctuation.

You can teach young children to spell in many ways, including spelling out loud, spelling games, and crossword puzzles. However, when they write and are too concerned about correct spelling and punctuation, they have difficulty building a deeper, more intuitive (and more fundamentally important) relationship to language.

The central goal of writing *at all levels* should be effective communication of an idea. The central rule for teachers of writing should be to create the chance for *meaningful* communication.

(3) Invite young learners to dictate stories to a "scribe," who could be you, the teacher, a volunteer from the community, or an older student (Remind the learner to be patient and speak slowly.) The young storytellers can then illustrate their stories. This exercise builds a bridge between speaking and writing.

(4) Ask young learners to write about their own lives and experiences.

Whether it's a holiday, or their experience with their grandparents, or any other experience outside the classroom, young writers write best when they write about something they know well.

(5) Engage young writers in short bursts of writing. For children under the ages of 8 or 9, it's very tiring to hold the pencil or chalk, make the letters, and remain focused on the message to be communicated. Writing often, for brief periods, is much more effective than trying to write for a long period of time.

(6) Encourage writers to keep journals or diaries. Writing is one way of structuring thought. Journal writing is important because *it's not public*. It can represent, for the writer, a chance to write in the most free way. For this reason, if you are planning to collect and review their journals, you should let students know this in advance.

(7) Give writers the chance to revise. Professional writers may spend up to 85 percent of their time revising their first drafts. In classroom writing assignments, it's vitally important to encourage students to write freely, in their own words, and to try to cover all their thoughts on a topic. (Revision is more important for students over the ages of 8 or 9, who have begun to write more naturally to express themselves.) When learners can write and revise with computers, using word processing applications, revision is both easier and more effective.

(8) Make opportunities for every imaginable kind of writing. When older learners write about how they considered a mathematics problem, about the way the weather affects the lives of their family members, or about objects and processes that they encounter in science, they are using writing as an effective tool.

(9) Publish writing to make it meaningful. Learners' writing can be "published" on the walls of the classroom. It can also be shared with learners in other classes, with families and the community, and with others. When learners write letters to a community leader or a resource expert, whether to ask questions, offer opinions, or simply express appreciation for a visit, they have the chance to write about things that are important to them.

When their work is going to be published in some way, students are writing with a purpose. (<http://www.unicef.org/teachers/learner/writing.htm>)

2.2.3 Teaching English at Junior High School

2.2.3.1 The Status of English at Junior High School

A lot of people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as a foreign language from elementary school to university. In Junior High School, English is usually taught twice a week which lasts for 90 minutes each meeting. This program focuses on language concepts and language skills.

In learning a foreign language, there are many factors which influence the result, including personal factors like age, motivation, and experiences, and certain environmental factors. Age is one of the influential factors which effects learning. A foreign language should be introduced to children as early as possible, because children are better in attaining the target language than adult people.

The way children learn a foreign language depends on their development stage. Some children developed early, while others in leaps and abound. We cannot say that at the same age, the children will have same ability. In language teaching, the teacher must give attention to the characteristics of the average child, and the materials must be appropriate to their ability. In order to make the students get involved in learning process, the teacher should choose an appropriate learning method that is the students' active learning method. An active learning process requires students and teacher to commit to a dynamic partnership in which

both share a vision and responsibility for instruction. Students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach, the learner is not only engaged with the activity, but also with the goal of the activity. Essential to this approach is the view of the learners being responsible for discovering, constructing, and creating something new, and the view of the teacher as resource and facilitator. It is pointed out further that instruction will be most effective when situated within a students' own knowledge and word view as cited by Satria (2005) in his final project ("The Application of the Five-Minute Activities to Teach English Vocabulary at the Junior High School"). The students' culture and community play an important role in learning. This theory supports the idea that students learn best when new information presented is just beyond their present knowledge. In teaching-learning process, the teacher not only has to pay attention to the students' characteristics, but also the students personality, individual differences because the students have different abilities and point a view, background, and experience.

In addition to it, Scott and Ytreberg (1993: 5) state that "there must be variety in the classroom, such as a variety of activity and a variety of organization". Based on the assumption, during the teaching-learning process, the teacher should sometimes let the children learn individually, sometimes in pairs, and sometimes in groups.

Teacher as a facilitator should give facility to children in learning process. It is important for the teacher to arrange his future activities before teaching in the classroom. So, a teacher should be able to choose the effective methods of

teaching to expose every particular material, since all methods have their advantages and disadvantages.

2.2.3.2 The Characteristics of the Seventh Grade Students at Junior High

School

The range of age Junior High School students varied between thirteen to fifteen years old. They are in the process of changing from children to adults. Puchta and Schrats (1993: 1) comment that “the children of thirteen to fifteen seemed to be less lively and humorous than adults. They were so much less motivated, and they presented outright discipline problems”.

Harmer (1998: 39) states that “teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them”.

The seventh grade students of Junior High School are between 13 to 15 years old. Based on the explanation above they like to be encouraged to respond to texts and situation with their own thoughts and experience, rather than just by answering question and doing abstract learning activities. Teacher has to give students task that they are able to do. It will be a supporting point for teaching them using Five-Minute activities. As a result, the seventh grade students of Junior High School psychologically can be taught by using Five-Minute activities since it is a simplified operational model of a real life situation that provides students with vicarious participation in a variety of roles and events. In addition, it can provide a valuable learning experience in which the student practices and revises language in a meaningful way.

2.3 Framework of the Present Study

2.3.1 Writing

2.3.1.1 Teaching Writing

Teaching writing in the second language classroom is very important since the students are taught to make composition in other language, not their mother tongue. Writing is not just putting words in graphic form down. “The writing of a composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing successfully communicates the writer’s thoughts and ideas on a certain topic “ (Heaton, 1975:172).

2.3.1.2 Definition of Writing

Writing is not simply drawing a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rule in organizing infects. Writing is considered as means of communication and it tends to involve a thinking process from human being. When we write, we do not only keep our purpose of writing in our mind, but we also have to think about how to organize them in the composition.

Writing has many general concepts. There are several definitions of writing that can be studied, as Meyer (2005: 2) states:

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

While Harmer (2001: 154), in his book (“The Practice of English Language Teaching”) states “writing is a process that what we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities.”

Then as it is also said by Holmes (2004: 160), that “writing is an ability to make form words that in general it may have a higher tenth value than the act that it has set it down.”

From the definitions above I can conclude that writing is a way to produce language which comes from our thought. It is written on a paper or a computer. It is influenced by both the personal attitudes and social experiences that the writer brings to writing and impacts of the particular political and institutional contexts. It is also process that what we write is influenced by the constraints of genre and has to be present in learning activities. Writing is also an ability to make a form of words that have higher value.

Writing, as one of the language aspects, is also important for second language learners to learn. According to Lado (1977:248), “Writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations”, more specifically, he adds that “Writing a foreign language is the ability to use the structures, the lexical items and conventional representation in ordinary master of fact writing”.

Different from spoken language, written language, even for native speakers, has to be consciously learned. By doing writing, language learners will be able to measure how good their English is because it deals with grammar and vocabulary

mastery. Moreover, it also has something to do with learners' knowledge of the target language culture, and it is more complicated than speaking. As Martin (1963:1) states:

“When we write, we translate experience and thought into arbitrary symbols which we call words. To write at all, we must have had experience and we must be able to manipulate words so that they give the reader a clear sense of experiences, which they translate, and of our reflection and attitudes toward those experiences”.

In curriculum 2004, we use text as the source of information for “it leads students to become aware of the complex verbs of meaning in human communication” (Kern, 2000: 46). Moreover, texts are also considered to have complete materials and information needed by foreign language learners in learning the target language. The use of text is considered to be effective in teaching a foreign language. I conclude that the aim of foreign language teaching is to enable learners to use the target language in the same situation as the native speakers use it. By doing this, foreign language learners will be able to use the target language as well as they use their native language. Kern (2000: 183) also states the use of text in teaching a foreign writing language:

“The use of genre in teaching writing focuses on getting students ‘in’ to new discourse communities by making them aware of the characteristically patterned ways that people in the community use language to fulfill particular communicative purposes in recurring situation”.

Therefore, by using text in language teaching will make students aware of the ways foreign language speakers use the language. When someone wants to write his/her writing, his/her text must be understandable. The reason for this is because it makes the readers are able to interpret freely, think about the writer's intention within the text. Moreover, readers cannot directly speak to the writer, so

they cannot ask questions when they face difficulties in understanding the text. That is why creating an understandable text is very important.

Although there are many different ways of writing process, most teachers would probably agree in recognizing at least the following five general components of writing. Harris (1969:68-9) states:

“The components are: (1) contents, the substance of the writing, the ideas expressed; (2) form, the organization of content; (3) grammar, the employment of the grammatical forms and syntactic patterns; (4) style, the choice of the structures lexical items to give a particular tone or flavor on writing; (5) mechanic, the use of graphic conventions of the language.”

In this study, I am going to use this analytical scoring, focuses on those aspects. To encourage the students in their writing; an English teacher plays an important role in developing students' ability. He or she should be patient to support and help them in improving their ability. If the students make mistakes in their writing composition, the teacher should correct their mistakes.

2.3.1.3 Scoring System in Writing

I must have guidance of evaluation appropriately to measure the influence of the use of Five-Minute Activities and the use of picture as techniques in writing descriptive text. There are two scoring guidances. First is the analytical scoring . The rating scale is proposed by Brown (2004: 243), he states that “an analytical scoring scale specifies five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. The scoring system is as follows :

Table 2.1 Brown and Categorized Scoring Guidance

Scoring Guidance					
	20 – 18 Excellent to good	17 – 15 Good to adequate	14 - 12 Adequate to fair	11 – 6 Inadequate	5 – 1 Unacceptable
Organization Introduction, Body and Conclusion	Appropriate title, effective introductory paragraph, topic is stated leads to body, transitional expression used, arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction and conclusion; body of essay is acceptable but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with order of ideas and body; the generalization may not be fully supported by the evidence given; problems or organization interfere	Shaky or minimally recognizable introduction; organization can be barely seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by the readers)
Content Logical Development of Ideas	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully
Grammar	Native like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run on sentences	Advanced proficiency in English grammar; some grammar problems do not influence communication although the readers are aware of them; no fragments or run on sentences	Ideas are getting thought to the readers, but grammar problems are apparent and have a negative effect on communication; run on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
Punctuation, Spelling and Mechanic	Correct use of English writing conventions; left and right margins;	Some problems with writing convention or punctuation; occasional	Use general writing conventions but has errors; spelling	Serious problems with format of paper; parts of essay illegible; errors	Complete disregard for English writing conventions; paper illegible;

	all needed capitals; paragraphs indented, punctuation and spelling; very neat	spelling errors; left margin correct; paper is neat and legible	problems distract readers; punctuation errors interfere with ideas	in sentence punctuation and final punctuation; unacceptable to educated readers	obvious capitals missing, no margins; severe spelling problems
Vocabulary Style and Quality of Expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempt variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

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

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

Table 2.2 Heaton Grid and Categorized Scoring Guidance

Scoring Guidance			
No.	Component	Score	Definition
1	Form	5	Excellent : Flowing style – very easy to understand – both complex sentences very effective.
		4	Good : Quite flowing style-most easy to understand-a few complex sentences very effective.
		3	Fair : Style reasonably smooth-not too hard to understand and enjoy complex sentences-fairly effective.
		2	Inadequate : Jerky style – an effort needed to understand and enjoy – complex sentence confusing –

			<p>mostly simple sentences or compound sentences.</p>
2	Grammar	<p>1</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Unacceptable : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”</p> <p>Excellent : Mastery of grammar taught on course – only 1 and 2 minor mistakes.</p> <p>Good : a few minor mistakes only (preposition, articles, etc).</p> <p>Fair : Only 1 major mistake but a few mistakes.</p> <p>Inadequate : Major mistakes that lead to difficult in understanding lack mastery of sentence contribution.</p>
3	Style	<p>1</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Unacceptable : Numerous serious mistakes – no mastery of sentences construction – almost all unintelligible.</p> <p>Excellent : Use of wide range of vocabulary taught previously.</p> <p>Good : Good use of new word acquired – fairly appropriate synonyms, circumlocutions.</p> <p>Fair : Attempts to use words</p> <p>Inadequate : Restricted vocabulary – use of synonym (but not always appropriate)</p> <p>Unacceptable : Very restricted vocabulary – inappropriate use of synonyms–seriously hinders communication.</p>
4	Content	<p>5</p> <p>4</p> <p>3</p>	<p>Excellent : All sentences support the topic-highly organized–clear progression of ideas-well linked-like educated native speakers.</p> <p>Good : Ideas well organized – link could occasionally be clearer but communication not impaired.</p> <p>Fair : Some lacks of organization – re-reading</p>

5	Mechanic		required for classification of ideas.
		2	Inadequate : Little or no attempts at connectivity – thought readers can deduce some organization – individuals’ ideas may be clear but very difficult to deduce connection between them
		1	Unacceptable : Lack of organization so serve that communication is seriously impaired.
		5	Excellent : No errors.
		4	Good : 1 or 2 minor errors only (e.g. le or el)
		3	Fair : Several errors – some interfere with communication – not too hard to understand.
		2	Inadequate : Several errors – some interfere with communication – some words very hard to understand.
		1	Unacceptable : Numerous errors – hard to recognize several words – communication made very difficult.

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

2.3.2 Text

2.3.2.1 Definition of Text

A normal communication that occurs is communication that has certain purpose, arranged by certain way and made a whole unity by context that brings about in grammatical language and finally makes a whole unity. Actually, a text is very

common in our life since we always produce it whenever we want to communicate with others. In our lives, we find many texts either in the form of spoken or in the form of written. But, not all texts are the same, and functional model of language tries to describe the ways in which they differ.

In our lives we find many texts either in the form of spoken or in the form of written. Derewianka (1995:17) states that “a text is any meaningful stretch of language either oral or written”. However, not all texts are the same. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. The purpose of Instruction, for example, is to tell someone how to do or make something. The structure of such a text would typically move through the following stages:

- (1) Stating the goal (i.e. what is to be done or made),
- (2) Outlining any materials or equipment needed,
- (3) Detailing the steps to be taken.

When we look at how the schematic structure of a text, it helps to achieve its purpose, we are considering its genre. The genre used here refers to particular text-type, not to traditional varieties and literature. The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways.

According to Gerot and Macken as quoted by Hartono (2005: 6-9):

“Genre can be divided into Story Genres and Factual genres. Story genres include narrative, anecdote, recount, and spoof. Meanwhile, factual genres include descriptive, procedure, explanation, report, exposition, discussion, review, commentary, and news item. Every text-type has different social function, schematic structures, and language features”.

Based on statements above, genre is one of the most important and influential concepts in language education. Genre based teaching is concerned with what learners do when they write. An understanding of the concept allows writing teachers to identify the kinds of text that the students have to write.

Therefore, a genre can be defined as a culturally specific text type that results from using language (written or spoken) to (help) accomplish something. It has particular process, particular stages: distinctive beginnings, middles, ends, and particular linguistics features.

2.3.2.2 *Descriptive Text*

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

Before we start to write descriptive we have to know the communicative purpose of descriptive text, the generic structure and significant lexicogrammatical features first. The generic structure includes identification (identifies phenomenon to be described) and description (describes parts,

qualities, characteristics). The significant lexicogrammatical features focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers, and use of simple present tense.

2.3.2.3 Concept of Descriptive Writing

2.3.2.3.1 Generic Structure of Descriptive Text

Descriptive writing is a kind of writing which is included in School Based Curriculum for Junior High School especially in the seventh grade. I can say so, because students often use it when they will describe someone or make things clearer. In mastering descriptive writing, they have to know the generic structure of descriptive writing. As stated by Dudley-Evans and ST John (1998:115) that “knowledge of genre is a key element in all communication and especially significant in writing academic or professional texts”. It means that genre is an important element to be known when someone wants to communicate his/her idea especially in writing in curriculum 2004 (competence based curriculum) for High School (2003: 49), it is stated that descriptive writing has two generic structures.

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

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

Table 2.3 Generic Structure of Descriptive Text

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

2.3.2.3.2 The Significant Lexicogrammatical Features

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

Example of Descriptive Text:

Natural Bridge National Park

Identification

Natural Bridge National Park is a luscious tropical rainforest.

Description

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

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

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

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

Note:

Bold printed words show examples of specific participants.

Italicized words show examples attributive and identifying processes.

Underlined words show examples of epithets.

2.3.2.3.3 Process of Writing Descriptive Text

The process of writing descriptive text is as follows:

(1) Gathering the materials

The best way to gather the material for descriptive text is to take notes everything that comes to our mind. The thing that we see, hear, and even smell.

(2) Arranging the materials

In this process we have to select the most important details that directly support the main idea. There are two ways to get it: 1) We can write a topic sentence and then select the materials to develop and support it, 2) Select and arrange material though additional brainstorming , clustering, free writing, or perhaps an informal outline, 3) Then write the topic sentence.

(3) Writing the first draft

To write the first draft we have to remember each detail so that the arrangement is in order.

(4) Revising the first draft

Next process is to look at the arrangement of details if it is consistent and clear then look at the logically of beginning of each sentence related to previous sentence so that the idea is clear or perhaps we have to rearrange the materials. Then rewrite the text.

(5) Further revising and editing

Take a look the next and revise it again, we have to focus on specific details and strong word choice. Edit and proofread our descriptive text, check for misspelled words and any other errors we notice. Get a clean copy of our work.

Harris (1969: 68-69) claims that although the writing process has been analysed 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 flavour to the writing.
- (5) Mechanics : the use of the graphic conventions of the language.

2.3.3 Five-Minute Activities

2.3.3.1 Definition of Five-Minutes Activities

Five-Minute Activities, were proposed completely by Ur and Wright (1993; x) in their book entitled "Five-Minute Activities", they are "the activities that may support to realize the expected situation." This activity has purpose, such as a

quick warm-up at the beginning of the lesson to the students into the right mood or learning, etc.

The teacher creates some activities and compiles them. The activities are similar to the language games, but as the name suggests, they are designed to be complete in about five minutes, as a review of the previous lesson and can be applied whether at the beginning, in the middle ordering, and at the end of the lesson.

2.3.3.2 Need for Short Activities

When preparing the lesson, a teacher starts by planning items he or she wants to include the teaching of new vocabularies, for example, or reading of a text, a new grammar point. Nevertheless, once he or she has prepared the main components of his or her lesson, and made sure it is learning-rich, varied, and interesting: he or she may find that he or she still needs some ingredients to make it into a smooth, integrated unit. He or she may need, for example, a quick warm-up for the beginning of the lesson to get the students into the right mood for learning or an idea for a brief vocabulary review before starting a new text. There is some need for short activities that should be known before using the Five-Minute Activities in teaching learning process. They are stated by Ur and Wright (1993: x) as follows:

(1) Learning value

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

(2) Level

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

(3) Timing

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

(4) Preparation

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

(5) Integrating the activities into the lesson

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

(6) Organization

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

From the explanation above, I conclude that to reach teaching learning process of language, a teacher should be able to create an interesting way as motivation to students by using a new method, for example five-minute activities as an intermezzo in learning language.

2.3.3.3 Procedure of Applying Each of Five-Minute Activities

The Five-Minute's Activities compared many interesting and useful activities that can be used whether for practicing listening, speaking, writing and reading skills, spelling, dictation or as a vocabulary review. The activities are such as adjective and nouns, blackboard bingo, crossword, family tree, imaginary classroom, imaginative description, guessing, and ect. In this study, I teach *descriptive text theme*, which covers some materials. They are communicative purpose of descriptive text, generic structure of descriptive text, language features of descriptive text, simple present tense, and the use adjective verb. Meanwhile, based on the activities that Ur and Wright mention, I choose four kinds of five-minute activities used in this study. They are Imaginary classroom; Imaginative descriptions; Who, where and what? and You write next!. I choose those activities because they are very suitable to improve students' ability in writing descriptive text, so I will apply them in my experimental class.

The procedures of each activity that I will apply in my experimental class are as the following:

(1) Imaginary classroom

Describing a room; use of prepositions.

Procedure : Tell the students to imagine that the room is absolutely empty: no furniture, no people, nothing. They have to create their ideal classroom by suggesting how to 'refurnish' it.

For example :

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

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

(2) Imaginative descriptions

Descriptions.

Preparation : Any two pictures large enough for the class to see clearly.

Procedure : Hold up two pictures chosen at random and ask the students to suggest a possible relationship between them. Encourage imaginative, even ridiculous ideas.

For example, a picture of a car and a picture of a packet of cigarettes :

Student A : They are both dangerous to other people, not only to the driver or to the smoker.

Student B : They both give a lot of taxes to the government.

Student C : The driver of that car wants to stop smoking so that he can pay for the car.

Student D : I don't like it when people smoke in a car.

Note : the connections can be personal, or they can be more objective and part of other people's experience, as in the examples above.

Variations : You can ask the students to imagine a connection between any two items: picture/picture; text/text; picture/text. The text can be short or long, written or spoken.

(3) Who, where and what?

Describing and guessing.

Procedure : Describe an object in the classroom, and at the end of the description ask, 'What is it?' Follow this with a description of a person who

is known to the students. They must try to identify what or who you have described.

You : It's got two doors, it's green and I keep books in it.

Student: The cupboard.

You : She's wearing a mauve jersey and she's sitting in the middle of the room.

Student : Wendy.

Once the activity has become understood, individual student describes people, places or objects for the rest of the class to identify.

Variation : Having introduced the activity by your demonstration of it, divide the class into two. Choose a student and whisper to him or her the name of an object, person, place or event. The student must then describe the object, person, place, or event so well that his or her half of the class can identify it. Repeat this with the other half of the class. Let the two halves of the class continue to take turns and see which half of the class recognizes the most descriptions.

(4) You write next!

Brief writing practice.

Procedure : Each student has a sheet of paper, at the top of which he or she writes a sentence: it can be a simple statement of fact or opinion, or a question.

For example :

We study in a nice classroom.

This is then passed to a neighbour, who adds an answer, comment or further question (again, in the form of a full sentence) and passed it on to someone else, and so on. The paper is not folded, so that all previous contributions are visible to each writer.

After about five contributions, students are invited to read out the results; these are often amusing!

The activity can, of course, be done in pairs rather than by individuals.

At the end of this activity, the teacher will inform the students that the next meeting there will be a post test.

2.3.4 Experimental Research

In order to answer and prove the research hypothesis whether using Five-Minute Activities is significant for teaching descriptive text or not, an experimental research design is chosen. “The experimental method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables” (<http://www.experiment-resources.com/>)

According to <http://www.okstate.edu/>, experimental research and experimental design is explained as follows :

“Experimental research is explained as an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur. Meanwhile, experimental design is a blueprint of the procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. It refers to the conceptual framework within which the experiment is conducted”.

Looking forward to the explanation, there are two variables :

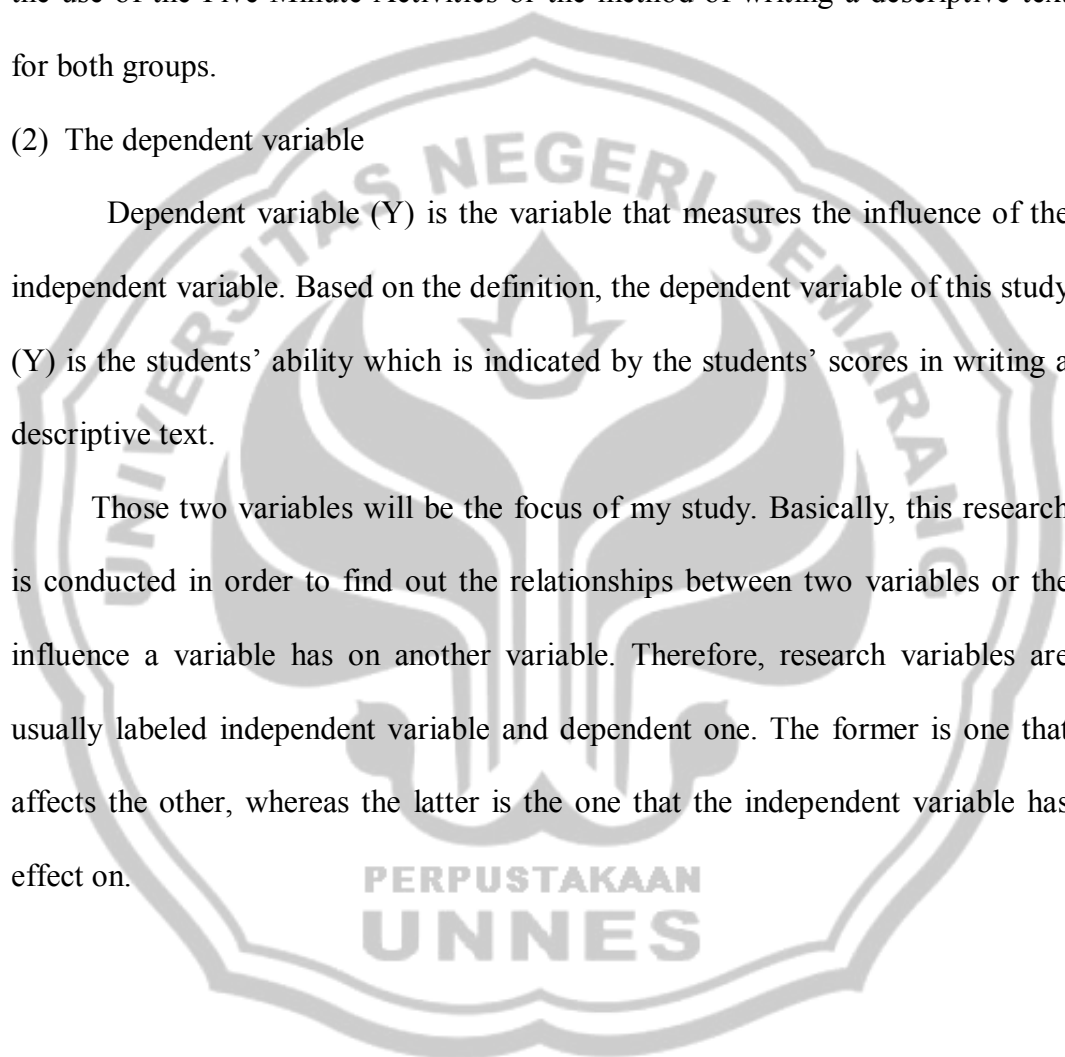
(1) The independent variable

Independent variable (X) is the variable that the experimenter changes within a defined range. It is the variable in whose effect the experimenter is interested. Based on the definition, the independent variable of this study (X) is the use of the Five-Minute Activities or the method of writing a descriptive text for both groups.

(2) The dependent variable

Dependent variable (Y) is the variable that measures the influence of the independent variable. Based on the definition, the dependent variable of this study (Y) is the students' ability which is indicated by the students' scores in writing a descriptive text.

Those two variables will be the focus of my study. Basically, this research is conducted in order to find out the relationships between two variables or the influence a variable has on another variable. Therefore, research variables are usually labeled independent variable and dependent one. The former is one that affects the other, whereas the latter is the one that the independent variable has effect on.



CHAPTER III

RESEARCH METHODOLOGIES

This Chapter will explain Research Method, Subject of the Study, Variables of the Study, Methods of Experimental Research, Statement of Hypothesis, Research of Instrument, Method and Procedure of Collecting Data, and the last is Method of Reporting the Results.

2.1 Research Method

In this part, the materials to be presented are the definition of the research and the activities I did in my research.

2.2.1 Definition of the Research

Arikunto (2002:3) states that “an experimental is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes.” In other words, experiment is the way to find causal relationship between two factors which are raised by the resesarcher in purpose by reducing or eliminating any distracting factors. The other definition is stated by Key (1997), which is “an experimental research-an attempt by the researcher to maintain control over all factors that may affect to determine or predict that what may occur”(Key : <http://www.okstate.edu/>).

While according to Christensen (2001:23), “an experimental research is a research that attempts to identify cause and effect relationship.” In this study, “the

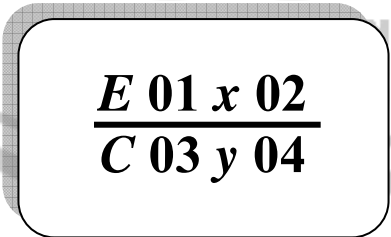
cause and effect relationship” was the the application of Five-Minute Activities to improve students’ ability in writing a descriptive text.

There are some designs in an experimental research, I decided to use true experimental design in this study.

2.2.2 Experimental Design

It is a true experimental research which is aimed to investigate a cause-and-effect relationship. An experiment typically involves two groups, an experimental group (E) and a control group (C). The experimental group usually receives a new treatment or a treatment under investigation, while control group receives usual treatment. Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question (Christensen, 2001:233).

This study used “pre-test and post-test.” The design of the true experiment can be drawn as follows :



$$\begin{array}{l} \mathbf{E\ 01\ x\ 02} \\ \hline \mathbf{C\ 03\ y\ 04} \end{array}$$

Figure 3.1 The Design of the True Experimental Research

(Arikunto, 2002:79)

E : Experimental group

C : Control group

01 : Pre-test for experimental group

02 : Post-test for experimental group

03 : Pre-test for control group

04 : Post-test for control group

x : Treatment with the use of the Five-Minute Activities

y : Treatment with the use of pictures

Experimental design is the blueprint of the procedures that enables the researcher to test hypothesis by reaching valid conclusion about relationships between independent and dependent variables (Best 1981:169). Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted.

The design deals with such practical problems as how subjects are to be selected for experimental and control groups, the way variables are to be manipulated and controlled, the way extraneous variables are to be controlled, how observations are to be made, and the type of statistical to be employed interpreting data relationships.

In the design above, subjects were assigned to the experimental group (top line). The quality of the subject was first checked by presenting them (01 & 03), then the experiment treatment, by using Five-Minute Activities, was performed to the experimental group, while the control group was taught writing descriptive

text by using pictures. The test given was composition. The results of which (02 & 04) were then computed statistically.

2.1 Subject of the Study

3.2.1 Population

The definition of population was stated by Hadi (1980:35). He states that “population was a group of people or items from which the data were collected”. The population of this study was the seventh grade students of SMP N 6 Tegal in the academic year of 2010/2011. The total number of the population was 272 students which was divided into 7 classes.

A researcher has to select a sample to study a population more efficiently. Kerlinger (1965:118) states that “a sample was part of a population which was supposed to represent the characteristics of the population”. Brown (1988:114) adds: “a sample is a sub group taken from the population to represent it”.

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

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

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

3.2.2 Sample and Sampling Technique

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

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

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

Sax (1979:183) states that “a sample was selected randomly when every member of the population had an equal chance of being selected in the sample”. Therefore, in this study, I used purposive sampling in selecting the sample since the population was homogeneous. According to Arikunto (2006:139), “purposive sampling is obtained according to certain purposes not based on the stratum, random, or area”. *This technique may be conducted because of some considerations, such as : restrictiveness of time, energy, and cost*”. Due to the

reasons that have just been mentioned, it is convenient in many instances to use samples. I took 2 classes from 7 classes, selected 75 students from the population to be the sample. For this study, class VII B which consisted of 38 students was chosen as the control group, while class VII D which consisted of 37 students was chosen as the experimental group.

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

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

3.3 Variables of the Study

“Variable is simply defined as something that may vary or differ” (Brown 2004:7). There are many types of variables. However, in this research I presented two variables which were known as the major variables. First, it was dependent variable. Second, it was independent variable.

3.3.1 Dependent Variable

Dependent variable (Y) is “that factor which is observed and measured to determine the effect of the independent variable, i.e., that factor appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable” (<http://www.gifted.uconn.edu/siegle/research/Variables/IVDV.htm>). Based on the definition, dependent variable of my study is the students’ ability to improve writing descriptive text.

3.3.2 Independent Variable

Meanwhile, independent variables (X) is stated as “factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon” (<http://www.gifted.uconn.edu/siegle/research/Variables/IVDV.htm>). In line with the definition, independent variable in my study is the application of Five-Minute activities in teaching writing descriptive text.

3.4 Methods of Experimental Research

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

- (1) First of all, I chose the seventh grade students of SMP Negeri 6 Tegal as the population.
- (2) Then, I took two groups that consisted of class VII B as the control group consisted of 38 students, while class VII D as the experimental group consisted of 37 students. After that, I conducted the real experiment.

The activities of the experimental group are as the following :

- (1) Pre-test

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

(2) Activities in doing the experiment

The students were taught some materials about descriptive text. During the teaching process, I used the Five-Minute Activities. The activities I used in this experiment were Imaginary classroom; Imaginative descriptions; Who, where and what? and You write next!.

(3) Post-test

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

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

Table 3.1 Activities of the Experimental Group

No	Activities	Material	Five-Minute Activities	Time
1	Pre-test	Descriptive text test		Wednesday, April 6 th , 2011.
2	Experiment	A descriptive text text, communicative purpose, generic structure, and language features of descriptive text.	Imaginary Classroom + You Write Next	Thursday, April 7 th , 2011.
3	Experiment	A descriptive text	Imaginative Descriptions + You Write	Saturday, April 9 th , 2011

			Next	
4	Experiment	A descriptive text	Who Where and What + You Write Next	Thursday, April 14 th , 2011
5	Experiment	A descriptive text	You write and next	Saturday, April 16 th , 2011
6	Post-test	Descriptive text test		Wednesday, April 20, 2001

The activities of the control group are as the following :

(1) Pre-test

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

(2) Teaching and learning activities in the control group

In the process of teaching and learning in the control group, the students were given the same materials that were about descriptive text. However, the students were not given Five-Minute Activities, but they were taught descriptive text by using pictures.

(3) Post-test

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

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

Table 3.2 Activities of the Control Group

No	Activities	Material	Time
1	Pre-test	Descriptive text test	Wednesday, April 6 th , 2011.
2	Teaching-learning	Pictures and a descriptive text text, communicative purpose, generic structure, and language features of descriptive text.	Thursday, April 7 th , 2011.
3	Teaching-learning	Pictures and a descriptive text	Saturday, April 9 th , 2011
4	Taeching-learning	A descriptive text	Thursday, April 14 th , 2011
5	Taeching-learning	A descriptive text	Saturday, April 16 th , 2011
6	Post-Test	Descriptive text test	Wednesday, April 20 th , 2001

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

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

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

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

(8) Finally, I draw a conclusion.

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

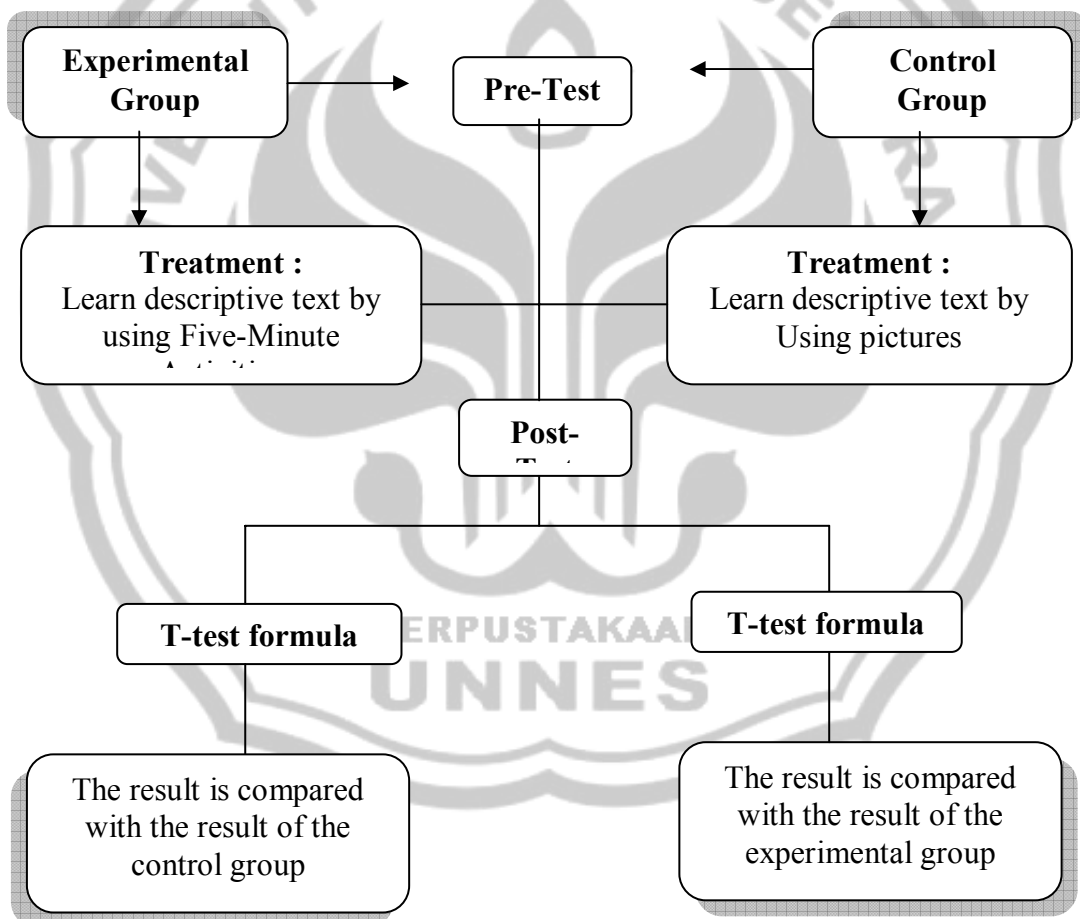


Figure 3.2 Procedure of Experiment

3.5 Statement of Hypothesis

In conducting the experiment I proposed the working hypothesis (H_a) is accepted; that is “ the Five-Minute Activities help students in improving their descriptive text”. It is shown by the significant difference in producing descriptive text between the experimental group and the control one.

Since the hypothesis would be analyzed statistically based on the result of the experiment, I put forward the null hypothesis (H_o) as follows; “There is no significant difference in writing a descriptive text between the experimental group and the control one.” It means that the null hypothesis (H_o) is rejected.

3.6 Research Instrument

Before collecting data, I made the test as instrument. I carried out the writing test in the research. I assumed that writing test could represent someone’s ability in using a language. Writing is an appropriate test for measuring the students’ ability in writing descriptive that has been taught in the teaching and learning process.

The activities of doing the test were I asked the students to make a descriptive text. The administration procedure of pre-test as the research instrument for the control group was the same as the administration procedure for the experimental group. Both of them used the same theme, the theme was “My Favorite Teacher”. Moreover, on the post-test, both control group and experimental group used the same theme, the theme was about “My Classmate”. The reason I chose different theme because I wanted the students was able to improve their ability to write a descriptive text based on the treatment that I

taught. In this study, the control group used pictures and the experimental group used Five-Minute Activities.

To conduct the writing test, I read the instructions of what the students had to do in order to help me in collecting the data. After I gathered the data, then I scored the students' results based on the scoring guidance.

3.7 Method and Procedure of Collecting Data

Related to the research design I used in this study, in collecting the data, the students as the subject of my research did three types of activity: pre-test, treatment, and post-test.

(1) Pre-test

Pre-test is aimed at finding out the basic knowledge or the prior knowledge and students' ability in writing a descriptive text. The administration procedure of pre-test as the research instrument for the control group was the same as the administration procedure for the experimental group. Both of them wrote the same theme for their descriptive text, the theme was "My Favorite Teacher".

(2) Treatment

In an experimental research, treatment is usually done in finding out the significant difference between groups experiencing different method. In this study, as I tried to find out the application of using Five-Minute Activities to improve students' ability in writing a descriptive text, I conducted a treatment in which both groups experienced different method.

In this study, the control group used pictures and the experimental group used Five-Minute Activities.

(3) Post-test

After having the treatment, the students were asked to do post-test. This test was used to find out the significant difference between the students' ability in writing a descriptive text before and after the treatment; and whether or not there is significant difference between the group taught by using Five-Minute Activities and taught by using pictures.

3.7.1 Analytical scoring

I chose the essay test as my instrument research. It means that the score depends on the capability of me. Therefore, I must have guidance of evaluation appropriately. As I told before on the chapter two about the scoring guidance, there are two scoring guidances : First is the analytical scoring, the rating scale as proposed by Brown (2004: 243), that is an analytical scoring scale specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Second, the scoring which is based on the analytic method. This method is made to inform the students about their achievement (Heaton, 1975:95).

In this study, I used the rating scale as proposed by Heaton Grid. I used that scoring scale because it gives a description of score in each criterion clearly and it is very suitable to score the writing test. The score ranges were used for evaluating each writing test. Getting all writing test scored, it was the time for me

as the researcher to totalize it into the final score. This score would be the students' score for their writing skill and it would help me classifying the students' writing proficiency.

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

3.7.2 t-Test

t-Test was used to determine the significance of the test that had been given. It means that whether or not test given is more effective in teaching descriptive text.

The writer used the formula of Arikunto (2006: 311) as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where,

t = t-test

M_x = the difference gain of pre test and post test of the experimental group

M_y = the difference gain of pre test and post test of the control group

$\sum X$ = the sum of the difference gain of pre test and post test of the experimental group

$\sum Y$ = the sum of the difference gain of pre test and post test of the control group

N_x = the number of the students of the experimental group

N_y = the number of the students of the experimental group

The result of t_{test} calculation then would be compared to the value of t_{table} . This study will be signed as significant if the value of t_{test} is higher than t_{table} .

3.8 Method of Reporting the Results

In line with the data analysis, I applied statistical analysis to report the result of the students' achievement in writing descriptive text. Principally, the procedure of reporting the result should fulfill at least two criteria:

- (1) The report should be comprehensible. It means that the readers could interpret the report properly.
- (2) The report should be objective. It means that the report describes the real condition of the research.

The procedure, the type, or the technique in reporting the result could be in various ways, such as tables, statistically data, description, etc. The report also depicted the students' achievement in writing descriptive text.

Based on the information or the analyzed data, the teacher could determine the technique and strategy of teaching in order that materials could be absorbed well by the students in the future.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents result of the study which consist of the discussion of the investigation, the test result (test scoring, level of the students' achievement, the difference gain between the pre-test and post-test of two groups, the difference gain between two means and t-test), and the discussion of the research findings (the use of Five-Minute Activities that can improve the students' ability in writing a descriptive text , the advantages and disadvantages of using the Five-minute Activities).

4.1 Discussion of the Investigation

4.1.1 Pre Test

Both of the experimental group and the control group were given pre test on 6th April 2011. Every student from both groups was asked to write descriptive text that described his or her favorite teacher at least in ten sentences. After I conducted the pre test, I began to score the students' pre test. I used rating scale as proposed by Heaton Grid. There were 5 items to be scored, they were form, grammar, style, content and mechanic. Each was scored 5, then the maximum score was 25. The scoring was based on the Heaton Guidance. This method was made to inform the students about their achievement. The result was raw scores so that it was necessary to multiply them by 4 to get more meaningful numerical

data. The obtained rating scale ranged from 1-100. Thus I could take an example for students who got 25 of raw score. Its score was multiplied by 4. It means that she/he got 100.

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

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

Where:

Ssa = students' achievement

OSc = number of obtained scores

Fa = five aspects

Ss = number of the students

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

- a. The form $= \frac{552}{37} \times 5 = 74.59$
- b. The grammar $= \frac{440}{37} \times 5 = 59.46$
- c. The style $= \frac{484}{37} \times 5 = 65.41$
- d. The content $= \frac{504}{37} \times 5 = 67.57$
- e. The mechanic $= \frac{472}{37} \times 5 = 63.87$

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

- a. The form $= \frac{560}{38} \times 5 = 73.68$
- b. The grammar $= \frac{440}{38} \times 5 = 57.89$
- c. The style $= \frac{484}{38} \times 5 = 63.68$
- d. The content $= \frac{500}{38} \times 5 = 65.79$
- e. The mechanic $= \frac{456}{38} \times 5 = 60.00$

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

Table 4.1 The Result of the Pre-Test

Group	Five Items				
	Form	Grammar	Style	Content	Mechanic
Control	74.59	59.46	65.41	67.57	63.87
Experimental	73.68	57.89	63.68	65.79	60.00

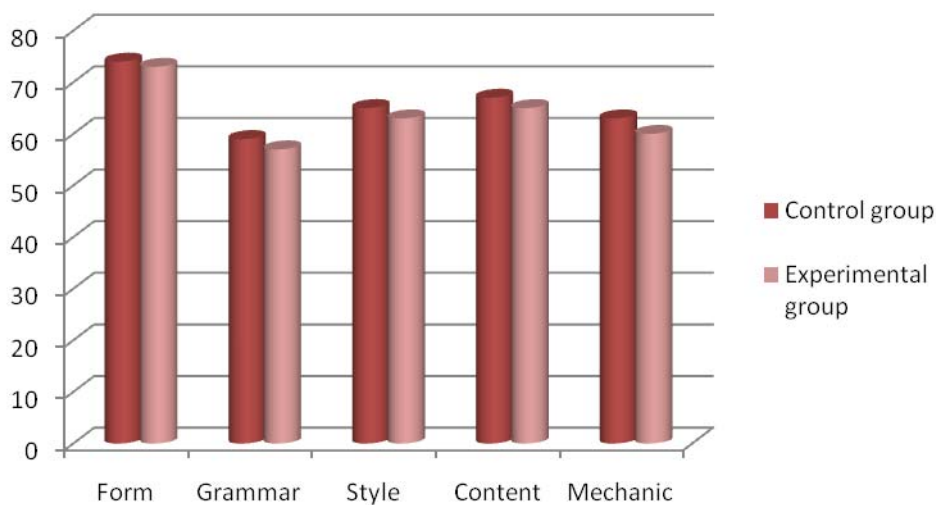


Chart 4.1 The Result of the Pre-Test of the Control and Experimental Groups
4.1.2 Treatment

I held the treatments for four times they were held on 7th, 9th, 14th, and 16th April 2011. Before conducting the treatments, I prepared and arranged the teaching design as well as possible. The purpose was to give the guidance of teaching for me. In the treatment, I gave the model activities for both the experimental and the control groups. The following is the table of the activities in doing the treatment. The brief explanation of the activities in doing the treatment is presented on the lesson plan of both experimental group (Appendix 10, p.114) and control group (Appendix 11, p.127)

Table 4.2
The Treatment of the Experimental Group

Time	Materials	Activities
Thursday, April 7 th , 2011.	“Imaginary Classroom” and “You Write and Next !” activities, a descriptive text, communicative purpose, generic structure, and language features of descriptive text.	a. Students paid attention to the teacher’s guidance about what they were going to do. b. Students paid attention to thee ‘Imaginary Classroom’ activity taught by the teacher. c. Students worked in pairs. Describe their classroom condition with their partner. d. Students were given the key words by the teacher and they chose the word that really described the classroom. Example :

		<p>❖ Imagine that the room is absolutely empty: no furniture, no people, nothing. They have to create their ideal classroom by suggesting how to ‘refurnish’ it.</p> <p><u>For example :</u></p> <p>There is a thick soft wall-to-wall carpet on the floor.</p> <p>There is a television in that corner, with a video.</p> <p>e. Students were asked to work individually to write sentences based on the clues given by the teacher in “You Write and Next!” activity.</p> <p>f. Students combined their sentences into a short descriptive text.</p> <p>g. Students were asked to write sentences with the given keywords on the white board.</p> <p>h. Students paid attention to the correction given by the teacher to their sentences on the white board.</p> <p>i. Students were given a descriptive text with “My</p>
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		<p>House”</p> <p>j. Students paid attention to a descriptive text.</p> <p>k. Students were asked to take turn to read the text.</p> <p>l. Students discussed the difficult words related to the text.</p> <p>m. Students listened and paid attention to teacher’s explanation about descriptive text.</p> <p>n. Teacher stimulated the students to find the social function of the descriptive text.</p> <p>o. Students recognized the social function and generic structure of descriptive text led by the teacher.</p> <p>p. Students identified the significant lexicogrammatical features of descriptive text. Those are the use of simple present tense, identifying processes, and focusing on generic participants (Grammar).</p> <p>q. Students listened to the teacher’s explanation of how the descriptive text</p>
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		<p>organized.</p> <p>r. Students discussed and answered several questions based on the text.</p> <p>s. Students paid attention to the other examples of descriptive text given by the teacher.</p> <p>t. Students were asked to answer several questions based on the text given by the teacher.</p> <p>u. Students were asked to analyze the social function, generic structure, and lexicogrammatical of the given text.</p> <p>v. Students were asked to write sentences with the given key words.</p> <p>w. Students were asked to look for a short descriptive text.</p>
<p>Thursday, April 7th, 2011.</p>	<p>“Imaginative Description” and “You Write and Next” activities, and a descriptive text .</p>	<p>a. Students reviewed on the last material.</p> <p>b. Students responded the teacher’s question about the previous materials.</p> <p>c. Students discussed and analyzed their text together with the teacher.</p> <p>d. Students paid attention to the</p>

		<p>teacher's instruction about "Imaginative Description".</p> <p>e. Students paid attention to the pictures showed by the teacher.</p> <p>f. Students held up two pictures chosen at random.</p> <p>g. Students suggested a possible relationship between them.</p> <p>h. Students identified the pictures and recognized the vocabulary related to the pictures.</p> <p>i. Students paid attention to the teacher's explanation about Simple Present Tense and Identifying Processes.</p> <p>j. Students paid attention to the teacher's demonstration of how to use Simple Present Tense and Identifying Processes in a descriptive text.</p> <p>k. Students were asked to write sentences with the given keywords on the white board using Simple Present and Identifying Processes.</p> <p>l. Students paid attention to the teacher's correction to their</p>
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		<p>sentences on the white board.</p> <p>m. Students were asked to work in group of four to discuss several pictures given by teacher.</p> <p>n. Students were asked to answer several questions related to the given pictures.</p> <p>o. Students worked in group writing several sentences based on the pictures in “You Write and Next!” activity.</p> <p>p. Students were asked to make a short descriptive text with their group.</p> <p>q. Students were asked to do the exercises on the text book as their homework.</p>
<p>Saturday, April 9th, 2011</p>	<p>“Who, Where and What” and “You Write and next!” activities and a descriptive text.</p>	<p>a. Students discussed about the previous materials.</p> <p>b. Students responded the teacher’s question about the previous materials.</p> <p>c. Students paid attention to the instruction of “Who, Where and What?” activity given by the teacher.</p> <p>d. Students were asked to work</p>

		<p>in group of four.</p> <p>e. Four students were asked to come in front of class.</p> <p>f. Every group had to describe one of their friends.</p> <p>g. Every group were asked to write sentences on the white board.</p> <p>h. Students paid attention to the teacher's explanation and correction given by the teacher to their descriptive text.</p> <p>i. Students identified the sentences and recognized the vocabulary related to the sentences.</p> <p>j. Students paid attention to the second session activity of "Who, Where and What?"</p> <p>k. I divided the class into two. I chose one student and whispered to him or her the name of an object, person, place or event that should be described.</p> <p>l. He/she had to describe the object, person, place or event well and then half of his or her friends identified it.</p> <p>m. Student repeated the activity</p>
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		<p>with the other half of the class.</p> <p>n. Let the two halves of the class continue to take turns and see which half of the class recognized the object described.</p> <p>For example :</p> <ul style="list-style-type: none">❖ Please pay attention to the riddle about our friend below carefully. Guess who is she or he? She's wearing eyeglasses and she's sitting in the middle of the room. Her hair is long. Who is she? (Wendy)❖ Please pay attention to the riddle about object below carefully. Guess what is it? It's got two doors, it's green and I keep books in it. What is it? (cupboard). <p>o. Two students were asked to write sentences based on the discussion on the white board in "You Write and next!" activity.</p> <p>p. Students paid attention to the teacher's correction to their</p>
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		<p>sentences on the white board.</p> <p>q. Students identified the sentences and recognized the vocabulary related to the sentences.</p> <p>r. Students were stimulated to find the social function, generic structure, and language features of the text.</p>
<p>Thursday, April 14th, 2011</p>	<p>A descriptive text</p>	<p>a. Students brushed up on their materials about descriptive text.</p> <p>b. Students gave response to the teacher's questions related to the materials they had learned.</p> <p>c. Students paid attention to the text book about descriptive showed by the teacher.</p> <p>d. Students together with the teacher discussed the text to notify the vocabulary.</p> <p>e. Students were asked to write down the vocabulary they found.</p>

Table 4.2
The Treatment of the Control Group

Time	Materials	Activities
Thursday, April 7 th , 2011.	Pictures of “ Justin Bieber”, a descriptive text, communicative purpose, generic structure, and language features of descriptive text.	<ul style="list-style-type: none"> a. Students paid attention to the picture showed by teacher. b. Students gave response to the question related to the picture showed by teacher. c. Students listened to the teacher who read the description of Justin Beiber. d. Students paid attention to a descriptive text and discussed the difficult words related to the text. e. Students were simulated to find the social function and generic structure of the descriptive text. f. Students identified the significant lexicogrammatical features of descriptive. g. Students listened to the teacher’s explanation of how the descriptive text organized. h. Students discussed and answered several questions based on the text. i. Students answered several questions based on the text given by the teacher. j. Students analyzed the social function, generic structure and lexicogrammatical features of the given text. Students wrote sentences using the given key words.

		k. Students looked for a short descriptive text
Saturday, April 9 th , 2011	Picture “My Classroom” and a descriptive text	<p>a. Students reviewed on the last material</p> <p>b. Students discussed and analyzed their text together with the teacher.</p> <p>c. Students paid attention to the pictures showed by teacher.</p> <p>d. Students identified the pictures and recognized the vocabulary related to the picture.</p> <p>e. Students paid attention to the teacher’s explanation about Simple Present Tense and Relational Processes.</p> <p>f. Students paid attention to the teacher’s demonstration in using Simple Present Tense and Identifying Processes based on the pictures being discussed.</p> <p>g. Students paid attention to the teacher’s demonstration of how to use Simple Present Tense and Identifying Processes in a descriptive text.</p> <p>h. Students wrote sentences with the given keywords on the whiteboard using Simple Present Tense and Identifying Processes.</p> <p>i. Students worked in group of four to discuss several pictures given by the teacher.</p> <p>j. Students answered several questions related to the given pictures.</p> <p>k. Students worked in group and</p>

		<p>wrote several sentences based on the pictures to make a short descriptive text.</p> <p>l. Students were asked do exercises on the text book as their homework.</p>
<p>Thursday, April 14th, 2011</p>	<p>A descriptive text and “My House” picture</p>	<p>a. Students discussed about the previous materials.</p> <p>b. Students paid attention to the several pictures showed by the teacher</p> <p>c. Students identified and discussed the given pictures.</p> <p>d. Students listened and wrote any information given by the teacher related to the house being discussed.</p> <p>e. Students paid attention to a short descriptive text on their text book.</p> <p>f. Students were stimulated to find the social function, generic structure, and language features of the text.</p> <p>g. Students paid attention to the teacher’s explanation and correction related to their previous descriptive text assignment made with their group.</p> <p>h. Students worked in pair to discuss and made sentences based on the pictures provided.</p> <p>i. Students combined their sentences and constructed a</p>

		<p>short descriptive text in pair.</p> <p>j. Students exchanged their works to the other students and analyzed the generic structure and language features of the text.</p> <p>k. Students discussed to identify the generic structure and language features of the descriptive text made by the students.</p> <p>l. Students worked individually to write sentences based on the pictures given by the teacher and composed a short descriptive text.</p>
<p>Saturday, April 16th, 2011</p>	<p>A descriptive text and “My Diva” picture</p>	<p>a. Students brushed up on their materials about descriptive text.</p> <p>b. Students gave response to the teacher’s questions related to the materials they had learned.</p> <p>c. Students paid attention to several pictures showed by the teacher.</p> <p>d. Students discussed the picture to notify the vocabulary.</p> <p>e. Students listened and discussed any information related to the picture being discussed.</p> <p>f. Students wrote down the vocabulary they found.</p>

4.1.3 Post Test

The post test was conducted after the treatments. It was held on 20th April 2011. It was conducted for the experimental group and the control group. For the experimental group, Five-Minute Activities strategy was used in writing descriptive text. For the control group, the use of picture was used in writing descriptive text. The post test was used to measure the students' ability in writing descriptive text. In this test, the students were asked to write descriptive text which described their Classmate at least in ten sentences. They were given 45 minutes to do their test. After that, I scored and analyzed the result of their work.

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

- a. The form $= \frac{648}{37} \times 5 = 87.57$
- b. The grammar $= \frac{484}{37} \times 5 = 65.41$
- c. The style $= \frac{568}{37} \times 5 = 76.76$
- d. The content $= \frac{596}{37} \times 5 = 80.54$
- e. The mechanic $= \frac{504}{37} \times 5 = 68.11$

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

- a. The form $= \frac{652}{38} \times 5 = 88.11$
- b. The grammar $= \frac{560}{38} \times 5 = 75.68$
- c. The style $= \frac{620}{38} \times 5 = 83.78$
- d. The content $= \frac{616}{38} \times 5 = 83.24$
- e. The mechanic $= \frac{580}{38} \times 5 = 78.38$

Table 4.4 The Result of Post-Test

Group	Five Items				
	Form	Grammar	Style	Content	Mechanic
Control	87.57	65.41	76.76	80.54	68.11
Experimental	88.11	75.68	83.78	83.24	78.38

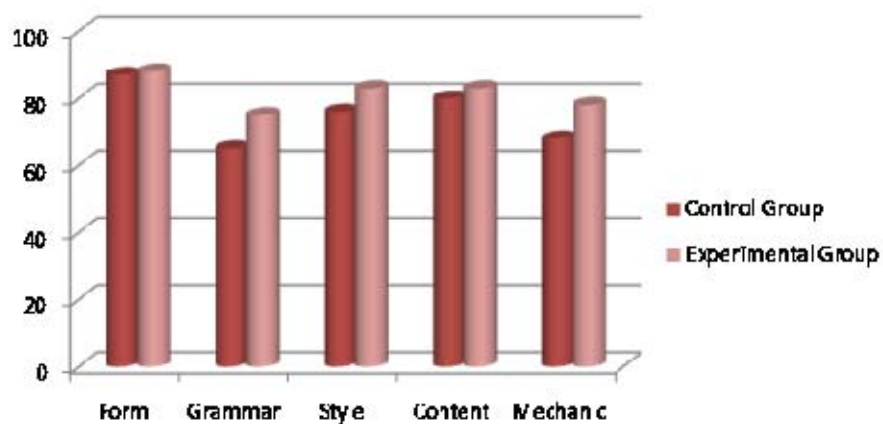


Chart 4.2 The Result of the Post-Test of the Control and Experimental Groups

In order to show the result of the students' test, I show it in form of grade which is suggested by Harris (1969: 134) as follows:

Table 4.5 Harris's Scoring

Grade	Criteria of Mastery	Level
A	91 – 100	Excellent
B	81– 90	Very good
C	71 – 80	Good
D	61 – 70	Sufficient
E	<51	Insufficient

The list below is the students' achievement according to the grade for both groups

Table 4.6 The Score of the Control Group

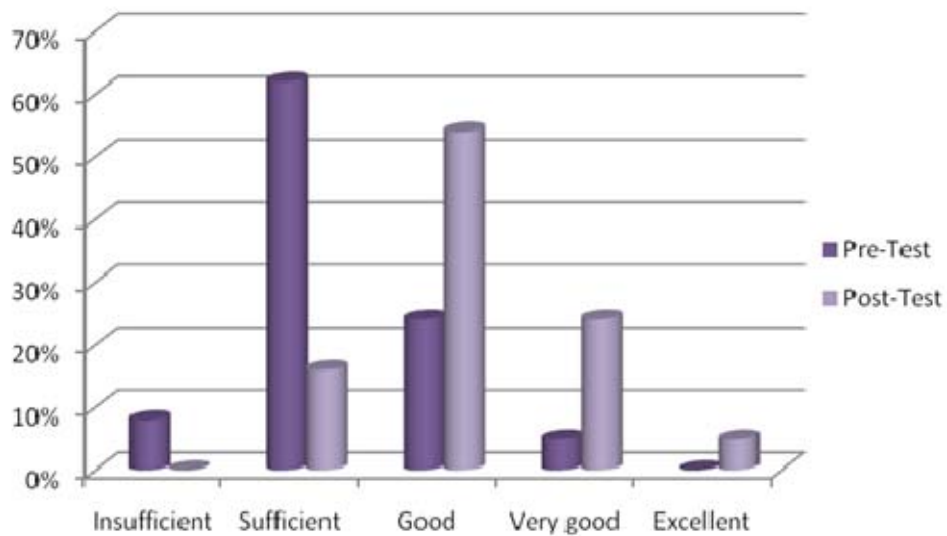
Criteria of Mastery	Level	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
91-100	Excellent	0	2	0	5.4
81-90	Very Good	2	9	5.4	24.32
71-80	Good	9	20	24.32	54.05
61-70	Sufficient	23	6	62.16	16.21
≤ 50	Insufficient	3	0	8.1	0
Total		37		100	100

Table 4.7 The Score of the Experimental group

Criteria of Mastery	Level	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
91-100	Excellent	0	2	0.0	5.2
81-90	Very Good	1	24	2.6	63.15
71-80	Good	6	10	15.78	29.41
61-70	Sufficient	25	2	65.78	5.2
≤ 50	Insufficient	6	0	15.78	0.0
Total		38		100	100

After counting the frequency, then I used the diagram in reporting the result of the test.

(1) The Diagram of the Result of the Test from the Control Group

**Chart 4.3 The Result of the Test of the Control Group**

The diagram above describes the result of the students' ability in the control group. The vertical line shows the frequency of the control group, while the horizontal line shows the achievement of the control group.

(2) The Diagram of the Result of the Test from the Experimental Group

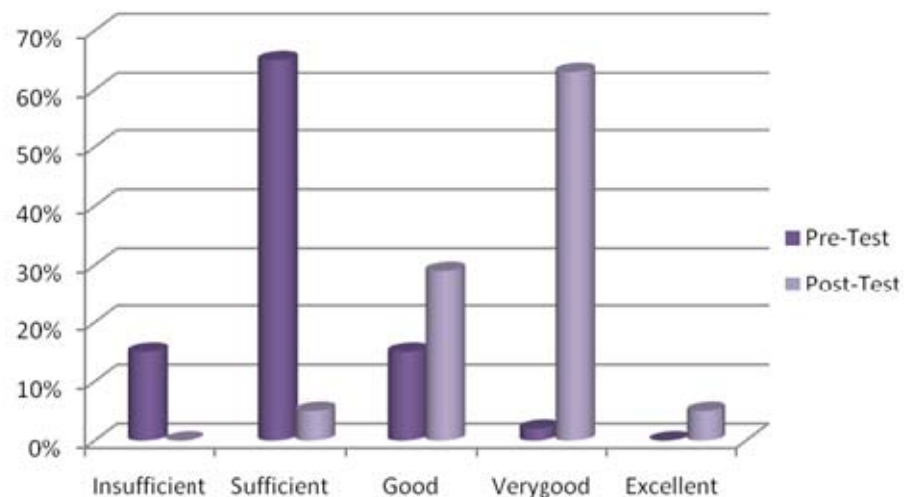


Chart 4.4 The Result of the Test of the Experimental Group

The diagram above describes the result of the students' ability in the experimental group. The vertical line shows the frequency of the experimental group, while the horizontal line shows the achievement of the experimental group.

4.1.4 The Difference Gain of Pre Test and Post Test

The difference gain of pre test and post test between the experimental group and the control group will be discussed. The computation of the difference gain of the experimental and control groups is as follows:

$$M_y = \frac{\sum Y}{n_y}$$

Where:

$\sum Y$ = the sum of the difference gain of the pre test and post test of the control group

M_y = the difference gain of the pre test and post test of the control group

n_y = the number of the students of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$M_y = \frac{2800 - 2440}{37} = \frac{360}{37} = 9.73$$

The difference gain of the pre-test and post-test of the control group was **9.73**.

$$M_x = \frac{\sum X}{n_x}$$

Where:

$\sum X$ = the sum of the difference gain of the pre test and post test of the experimental group

M_x = the difference gain of the pre test and post test of the experimental group

n_x = the number of the students of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$M_x = \frac{3028 - 2436}{38} = \frac{592}{38} = 15,58$$

The difference gain of the pre-test and post-test of the experimental group was **15.58**.

4.1.5 The Difference of Two Means

I computed the difference between two means by using the following formula:

$$\bar{X}_e = \frac{\sum X_e}{N_e} \qquad \bar{X}_c = \frac{\sum X_c}{N_c}$$

Where:

\bar{X}_e = the mean of the experimental group

\bar{X}_c = the mean of the control group

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

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

N_e = the number of the students in the experimental group

N_c = the number of the students in the control group

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

$$\bar{X}_c = \frac{\sum X_c}{N_c}$$

$$\bar{X}_e = \frac{3028}{38} = 79.68$$

$$\bar{X}_c = \frac{2800}{37} = 75.68$$

From the calculation, the mean of the experimental group was **79.68** and the mean of the control group was **75.68**.

4.1.6 The Level of the Students' Achievement

The data were obtained from the students' pre test and post test. The following is the table that shows the average scores for pre test and post test which is based on five items:

Table 4.8
The Result of Pre-Test and Post-Test Average Scores of
the Experimental and the Control Group

Group	\bar{X} of Pre-Test	\bar{X} of Post-Test	The Difference between Pre-Test and Post-Test
Control	65.95	75.68	9.73
Experimental	64.11	79.68	15.58
The difference between experimental group and control group	1.84	4	

According to the table, the difference average between the pre test of the experimental and the control groups was **1.84**, the difference average between the post-test of the experimental and the control groups was **4**. The difference of the pre-test and the post-test of the experimental group was **15.58**, while the difference of the pre-test and the post-test of the control group was **9.73**. It means that the difference in each criterion after getting the treatment by using Five-Minutes Activity is better than by using pictures.

4.1.7 t-Test Result

t-Test was used to compare the difference gain of the pre test and post test between the experimental group and the control group. The following is t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{15.58 - 9.73}{\sqrt{\left[\frac{1440 + 1873.3}{38 + 37 - 2} \right] \left[\frac{1}{38} + \frac{1}{37} \right]}}$$

$$t = \frac{5.85}{\sqrt{\left[\frac{3313.3}{73} \right] \left[\frac{2}{1406} \right]}}$$

$$t = \frac{5.85}{\sqrt{0.645}}$$

$$t = \frac{5.85}{0.803}$$

$$t = 7.2841$$

After calculating t-test, I used the critical value of t-table to check whether the difference is significant or not. For $\sigma = 5\%$ and the number of the students, $38+37-2 = 73$, it was obtained from the formula $\sum N_x + \sum N_y - 2$. I found that t-table = 1.84. Based on the computation, I found that t-value was **7.2841**. It means that t-value is higher than the critical value on the table. It proved that there is significant difference between the experimental group and the control group.

4.2 Discussion of the Research Findings

Here, I would like to discuss the interpretation of the test result and the effect of the treatment.

4.2.1 Improvement of the Students' Writing Skill

In conducting this experimental research, the pre-test and post-test were distributed in order to know the students' ability in writing descriptive text. The result of each test showed improvements of the students' ability in writing descriptive text. The percentage of the tests is shown in the following table.

Table 4.9. The Result of Pre test and Post Test Average Scores of the Experimental Group based on Five Items

Test	Five Items				
	Form	Grammar	Style	Content	Mechanic
Pre-Test	73.68	57.89	63.68	65.79	60.00
Post-Test	88.11	75.68	83.78	83.24	78.38

The table above shows that there is an improvement in the post test and also in each aspect of writing, they are form, grammar, style, content, and mechanic.

It can be seen that the students made improvements in all components of writing, it is shown as follows :

(1) Students' Form in Writing

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

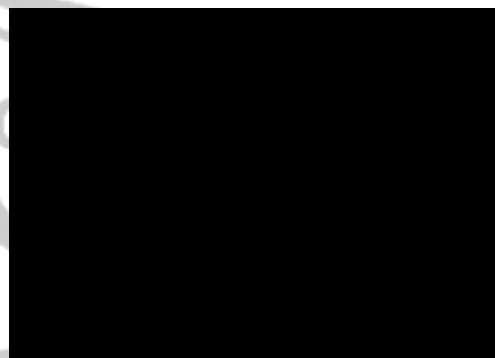
ability of the experimental group in organizing sentences was getting better than by using pictures.

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

Table 4.10 Students' Writing Form

Test	Items
	Form
Pre-Test	73.68
Post-Test	75.68

Chart 4.5 Students' Writing Form



The students' writing form improved. It can be proved by the pre-test score, 73,68, and the post-test score, 88,11. It meant the students had made **14,43** improvement.

(2) Students' Grammar in Writing

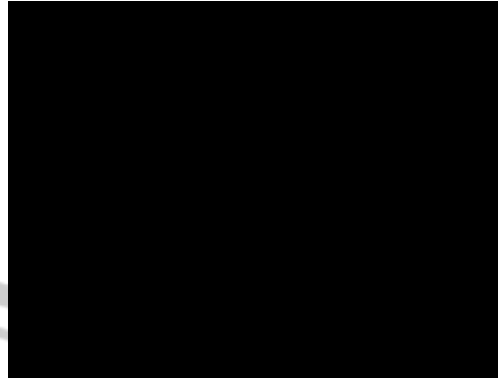
Moreover, the student's ability of the experimental group in comprehending grammar aspect was weak. The students in that group showed that they had poor ability in producing good structure. The given treatment influenced their grammar ability and gave contribution in improving their grammar comprehension. The result of the experimental group which was taught by using Five-Minute activities was higher than the control group.

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

Table 4.11 Students' Writing Grammar

Test	Items
	Grammar
Pre-Test	57.89
Post-Test	75.68

Chart 4.6 Students' Writing Grammar



Many of them were poor in grammar of the text. In the post- test, there was an improvement. The pre-test score was 57.89 and the post-test was 75.68. It meant the students had made **17.91** improvement.

(3) Student's Style in Writing

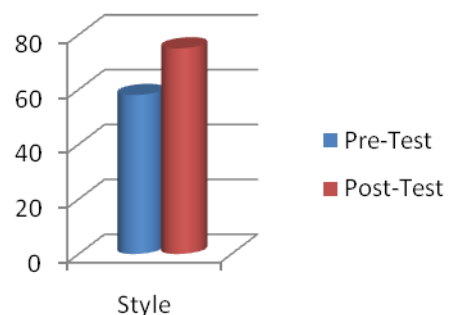
The students' ability in mastering vocabulary was also poor. They did not use appropriate words in showing their ideas on the written products of their pre-test.

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

Table 4.12 Students' Writing Style

Test	Items
	Style
Pre-Test	63.68
Post-Test	83.78

Chart 4.7 Students' Writing Style



Many of them were poor in style of the text. However, in the post- test, there was significant improvement. The pre-test score was 63.68 and the post-test was 83.78 It meant the students had made **20.1** improvement.

(4) Students' Content in Writing

The students' ability in producing good content in writing was generally weak. In the pretest, they could not understand what they had to do, so they only produced very simple sentences. The treatment given to the experimental group was able to improve their vocabulary and their ability in combining content as well. Five-Minute Activities provided showed them many new vocabularies related to the topics. Using Five-Minute Activities was also able to stimulate their creativity in building their ideas and constructing good written content.

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

Table 4.13 Students' Writing Content

Test	Items
	Content
Pre-Test	65.79
Post-Test	83.24

Chart 4.8 Students' Writing Content



In the post- test, there was an improvement. The post-test was 83.24 It meant the students had made **17,45** improvement.

(5) Student's Mechanic in Writing

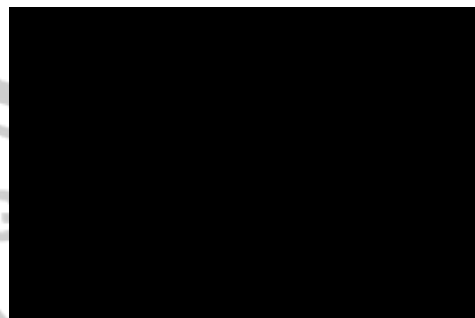
In the post-test, the students' content in writing showed an improvement.

The following table shows the results.

Table 4.14 Students' Writing Mechanic

Test	Items
	Form
Pre-Test	60.00
Post-Test	78.38

Chart 4.9 Students' Writing Mechanic



In the post- test, there was also an improvement. The pre-test score was 60.00 and the post-test was 78.38. It meant the students had made **18.38** improvement.

The mean of the pre-test of the experimental group was only 64,11. It was lower than the criterion of the assessment from the minimal standard of the school that was 65. The mean of the post test was 79.68 which meant it is higher than the pre-test and higher than the standard score. It increased 15,58 point from the pre-test. In this test, the students could apply the use of Five-Minutes Activities in their writing. From those results, it could be concluded that the activities during the study ran well. In the end of the test, the students could eliminate their difficulties in writing, especially in writing descriptive text. The improvement of the students proved that Five-Minutes Activities is effective to be used in teaching writing a descriptive text to the seventh grade students of junior high school.

4.2.2 The Advantages and Disadvantages of Using Five-Minutes Activities in Teaching Writing Descriptive Text at the Seventh Grade Students of Junior High School

Teacher as a facilitator should give facility to students in learning process. It is important for the teacher to arrange his future activities before teaching in the classroom. Therefore, a teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages. Five-Minute activities is one of the alternative methods which is valuable in supporting the instructional process. If it is applied properly, it will be an effective teaching aid through the information provided to help the students in writing descriptive text. The advantages of the Five-Minute Activities as the alternative method are as follows:

- (1) The use of Five-Minute Activities can gain students' motivation and stimulate their interest and fun in writing.
- (2) The students can also be more creative when they want to describe people who are close with them because they can imagine their parts, characteristics, and qualities easily.
- (3) Using Five-Minutes Activities will be very useful for teachers since it helps them in introducing and explaining about the descriptive text more easily. Teachers will easily help their students in building ideas of what they are to write and explore it into an appropriate text.

In spite of the advantages, there are some disadvantages of using Five-Minutes Activities in teaching writing descriptive, they are:

- (1) Using Five-Minutes Activities should be prepared and organized carefully in order to reach the beneficial of using the method.
- (2) If a teacher does not have any proper ability in mastering the material and classroom management when he or she is using Five Minute Activities, it will make the process of teaching and learning stuck in the middle of process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the investigation together with the suggestion for the improvement of student's ability in writing a descriptive text.

5.1 Conclusion

According to the result of data interpretation and discussion in the previous chapter, I draw the following conclusions:

- (1) The students' improvement during the teaching and learning activity by using Five-Minutes Activities as an alternative method in teaching writing descriptive is good. It is supported by the result of the pre-test that was lower (64.11) than the post-test (79.68). The students' post-test increased 15,58 point from the pre-test. It could be concluded that the activities during the study ran well. The improvement of the students' result proved that Five-Minutes Activities is effective to be used in teaching writing a descriptive text to the seventh grade students of junior high school.
- (2) From the result of calculation, it could be concluded that there is significant difference result between teaching descriptive text by using Five-Minutes Activity and teaching descriptive text by using pictures in SMP N 6 Tegal. The result of t-test was 7.2841 and t_{table} was 1.84. It means that t_{value} is higher than t_{table} ($7.2841 > 1.84$). Based on that calculation, there is significant

difference between two means. From the calculation above, I could draw a conclusion that there is a significant effect in giving the students treatment by using Five-Minutes Activities as an alternative method in teaching. It gives contribution to improve students' ability in writing, particularly in writing descriptive text, proving that teaching by using Five-Minutes is better than by using pictures.

- (3) Five-Minute Activities can be used as an alternative method in teaching writing descriptive text because it really helps students to learn writing optimally, moreover, the students' achievement in writing descriptive text while they were using Five-Minutes Activities as the alternative method in teaching writing descriptive text is high.

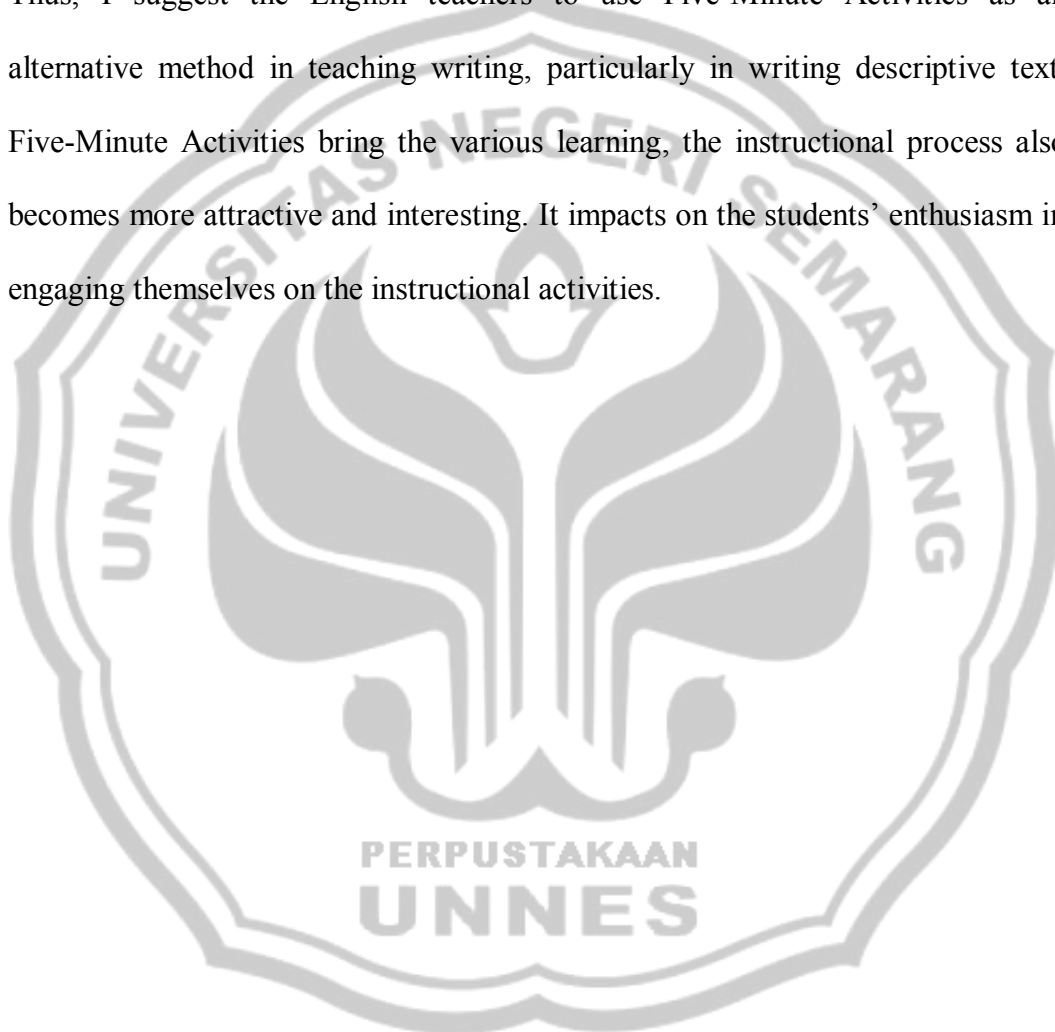
5.2 Suggestion

From the conclusion above, several points are offered in order to improve the students' ability in combining ideas and their achievement in writing, especially in writing descriptive text, as follows:

- (1) Five-Minutes can be used as one of the alternative methods in English teaching learning process in order to get higher acquisition in achieving writing descriptive.
- (2) To get a good mastery in writing, students have to know the idea of what they are to write. Then, teacher may apply an alternative method in improving students' creativity.

(3) Students have to master the social purpose, generic structure, and also language features of a text in supporting their writing skill. And not to mention, they should have wide vocabulary, so, it will not make the process of teaching and learning stuck in the middle of process.

Thus, I suggest the English teachers to use Five-Minute Activities as an alternative method in teaching writing, particularly in writing descriptive text. Five-Minute Activities bring the various learning, the instructional process also becomes more attractive and interesting. It impacts on the students' enthusiasm in engaging themselves on the instructional activities.



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APPENDIX 1

THE LIST NAME OF CONTROL GROUP

Code.	Name of Student
C-1	Agus Ferian
C-2	Ahmad Qolik Tri Saputra
C-3	Alfika Sekar Salsabil
C-4	Andrean Ratu Rangga
C-5	Ayu Wulan Tari
C-6	Della Relita
C-7	Diana Ayu Ratriningrum
C-8	Dwi Setya Haryanto
C-9	Eko Harmanto
C-10	Erika Putri Asih
C-11	Fany Hanifah
C-12	Ferlinda Puspandini
C-13	Imam Syafii
C-14	Indra Kurniawan Setia Negara
C-15	Kiki Alfiyani
C-16	Krisma Noviani
C-17	M. Fadli Ghozali
C-18	Mohamad Saefudin
C-19	Mohammad Syafiq Marzuki
C-20	Muhammad Irul Irfan Syah
C-21	Nadiyah Lutfiyani
C-22	Nofita Widya Ningsih
C-23	Noviani Marista
C-24	Nur Hijroh Septiani
C-25	Nurul Fitriana Fauziah
C-26	Ryan Aditya
C-27	Siti Nur Afifi
C-28	Sri Pujianti
C-29	Susanti
C-30	Taufiq Isna Hidayat
C-31	Topan Nataera Islamie
C-32	Zulfikar Tegar Pamungkas
C-33	Aji Saputra
C-34	Desi Rofiana
C-35	Razak Ananda Firman Safii
C-36	Siti Anisah
C-37	Tri Nur Cahyani

APPENDIX 2

THE LIST NAME OF EXPERIMENTAL GROUP

Code.	Name of Student
E-1	Ade Suprobo
E-2	Anggita Riszki Putri
E-3	Anisa Aprillia
E-4	Annisha Agustin
E-5	Bagus Herlambang
E-6	Dainur Ikmah
E-7	Gema Catur Rangga
E-8	Ibnu Nugroho
E-9	Ihda Nur Fitriyani
E-10	Ilham Maulana Rizqi
E-11	Kholif Permana
E-12	Lusi Akhiriani
E-13	Mandala Putri
E-14	Marko Arul Agistia Saputra
E-15	Mohammad Alyafi
E-16	Nora Nailul Amal
E-17	Novetia Sovie Khalisa Haq
E-18	Nur Baeti
E-19	Nur Ikhlas Pambudi
E-20	Nurul Rahmania Safitri
E-21	Octaf Bagus Pradana
E-22	Putri Purnamasari
E-23	Ragil Ayu Pratiwi
E-24	Rama Dwiki Purwanto
E-25	Reza Prastio
E-26	Riski Septiaji
E-27	Riyanto
E-28	Rizcki Amelya
E-29	Sahrul Hidayat
E-30	Slamet Riyadin
E-31	Tri Wulandari
E-32	Triana
E-33	Umi Nafisah
E-34	Umrotul Azizah
E-35	Bayu Hardwianto
E-36	Nur Hasan Jazani
E-37	Siti Aisyah
E-38	Tarjoni

APPENDIX 3

PRE-TEST SCORE OF THE CONTROL GROUP (Using Pictures)

No	Code	Item of Aspects					Total	Score (Tx4)	Criteria
		Form (1-5)	Grammar (1-5)	Style (1-5)	Content (1-5)	Mechanic (1-5)			
1	C - 01	4	3	3	3	3	16	64	Sufficient
2	C - 02	3	3	3	3	3	15	60	Sufficient
3	C - 03	4	3	3	4	3	17	68	Sufficient
4	C - 04	3	3	3	3	3	15	60	Sufficient
5	C - 05	4	3	3	4	3	17	68	Sufficient
6	C - 06	4	3	4	4	3	18	72	Good
7	C - 07	4	3	3	3	3	16	64	Sufficient
8	C - 08	4	3	3	3	3	16	64	Sufficient
9	C - 09	3	3	3	3	3	15	60	Sufficient
10	C - 10	4	3	3	3	3	16	64	Sufficient
11	C - 11	4	3	4	4	3	18	72	Good
12	C - 12	4	3	3	3	3	16	64	Sufficient
13	C - 13	3	2	3	3	3	14	56	Insufficient
14	C - 14	3	3	3	3	3	15	60	Sufficient
15	C - 15	4	3	4	4	4	19	76	Good
16	C - 16	4	3	4	4	4	19	72	Good
17	C - 17	3	3	3	3	3	15	60	Sufficient
18	C - 18	4	3	3	3	3	16	64	Sufficient
19	C - 19	4	3	4	4	4	19	76	Good
20	C - 20	3	2	3	3	3	14	56	Insufficient
21	C - 21	4	3	3	4	3	17	68	Sufficient
22	C - 22	4	3	4	4	3	18	72	Good
23	C - 23	4	4	4	4	4	20	80	Very good
24	C - 24	4	3	3	3	3	16	64	Sufficient
25	C - 25	4	3	3	3	3	16	64	Sufficient
26	C - 26	3	3	3	3	3	15	60	Sufficient
27	C - 27	4	3	3	3	3	16	64	Sufficient
28	C - 28	4	4	4	4	4	20	80	Very good
29	C - 29	4	3	4	4	4	19	72	Good
30	C - 30	3	2	2	2	2	11	44	Insufficient
31	C - 31	4	3	3	3	3	16	64	Sufficient
32	C - 32	4	3	3	4	3	17	68	Sufficient
33	C - 33	4	3	3	3	3	16	64	Sufficient
34	C - 34	4	3	4	4	4	19	72	Good
35	C - 35	3	3	3	3	3	15	60	Sufficient

36	C - 36	4	3	4	4	4	19	76	Good
37	C - 37	4	3	3	4	3	17	68	Sufficient
Total Item		138	110	121	126	118	2440		
Score		552	440	484	504	472			
Average		14.91	11.89	13.08	13.62	12.76			
Percentage		74.59%	59.46%	65.41%	67.57%	63.87%			

Grade	Category	Score	Frequency	Percentage
1	Excellent	91-100	0	5.2 %
2	Very Good	81-90	2	24.32 %
3	Good	71-80	9	54.05 %
4	Sufficient	61-70	23	62.16 %
5	Insufficient	≤ 50	3	8.1 %
The Lowest Score				44
The Highest Score				80

(Harris, 1969:134)

Total = Form+Grammar+Style+Content+Mechanic

Score = (Total/25)*100 or (Total*4)

Percentage = (Total Score/Item Max Score)*10

APPENDIX 4

PRE TEST SCORE OF THE EXPERIMENTAL GROUP (Using Five-Minutes Activities)

No	Code	Item of Aspects					Total	Total Score	Criteria
		Form	Grammar	Style	Content	Mechanic			
1	E-01	3	3	3	3	3	15	60	Sufficient
2	E-02	4	3	3	4	3	17	68	Sufficient
3	E-03	4	3	3	3	3	16	64	Sufficient
4	E-04	4	3	4	3	3	17	68	Sufficient
5	E-05	3	3	3	3	3	15	60	Sufficient
6	E-06	4	3	3	3	3	16	64	Sufficient
7	E-07	4	3	4	4	3	18	72	Good
8	E-08	3	3	3	2	3	14	56	Insufficient
9	E-09	4	3	3	3	3	16	64	Sufficient
10	E-10	3	3	3	3	3	15	60	Sufficient
11	E-11	5	3	4	4	4	20	80	Very Good
12	E-12	3	3	3	3	3	15	60	Sufficient
13	E-13	4	3	3	3	3	16	64	Sufficient
14	E-14	4	3	3	3	3	16	64	Sufficient
15	E-15	3	3	3	3	3	15	60	Sufficient
16	E-16	4	3	3	3	3	16	64	Sufficient
17	E-17	4	3	4	4	3	18	72	Good
18	E-18	4	3	3	3	3	16	64	Sufficient
19	E-19	3	3	3	3	3	15	60	Sufficient
20	E-20	4	3	3	3	3	16	64	Sufficient
21	E-21	4	3	3	3	3	16	64	Sufficient
22	E-22	4	3	3	4	3	17	68	Sufficient
23	E-23	4	3	3	4	3	17	68	Sufficient
24	E-24	3	2	3	3	3	14	56	Insufficient
25	E-25	3	2	2	2	2	11	44	Insufficient
26	E-26	4	3	3	4	3	17	68	Sufficient
27	E-27	4	3	3	3	3	16	64	Sufficient
28	E-28	4	3	4	4	3	18	72	Good
29	E-29	3	3	3	2	3	14	56	Insufficient
30	E-30	4	3	3	3	3	16	64	Sufficient
31	E-31	4	3	4	4	3	18	72	Good
32	E-32	4	3	4	4	3	18	72	Good
33	E-33	4	3	3	4	3	17	68	Sufficient
34	E-34	4	3	3	4	3	17	68	Sufficient

35	E – 35	3	2	3	3	3	14	56	Insufficient
36	E – 36	3	2	3	3	3	14	56	Insufficient
37	E – 37	4	3	4	4	3	18	72	Good
38	E – 38	3	3	3	3	3	15	60	Sufficient
Total Item		140	110	121	124	114	2436		
Score		560	440	484	496	456			
Average		14.73	11.57	12.74	13.05	12			
Percentage		73.68%	57.89%	63.68%	65.79%	60.00%			

Grade	Category	Score	Frequency	Percentage
1	Excellent	91-100	0	0.0 %
2	Very Good	81-90	1	2.6 %
3	Good	71-80	6	15.78 %
4	Sufficient	61-70	25	65.78 %
5	Insufficient	≤ 50	6	15.78 %
The Lowest Score				44
The Highest Score				80

(Harris, 1969:134)

Total = Form+Grammar+Style+Content+Mechanic

Score = (Total/25)*100 or (Total*4)

Percentage = (Total Score/Item Max Score)*10

APPENDIX 5

POST-TEST SCORE OF THE CONTROL GROUP (Using Pictures)

No	Code	Item of Aspects					Total	Total Score	Criteria
		Form	Grammar	Style	Content	Mechanic			
1	C-01	4	4	4	3	3	18	72	Good
2	C-02	5	4	4	4	3	20	80	Very good
3	C-03	4	4	4	3	3	18	72	Good
4	C-04	4	3	3	4	3	17	68	Sufficient
5	C-05	4	4	4	4	4	20	80	Very good
6	C-06	5	3	4	4	3	19	76	Good
7	C-07	5	4	3	4	3	19	76	Good
8	C-08	4	3	3	4	3	17	68	Sufficient
9	C-09	4	3	4	4	3	18	72	Good
10	C-10	5	3	4	4	4	20	80	Very good
11	C-11	4	3	4	4	3	18	72	Good
12	C-12	5	3	4	4	3	19	76	Good
13	C-13	4	3	4	4	3	18	72	Good
14	C-14	5	4	4	4	3	20	80	Very good
15	C-15	4	3	4	4	4	19	76	Good
16	C-16	4	3	3	4	4	18	72	Good
17	C-17	4	3	4	4	4	19	76	Good
18	C-18	4	3	3	4	3	17	68	Sufficient
19	C-19	5	3	4	4	3	19	76	Good
20	C-20	5	3	4	4	3	19	76	Good
21	C-21	5	3	4	5	3	20	80	Very good
22	C-22	4	3	4	4	4	19	76	Good
23	C-23	5	3	4	4	4	20	80	Very good
24	C-24	4	4	4	4	4	20	80	Very good
25	C-25	4	3	4	4	4	19	76	Good
26	C-26	4	3	3	4	3	17	68	Sufficient
27	C-27	5	4	4	4	4	21	84	Very good
28	C-28	5	4	5	5	4	23	92	Excellent
29	C-29	4	3	4	4	3	18	72	Good
30	C-30	4	3	4	4	3	18	72	Good
31	C-31	4	3	3	4	3	17	68	Sufficient
32	C-32	4	3	4	4	4	19	76	Good
33	C-33	4	3	4	4	4	19	76	Good
34	C-34	4	3	4	4	3	18	72	Good

35	C - 35	4	3	3	4	3	17	68	Sufficient
36	C - 36	5	4	5	5	4	23	92	Excellent
37	C - 37	5	3	4	4	4	20	80	Very good
Total Item		162	121	142	149	126	2800		
Score		648	484	568	596	504			
Average									
Percentage		87.57%	65.41%	76.76%	80.54%	68.11%			

Grade	Category	Score	Frequency	Percentage
1	Excellent	91-100	2	5.4 %
2	Very Good	81-90	9	24.32 %
3	Good	71-80	20	54.05 %
4	Sufficient	61-70	6	16.21 %
5	Insufficient	≤ 50	0	0 %
The Lowest Score				68
The Highest Score				92

(Harris, 1969:134)

Total = Form+Grammar+Style+Content+Mechanic

Score = (Total/25)*100 or (Total*4)

Percentage = (Total Score/Item Max Score)*10

APPENDIX 6

POST-TEST SCORE OF THE EXPERIMENTAL GROUP (Using Five-Minutes Activities)

No	Code	Item of Aspects							Total Score	Criteria
		Form	Grammar	Style	Content	Mechanic	Total			
1	E - 01	4	4	4	4	4	20	80	Very good	
2	E - 02	4	4	4	4	4	20	80	Very good	
3	E - 03	4	4	4	4	4	20	80	Very good	
4	E - 04	4	4	4	4	4	20	80	Very good	
5	E - 05	4	4	4	4	4	20	80	Very good	
6	E - 06	4	4	4	4	4	20	80	Very good	
7	E - 07	5	4	4	4	4	21	84	Very good	
8	E - 08	4	4	4	4	4	20	80	Very good	
9	E - 09	4	3	4	4	4	19	76	Good	
10	E - 10	4	3	4	4	4	19	76	Good	
11	E - 11	5	4	4	4	4	21	84	Very good	
12	E - 12	5	4	4	4	4	21	84	Very good	
13	E - 13	4	4	4	4	4	20	80	Very good	
14	E - 14	4	4	4	4	4	20	80	Very good	
15	E - 15	4	4	4	4	4	20	80	Very good	
16	E - 16	4	4	4	4	4	20	80	Very good	
17	E - 17	5	4	5	5	4	23	92	Excellent	
18	E - 18	5	4	4	5	4	22	88	Very good	
19	E - 19	4	4	4	4	4	20	80	Very good	
20	E - 20	5	4	5	5	4	23	92	Excellent	
21	E - 21	4	3	4	4	3	18	72	Good	
22	E - 22	5	4	4	4	3	20	80	Very good	
23	E - 23	5	4	4	5	4	22	88	Very good	
24	E - 24	4	3	4	4	4	19	76	Good	
25	E - 25	4	3	4	4	3	18	72	Good	
26	E - 26	4	3	4	4	4	19	76	Good	
27	E - 27	4	3	4	4	3	18	72	Good	
28	E - 28	4	3	4	4	4	19	76	Good	
29	E - 29	4	3	4	4	4	19	76	Good	
30	E - 30	5	4	5	4	4	22	88	Very good	
31	E - 31	5	4	5	4	4	22	88	Very good	
32	E - 32	5	4	4	4	3	20	80	Very good	
33	E - 33	4	4	4	4	4	20	80	Very good	

34	E - 34	5	4	5	4	4	22	88	Very good
35	E - 35	3	3	3	3	3	15	60	Sufficient
36	E - 36	4	3	4	4	4	19	76	Good
37	E - 37	4	4	4	4	4	20	80	Very good
38	E - 38	4	3	3	3	3	16	64	Sufficient
Sum		163	140	155	154	145	3028		
Total		652	560	620	616	580			
Percentage		88,11%	75,68%	83,78%	83,24%	78,38%			

Grade	Category	Score	Frequency	Percentage
1	Excellent	91-100	2	5.2%
2	Very Good	81-90	24	63.15 %
3	Good	71-80	10	29.41 %
4	Sufficient	61-70	2	5.2 %
5	Insufficient	≤ 50	0	0.0 %
The Lowest Score				60
The Highest Score				92

(Harris, 1969:134)

Total = Form+Grammar+Style+Content+Mechanic

Score = (Total/25)*100 or (Total*4)

Percentage = (Total Score/Item Max Score)*10

APPENDIX 7

TABLE OF PRE TEST AND POST TEST SCORE

No	Code	Control group		No	Code	Experimental group	
		Pre test	Post test			Pre test	Post test
1	C-01	64	72	1	E-01	60	80
2	C-02	60	80	2	E-02	68	80
3	C-03	68	72	3	E-03	64	80
4	C-04	60	68	4	E-04	68	80
5	C-05	68	80	5	E-05	60	80
6	C-06	72	76	6	E-06	64	80
7	C-07	64	76	7	E-07	72	84
8	C-08	64	68	8	E-08	56	80
9	C-09	60	72	9	E-09	64	76
10	C-10	64	80	10	E-10	60	76
11	C-11	72	72	11	E-11	80	84
12	C-12	64	76	12	E-12	60	84
13	C-13	56	72	13	E-13	64	80
14	C-14	60	80	14	E-14	64	80
15	C-15	76	76	15	E-15	60	80
16	C-16	72	72	16	E-16	64	80
17	C-17	60	76	17	E-17	72	92
18	C-18	64	68	18	E-18	64	88
19	C-19	76	76	19	E-19	60	80
20	C-20	56	76	20	E-20	64	92
21	C-21	68	80	21	E-21	64	72
22	C-22	72	76	22	E-22	68	80
23	C-23	80	80	23	E-23	68	88
24	C-24	64	80	24	E-24	56	76
25	C-25	64	76	25	E-25	44	72
26	C-26	60	68	26	E-26	68	76
27	C-27	64	84	27	E-27	64	72
28	C-28	80	92	28	E-28	72	76
29	C-29	72	72	29	E-39	56	76
30	C-30	44	72	30	E-30	64	88

31	C-31	64	68	31	E-31	72	88
32	C-32	68	76	32	E-32	72	80
33	C-33	64	76	33	E-33	68	80
34	C-34	72	72	34	E-34	68	88
35	C-35	60	68	35	E-35	56	60
36	C-36	76	92	36	E-36	56	76
37	C-37	68	80	37	E-37	72	80
				38	E-38	60	64
	ΣY	2440	2800		ΣX	2436	3028



APPENDIX 8

TABLE OF THE CONTROL GROUP

No	TEST CODE	PRE TEST	POST TEST	DIFFERECE (x)	x ²
1	C-01	64	72	8	64
2	C-02	60	80	20	400
3	C-03	68	72	4	16
4	C-04	60	68	8	64
5	C-05	68	80	12	144
6	C-06	72	76	4	16
7	C-07	64	76	12	144
8	C-08	64	68	4	16
9	C-09	60	72	12	144
10	C-10	64	80	16	256
11	C-11	72	72	0	0
12	C-12	64	76	12	144
13	C-13	56	72	16	256
14	C-14	60	80	20	400
15	C-15	76	76	0	0
16	C-16	72	72	0	0
17	C-17	60	76	16	256
18	C-18	64	68	4	16
19	C-19	76	76	0	0
20	C-20	56	76	20	400
21	C-21	68	80	12	144
22	C-22	72	76	4	16
23	C-23	80	80	0	0
24	C-24	64	80	16	256
25	C-25	64	76	12	144
26	C-26	60	68	8	64
27	C-27	64	84	20	400
28	C-28	80	92	12	144
29	C-29	72	72	0	0
30	C-30	44	72	28	784
31	C-31	64	68	4	16

32	C-32	68	76	8	64
33	C-33	64	76	12	144
34	C-34	72	72	0	0
35	C-35	60	68	8	64
36	C-36	76	92	16	256
37	C-37	68	80	12	144
	ΣY	2440	2800	360	5376

The mean of the control group is:

$$M_y = \frac{\sum y}{N_y} = \frac{360,0}{37} = 9,73$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

$$\sum y^2 = 5376 - \frac{(360)^2}{37}$$

$$\sum y^2 = 5376 - 3502,70$$

$$\sum y^2 = 1873,3$$



APPENDIX 9

TABLE OF THE EXPERIMENTAL GROUP

No	TEST CODE	PRE TEST	POST TEST	DIFFERENCE (x)	x ²
1	E-01	60	80	20	400
2	E-02	68	80	12	144
3	E-03	64	80	16	256
4	E-04	68	80	12	144
5	E-05	60	80	20	400
6	E-06	64	80	16	256
7	E-07	72	84	12	144
8	E-08	56	80	24	576
9	E-09	64	76	12	144
10	E-10	60	76	16	256
11	E-11	80	84	4	16
12	E-12	60	84	24	576
13	E-13	64	80	16	256
14	E-14	64	80	16	256
15	E-15	60	80	20	400
16	E-16	64	80	16	256
17	E-17	72	92	20	400
18	E-18	64	88	24	576
19	E-19	60	80	20	400
20	E-20	64	92	28	784
21	E-21	64	72	8	64
22	E-22	68	80	12	144
23	E-23	68	88	20	400
24	E-24	56	76	20	400
25	E-25	44	72	28	784
26	E-26	68	76	8	64
27	E-27	64	72	8	64
28	E-28	72	76	4	16
29	E-39	56	76	20	400
30	E-30	64	88	24	576
31	E-31	72	88	16	256
32	E-32	72	80	8	64

33	E-33	68	80	12	144
34	E-34	68	88	20	400
35	E-35	56	60	4	16
36	E-36	56	76	20	400
37	E-37	72	80	8	64
38	E-38	60	64	4	16
	$\sum X$	2436	3028	592	10912

The mean of the experimental group is:

$$M_x = \frac{\sum X}{NX} = \frac{592.0}{38} = 15.58$$

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{NX}$$

$$\sum X^2 = 10912 - \frac{(592)^2}{38}$$

$$\sum X^2 = 10912 - 9472$$

$$\sum X^2 = 1440$$



APPENDIX 10

LESSON PLAN FOR EXPERIMENTAL CLASS (Using Five-Minute Activities)

Sekolah : SMP N 6 Tegal

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / Genap

Alokasi Waktu : 10 x 40 menit (6 Meeting)

Standard Competence

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat.

Basic Competence

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

I. Text Type : Short Essay Descriptive Text

II. Objectives :

In the end of the lesson, 75% of all the students are able to:

1. Recognize the basic theory of descriptive text including the social purpose, generic structure, and language features.
2. Identify the social purpose, generic structure, and language features of descriptive text.
3. Identify the rhetoric steps in descriptive text.

4. Identify the information in descriptive text.
5. Give correct response of the information in descriptive text.
6. Construct written descriptive text with correct structure in their own words.

III. Material :

✍ Written Short Essay Descriptive Texts



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.

➤ Social Purpose of descriptive text

Descriptive text is a piece of text that presents to describe a particular person, place or thing.

➤ Generic Structure

- General Identification : identifies phenomenon to be described
- Description : describes parts, qualities, or characteristics.

➤ Grammar

Descriptive text usually uses Simple Present Tense:

S + v1 (s/es)

- Language features of descriptive text:
 - ✍ Focus on *Specific Participants*
 - ✍ The use of *Attributive and Identifying Processes*, to state what is and which it is.
 - ✍ The use of Simple Present Tense
- Vocabulary which related with descriptive text “My House”. Example: my house, big, clean, my room, etc.
- Pronunciation.
- Spelling and punctuation.
- Exercises
- Making sentences.
- Writing the descriptive texts.

IV. Method

1. Guided reading
2. Guided writing
3. Discussion
4. Question and answer
5. Giving clues
6. Practice writing

V. Learning activities

- ✍ Meeting 1 (1x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students and teacher do the warming up to the topic.

Main Activities :

- a. Students do the *pre-test*.

b. Students are asked to make a short descriptive text.

Closing :

1. Students are given reinforcement and are allowed to ask if they have any questions, problems, or difficulties.
2. Students are asked to learn about descriptive text.

 **Meeting 2 (2x40')**

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students together with teacher do the warming up to the topic.
4. Students pay attention to the objectives of the lesson they are going to learn.

Main Activities :

- x. Students pay attention to the 'Imaginary Classroom' activity taught by the teacher.
- y. Students work in pairs. Describe their classroom condition with their partner.
- z. Students are given the key words by the teacher and they choose the words that really describe the classroom.

Example :

- ❖ Imagine that the room is absolutely empty: no furniture, no people, nothing.

They have to create their ideal classroom by suggesting how to 'refurnish' it.

For example :

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

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

- aa. Students are asked to work individually to write sentences based on the clues given by the teacher in "You Write and Next!" activity.
- bb. Students combine their sentences into a short descriptive text.
- cc. Students are asked to write sentences with the given keywords on the white board.

- dd. Students pay attention to the correction given by the teacher to their sentences on the white board.
- ee. Students are given a descriptive text entitled “My House”.
- ff. Students pay attention to the descriptive text.
- gg. Students are asked to take turn to read the text.
- hh. Students discuss the difficult words related to the text.
- ii. Students listen and pay attention to teacher’s explanation about descriptive text.
- jj. Teacher stimulates the students to find the social function of the descriptive text.
- kk. Students recognize the social function and generic structure of descriptive text led by the teacher.
- ll. Students identify the significant lexicogrammatical features of descriptive text. Those are the use of Simple Present Tense, Identifying Processes and focusing on generic participants (Grammar).
- mm. Students listen to the teacher’s explanation of how the descriptive text organized.
- nn. Students discuss and answer several questions based on the text.
- oo. Students pay attention to the other examples of descriptive text given by the teacher.
- pp. Students are asked to answer several questions based on the text given by the teacher.
- qq. Students are asked to analyze the social function, generic structure, and lexicogrammatical features of the given text.
- rr. Students are asked to write sentences with the given key words.
- ss. Students are asked to look for a short descriptive text.

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to summary of the lesson.

Meeting 3 (2x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students listen to the teacher's guidance about what they are going to do

Main Activities :

- r. Students review on the last material.
- s. Students respond the teacher's question about the previous materials.
- t. Students discuss and analyze their text together with the teacher.
- u. Students pay attention to the teacher instruction about "Imaginative Description".
- v. Students pay attention to the pictures showed by the teacher.
- w. Students hold up two pictures chosen at random.
- x. Students suggest a possible relationship between them.
- y. Students identify the pictures and recognize the vocabulary related to the pictures.
- z. Students pay attention to the teacher's explanation about Simple Present Tense and Identifying Processes.
- aa. Students pay attention to the teacher's demonstration of how to use Simple Present Tense and Identifying Processes in a descriptive text.
- bb. Students are asked to write sentences with the given keywords on the white board using Simple Present Tense and Identifying Processes.
- cc. Students pay attention to the teacher's correction to their sentences on the white board.
- dd. Students are asked to work in group of four to discuss several pictures given by the teacher.
- ee. Students are asked to answer several questions related to the given pictures.
- ff. Students work in group writing several sentences based on the pictures in "You Write and Next!" activity.

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

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to summary of the lesson.
3. Students give comments all about what they have been learned.
4. Students are asked to do the exercises on the text book.
5. Students listen to the teacher's advice and wishes.

 **Meeting 4 (2x40')**

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students pay attention to the objectives of the lesson they are going to learn.
4. Students listen to the teacher's guidance about the materials they are going to learn.

Main Activities :

- a. Students discuss about the previous materials.
- b. Students respond the teacher's question about the previous materials.
- c. Students pay attention to the instruction of "Who, Where and What?" activity given by the teacher.
- d. Students are asked to work in group of four.
- e. Four students are asked to come in front of class.
- f. Every group must describe one of their friends.
- g. Every group are asked to write sentences on the white board.
- h. Students pay attention to the teacher's explanation and correction given by the teacher to their descriptive text.
- i. Students identify the sentences and recognize the vocabulary related to the sentences.
- j. Students pay attention to the second session activity of "Who, Where and What?"

- k. Teacher divides the class into two, chooses one student, and whispers to him or her the name of an object, person, place or event should be described.
- l. He or she must then describe the object, person, place or event well and then half of his or her friend identify it.
- m. Students repeat the activity with the other half of the class.
- n. Let the two halves of the class continue to take turns and see which half of the class recognizes the object described.

For example :

- ❖ Please pay attention to the riddle about our friend below carefully. Guess who is she or he? She's wearing eyeglasses and she's sitting in the middle of the room. Her hair is long. Who is she? (Wendy)
- ❖ Please pay attention the riddle about object below carefully. Guess what is it? It's got two doors, it's green and I keep books in it. What is it? (cupboard).
- o. Two students are asked to write sentences based on the discussion on the white board in "You Write and next!" activity.
- p. Students pay attention to the teacher's correction to their sentences on the white board.
- q. Students identify the sentences and recognize the vocabulary related to the sentences.
- r. Students are stimulated to find the social function, generic structure, and language features of the text.

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to summary of the lesson.
3. Students give comments all about what they have been learned.

Meeting 5 (2x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students listen to teacher's guidance about what they are going to do.

Main Activities :

- a. Students brush up on their materials about descriptive text.
- b. Students give response to the teacher's questions related to the materials they have learned.
- c. Students pay attention to the text book about descriptive showed by the teacher.
- d. Students together with the teacher discuss the text to notify the vocabulary.
- e. Students are asked to write down the vocabulary they found.

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to the summary of the lesson.
3. Students give comments all about what they have been learned.

Meeting 6 (1x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students listen to teacher's guidance about what they are going to do.

Main Activities :

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

Closing :

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

VI.Source and media :

1. Script (Short Written Report Texts)
2. Work sheet
3. Handout
4. Text book
6. Pictures related to the topic
7. Laptop

VII.Evaluation**✍ Type**

Writing Test : Short essay

✍ Objective

Students are able to:

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

✍ Instrument**I. Pre-test**

Theme : “ My Favorite Teacher”

Pattern : Simple present tense

Kind of text : descriptive

Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

1. Write your name, number and class.
2. The paragraph is written in simple present tense
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

II. Post-test

Theme : “ My Classmate”

Pattern : Simple present tense

Kind of text : descriptive

Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

1. Write your name, number and class.
2. The paragraph is written in simple present tense
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

- **Rubric**

Take from Heaton’s grid and Categories Scoring Guidance

Scoring Guidance			
No.	Component	Score	Definition
1	Form	5	Excellent : Flowing style – very easy to understand – both complex sentences very effective.
		4	Good : Quite flowing style-most easy to understand-a few complex sentences very effective.
		3	Fair : Style reasonably smooth–not too hard to understand and enjoy complex sentences–fairly effective.
		2	Inadequate : Jerky style – an effort needed to

2	Grammar	<p>understand and enjoy – complex sentence confusing – mostly simple sentences or compound sentences.</p> <p>1 Unacceptable : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”</p> <p>5 Excellent : Mastery of grammar taught on course – only 1 and 2 minor mistakes.</p> <p>4 Good : a few minor mistakes only (preposition, articles, etc).</p> <p>3 Fair : Only 1 major mistake but a few mistakes.</p> <p>2 Inadequate : Major mistakes that lead to difficult in understanding lack mastery of sentence contribution.</p> <p>1 Unacceptable : Numerous serious mistakes – no mastery of sentences construction – almost all unintelligible.</p>
3	Style	<p>5 Excellent : Use of wide range of vocabulary taught previously.</p> <p>4 Good : Good use of new word acquired – fairly appropriate synonyms, circumlocutions.</p> <p>3 Fair : Attempts to use words</p> <p>2 Inadequate : Restricted vocabulary – use of synonym (but not always appropriate)</p> <p>1 Unacceptable : Very restricted vocabulary – inappropriate use of synonyms–seriously hinders communication.</p>
4	Content	<p>5 Excellent : All sentences support the topic-highly organized–clear progression of ideas-well linked-like educated native speakers.</p> <p>4 Good : Ideas well organized – link could occasionally be clearer but communication not impaired.</p>

5	Mechanic	3	Fair : Some lacks of organization – re-reading required for classification of ideas.
		2	Inadequate : Little or no attempts at connectivity – thought readers can deduce some organization – individuals’ ideas may be clear but very difficult to deduce connection between them
		1	Unacceptable : Lack of organization so serve that communication is seriously impaired.
		5	Excellent : No errors.
		4	Good : 1 or 2 minor errors only (e.g. le or el)
		3	Fair : Several errors – some interfere with communication – not too hard to understand.
		2	Inadequate : Several errors – some interfere with communication – some words very hard to understand.
		1	Unacceptable : Numerous errors – hard to recognize several words – communication made very difficult.

- **Scoring**

Writing Test

Maximum Score: 25 point

To obtain an exact score we divide the total score with the maximum score and multiply with 100

The formula : Score B₂ =
$$\frac{\text{Total Score} \times 100}{25}$$

English Teacher

Arief Luqman Hakim. S.Pd
NIP. 19760720200701 1006

Tegal, April 2011

Researcher

Astri Nirmala M
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APPENDIX 11**LESSON PLAN FOR CONTROL CLASS
(Using Picture)**

Sekolah : SMP N 6 Tegal

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / Genap

Alokasi Waktu : 10 x 40 menit (6 Meeting)

Standard Competence

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat.

Basic Competence

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

I. Text Type : Short Essay Descriptive Text**II. Objectives :**

In the end of the lesson, 75% of all the students are able to:

1. Recognize the basic theory of descriptive text including the social purpose, generic structure, and language features.
2. Identify the social purpose, generic structures, and language features of descriptive text.

3. Identify the rhetoric steps in descriptive text.
4. Identify the information in descriptive text.
5. Give correct response of the information in descriptive text.
6. Construct written descriptive text with correct structure in their own words.

III. Material :

✍ Written Short Essay Descriptive Texts



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.

➤ Social Purpose of descriptive text

Descriptive text is a piece of text that presents to describe a particular person, place or thing.

➤ Generic Structure

- General Identification : identifies phenomenon to be described
- Description : describes parts, qualities, or characteristics.

➤ Grammar

S + v1 (s/es)

Descriptive text usually uses Simple Present Tense:

Language features of descriptive text:

- ✍ Focus on *Specific Participants*
- ✍ The use of *Attributive and Identifying Processes*, to state what is and which it is.
- ✍ The use of Simple Present Tense
- Vocabulary which related with descriptive text “My House”. Example: my house, big, clean, my room, etc.
- Pronunciation.
- Spelling and punctuation.
- Exercises
- Making sentences.
- Writing the descriptive texts.

IV. Method

1. Guided reading
2. Guided writing
3. Discussion
4. Question and answer
5. Giving clues
6. Practice writing

V. Learning activities

✍ Meeting 1 (1x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students and teacher do the warming up to the topic.

Main Activities :

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

Closing :

1. Students are given reinforcement and are allowed to ask if they have any questions, problems, or difficulties.
2. Students are asked to learn about descriptive text.

Meeting 2 (2x40')**Opening :**

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students together with teacher do the warming up to the topic.
4. Students pay attention to the objectives of the lesson they are going to learn.

Main Activities :

- l. Students pay attention to the picture showed by the teacher.
- m. Students give response to the question related to the picture showed by the teacher.
- n. Students listen to the teacher who reads the description of Justin Bieber.
- o. Students pay attention to a descriptive text and discuss the difficult words related to the text.
- p. Students are simulated to find the social function and generic structure of the descriptive text.
- q. Students identify the significant lexicogrammatical features of descriptive.
- r. Students listen to the teacher's explanation of how the descriptive text organized.
- s. Students discuss and answer several questions based on the text.
- t. Students answer several question based on the text given by the teacher.
- u. Students analyze the social function, generic structure and lexicogrammatical features of the given text. Student write sentences using the given key words.

- v. Students look for a short descriptive text.

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to the summary of the lesson.

✍ Meeting 3 (2x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students listen to the teacher's guidance about what they are going to do

Main Activities :

- m. Students review on the last material.
- n. Students discuss and analyze their text together with the teacher.
- o. Students paid attention to the pictures showed by teacher.
- p. Students identify the pictures and recognize the vocabulary related to the picture.
- q. Students pay attention to the teacher's explanation about the Simple Present Tense and Relational Processes.
- r. Students pay attention to the teacher's demonstration in using the Simple Present Tense and Identifying Processes based on the pictures being discussed.
- s. Students pay attention to the teacher's demonstration of how to use Simple Present Tense and Identifying Processes in descriptive text.
- t. Students write sentences with the given keywords on the whiteboard using Simple Present Tense and Identifying Processes.
- u. Students work in group of four to discuss several pictures given by teacher.
- v. Students answer several questions related to the given pictures.
- w. Students work in group and write several sentences based on the pictures to make a short descriptive text.

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

Closing :

1. Students are given reinforcement.
2. Students listen and pay attention to the summary of the lesson.
3. Students give comments all about what they have been learned.
4. Students are asked to do the exercises on the text book.
5. Students listen to the teacher's advice and wishes.

Meeting 4 (2x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he/she is checking the attendance list.
3. Students pay attention to the objectives of the lesson they are going to learn.
4. Students listen to the teacher's guidance about the materials they are going to learn.

Main Activities :

- m. Students discuss about the previous materials.
- n. Students pay attention to the several pictures showed by the teacher.
- o. Students identify and discuss the given pictures.
- p. Students listen and write any information given by the teacher related to the house being discussed.
- q. Students pay attention to a short descriptive text on their text book.
- r. Students are stimulated to find the social function, generic structure, and language features of the text.
- s. Students pay attention to the teacher's explanation and correction related to their previous descriptive text assignment made with their group.
- t. Students work in pair to discuss and make sentences based on the pictures provided.

- u. Students combine their sentences and construct a short descriptive text in pairs.
- v. Students exchange their works to the other students and analyze the generic structure and language features of the text.
- w. Students discuss to identify the generic structure and language features of the descriptive text made by the students.
- x. Students work individually to write sentences based on the pictures given by the teacher and compose a short descriptive text.

Closing :

- 1. Students are given reinforcement.
- 2. Students listen and pay attention to the summary of the lesson.
- 3. Students give comments all about what they have been learned.

 **Meeting 5 (2x40')**

Opening :

- 1. Students give response when teacher opens the class by greeting.
- 2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
- 3. Students listen to the teacher's guidance about what they are going to do.

Main Activities :

- g. Students brush up on their materials about descriptive text.
- h. Students give response to the teacher's questions related to the materials they have learned.
- i. Students pay attention to several pictures showed by the teacher.
- j. Students discuss the picture to notify the vocabulary.
- k. Students listen and discuss any information related to the picture being discussed.
- l. Students write down the vocabulary they found.

Closing :

- 1. Students are given reinforcement.
- 2. Students listen and pay attention to the summary of the lesson.
- 3. Students give comments all about what they have been learned.

✍ Meeting 6 (1x40')

Opening :

1. Students give response when teacher opens the class by greeting.
2. Students pay attention and give response to the teacher when he or she is checking the attendance list.
3. Students listen to the teacher's guidance about what they are going to do.

Main Activities :

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

Closing :

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

VI.Source and media :

1. Script (Short Written Report Texts)
2. Work sheet
3. Handout
4. Text book
6. Pictures related to the topic
7. Laptop

VII.Evaluation

✍ Type

Writing Test : Short essay

✍ Objective

Students are able to:

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

 **Instrument****I. Pre-test**

Theme : “ My Favorite Teacher”

Pattern : Simple present tense

Kind of text : descriptive

Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

1. Write your name, number and class.
2. The paragraph is written in simple present tense.
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

II. Post-test

Theme : “ My Classmate”

Pattern : Simple present tense

Kind of text : descriptive

Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

1. Write your name, number and class.
2. The paragraph is written in simple present tense
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

- **Rubric**

Take from Heaton's grid and Categories Scoring Guidance

Scoring Guidance			
No.	Component	Score	Definition
1	Form	5	Excellent : Flowing style – very easy to understand – both complex sentences very effective.
		4	Good : Quite flowing style-most easy to understand-a few complex sentences very effective.
		3	Fair : Style reasonably smooth-not too hard to understand and enjoy complex sentences-fairly effective.
		2	Inadequate : Jerky style – an effort needed to understand and enjoy – complex sentence confusing – mostly simple sentences or compound sentences.
		1	Unacceptable : Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”
2	Grammar	5	Excellent : Mastery of grammar taught on course – only 1 and 2 minor mistakes.
		4	Good : a few minor mistakes only (preposition, articles, etc).
		3	Fair : Only 1 major mistake but a few mistakes.
		2	Inadequate : Major mistakes that lead to difficult in understanding lack mastery of sentence contribution.
		1	Unacceptable : Numerous serious mistakes – no mastery of sentences construction – almost all unintelligible.
3	Style	5	Excellent : Use of wide range of vocabulary taught previously.

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

- **Scoring**

Writing Test

Maximum Score: 25 point

To obtain an exact score we divide the total score with the maximum score and multiply with 100

The formula : Score B₂ =

$$\frac{\text{Total Score} \times 100}{25}$$

English Teacher

Arief Luqman Hakim. S.Pd
NIP. 19760720200701 1006

Tegal, April 2011

Researcher

Astri Nirmala M
NIM. 2201406021



APPENDIX 12

**INSTRUMENT AND ANSWER SHEET
OF THE PRE-TEST**

Name :
Students' number :
Class :

Theme : " My Favorite Teacher"
Pattern : Simple present tense
Kind of text : descriptive
Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

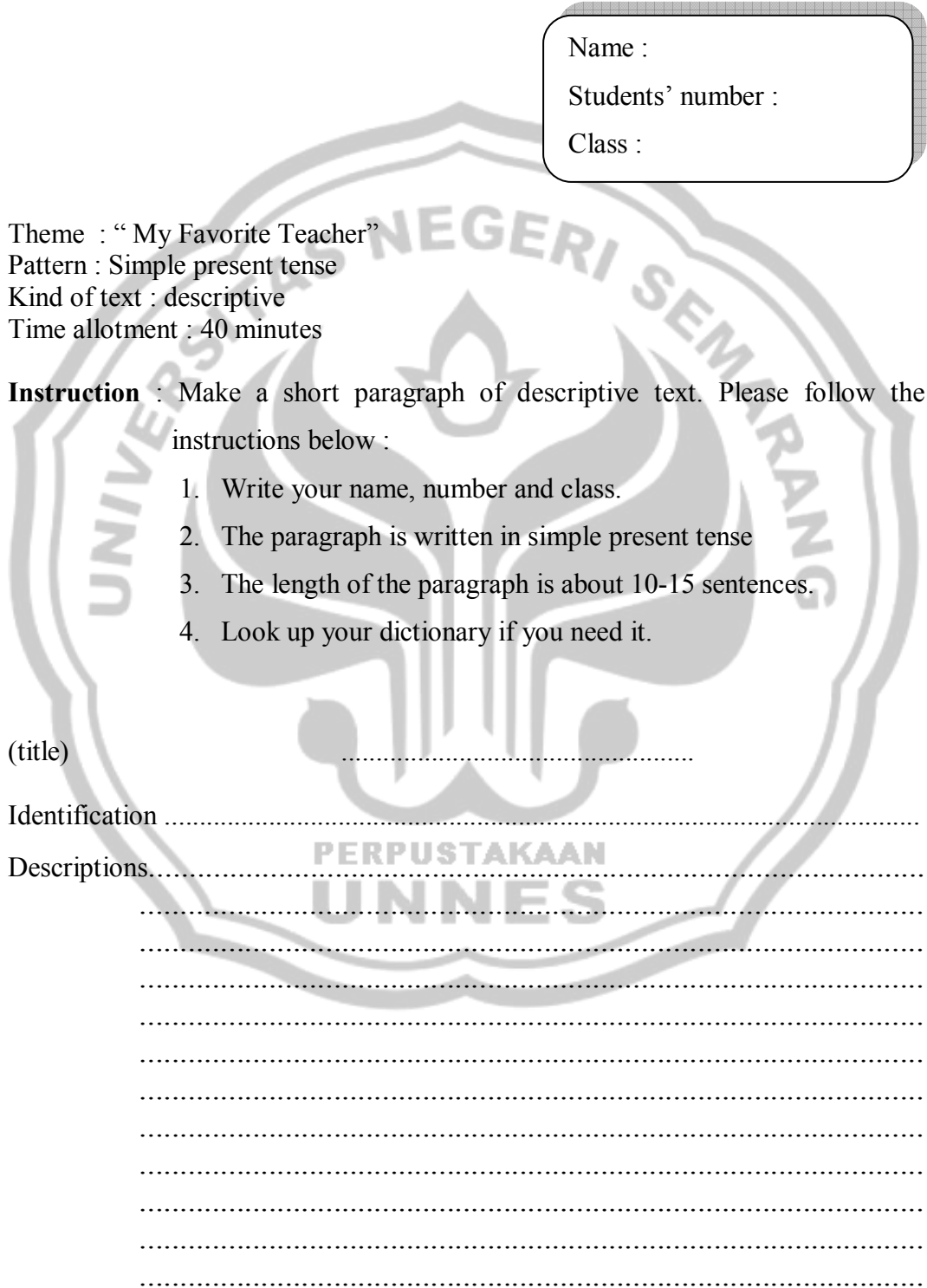
1. Write your name, number and class.
2. The paragraph is written in simple present tense
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

(title)

Identification

Descriptions

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APPENDIX 13

**INSTRUMENT AND ANSWER SHEET
OF THE POST-TEST**

Name :
Students' number :
Class :

Theme : "My Classmate"
Pattern : Simple present tense
Kind of text : descriptive
Time allotment : 40 minutes

Instruction : Make a short paragraph of descriptive text. Please follow the instructions below :

1. Write your name, number and class.
2. The paragraph is written in simple present tense
3. The length of the paragraph is about 10-15 sentences.
4. Look up your dictionary if you need it.

(title)

Identification

Descriptions.....

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APPENDIX 14

Heaton Grid and Categorized Scoring Guidance

Scoring Guidance			
No	Components	Score	Definition
1.	Form	5	Excellent: Flowing style - very easy to understand - both complex sentences very effective.
		4	Good: Quite flowing style - most easy to understand - a few complex sentences very effective.
		3	Fair: Style reasonably smooth - not too hard to understand and enjoy complex sentences - fairly effective.
		2	Inadequate: Jerky style - an effort needed to understand and enjoy - complex sentences confusing - mostly simple sentences or compound sentences.
		1	Unacceptable: Very jerky - hard to understand - cannot enjoy reading - almost all simple sentences - complex sentences - excessive use of "and."
2.	Grammar	5	Excellent: Mastery of grammar taught on course - only 1 and 2 minor mistakes.
		4	Good: A few minor mistakes only (preposition, articles, etc).
		3	Fair: Only 1 major mistake but a few mistakes.
		2	Inadequate: Major mistakes that lend to difficult in understanding - lack mastery of sentence contribution.
		1	Unacceptable: Numerous serious mistakes - no mastery of sentences construction - almost all unintelligible.
3.	Style	5	Excellent: Use of wide range of vocabulary taught previously.
		4	Good: Good use of new words acquired - fairly appropriate synonyms, circumlocutions.
		3	Fair: Attempts to use words acquired - fairly appropriate vocabulary on the whole but sometimes restricted has resort to the use of synonym, circumlocution, etc on a few occasions.
		2	Inadequate: Restricted vocabulary - use of synonym (but not always appropriate).
		1	Unacceptable: Very restricted vocabulary - inappropriate use of synonyms - seriously hinders communication.
4.	Content	5	Excellent: All sentences support the topic - highly organized - clear progression of ideas - well linked - like educated native speakers.
		4	Good: Ideas well organized - links could occasionally be clearer but communication not impaired.
		3	Fair: Some lacks of organization - re-reading required for classification of ideas.
		2	Inadequate: Little or no attempts at connectivity - thought readers can deduce some organization - individuals' ideas may be clear but very difficult to deduce connection between them.
		1	Unacceptable: Lack of organization so serve that communication is seriously impaired.
5.	Mechanic	5	Excellent: No errors.
		4	Good: 1 or 2 minor errors only (e.g. le or el).
		3	Fair: Several errors - some interfere with communication - not too hard to understand.
		2	Inadequate: Several errors - some interfere with communication - some words very hard to understand.
		1	Unacceptable: Numerous errors - hard to recognize several words-communication made very difficult.

APPENDIX 15

Table of Product Moment Value

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.95	0.99	27	0.381	0.487	60	0.254	0.33
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.47	70	0.235	0.306
6	0.811	0.917	30	0.361	0.463	75	0.227	0.296
7	0.754	0.874						
8	0.707	0.834	31	0.355	0.456	80	0.22	0.286
9	0.666	0.798	32	0.349	0.449	85	0.213	0.278
10	0.632	0.765	33	0.344	0.442	90	0.207	0.27
			34	0.339	0.436	95	0.202	0.263
11	0.602	0.735	35	0.334	0.43	100	0.195	0.256
12	0.576	0.708						
13	0.553	0.684	36	0.329	0.424	125	0.176	0.23
14	0.532	0.661	37	0.325	0.418	150	0.159	0.21
15	0.514	0.641	38	0.32	0.413	175	0.148	0.194
			39	0.316	0.408	200	0.138	0.181
16	0.497	0.623	40	0.312	0.403	300	0.113	0.148
17	0.482	0.606						
18	0.468	0.59	41	0.308	0.398	400	0.098	0.128
19	0.456	0.575	42	0.304	0.393	500	0.088	0.115
20	0.444	0.561	43	0.301	0.389			
			44	0.297	0.384	600	0.08	0.105
21	0.433	0.549	45	0.294	0.38	700	0.074	0.097
22	0.423	0.537						
23	0.413	0.526	46	0.291	0.376	800	0.07	0.091
24	0.404	0.515	47	0.288	0.372	900	0.065	0.086
25	0.396	0.505	48	0.284	0.368			
			49	0.281	0.364	1000	0.062	0.081
			50	0.279	0.361			

APPENDIX 16

DOCUMENTATION

Pre Test of the Control Class



Post Test of the Experimental Class



Treatment and Feed back of the Control Class



Treatment and Feed back of the Experimental Class



**Treatment and Feed back
of the Control Class**



**Treatment and Feed back
of the Experimental Class**



