TEACHING DESCRIPTIVE TEXTS USING
A PROCESS APPROACH TO IMPROVE
THE STUDENTS' WRITING ABILITY

(The Case of the Year Eighth Students of SMP N 1 Rembang, Purbalingga
in the Academic Year 2007/2008)

a final project
submitted in partial fulfillment of the requirements
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ii

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian. Kutipan, baik yang langsung maupun tidak langsung telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.
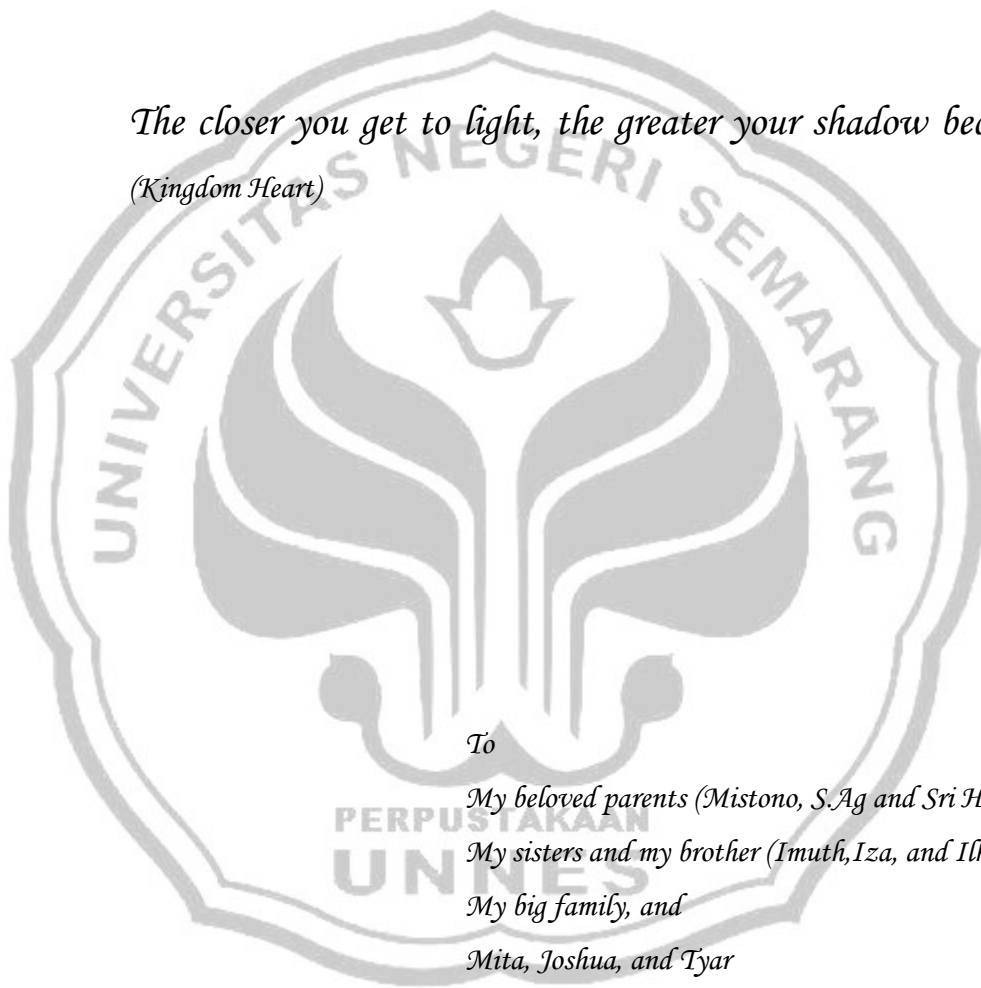
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iii

"Lo! With hardship goeth ease". (The Noble Qur'an, Alam Nasyrah: 6).

The closer you get to light, the greater your shadow becomes.
(Kingdom Heart)

To

My beloved parents (Mistono, S.Ag and Sri Hatati),

My sisters and my brother (Imuth,Iza, and Ilham),

My big family, and

Mita, Joshua, and Tyar

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ABSTRACT

Iskandar, M. 2009. *Teaching Descriptive Texts using a Process Approach to Improve the Students Writing' Ability (The Case Study of the Year Eighth Students of SMP N 1 Rembang, Purbalingga in the Academic Year 2007/2008).* A Final Project, English Department, Languages and Arts Faculty, Advisor I, Prof. Mursid Saleh, M.A., Ph.D., Advisor II, Dr. Abdurrachman Faridi, M.Pd.

Keywords: descriptive text, procces approach, writing ability.

The study is about teaching descriptive texts using a process approach to improve the students' writing ability (the case study of the year eight students of SMP N 1 Rembang, Purbalingga in the academic year of 2007/2008). The objective of this research is to examine whether a process approach can improve the students' writing ability. The population of the research was the year eight students of SMP N 1 Rembang, Purbalingga. The research method was an experimental research, with the experimental group (VIII C) and the control group (VIII D). The VIII C was taught by using a process approach, while the VIII D taught using conventional approach/method. The writer used writing test to gather the data. The test had been tried out before it was used. The main purpose of conducting the try-out was to find out the validity, reliability, difficulty level, and discriminating power. It was used to determine whether there was a significant difference between the means of the experimental group and the control group. The mean of post-test of the experimental group is 78.52, while the control group is 67.65. The obtained t-test is 9.88, whereas the t-table is 1.99 for $\alpha = 5\%$. The t-test value is higher than the t-table (9.88>1.99). Based on the result, a process approach is can be used to improve the students' writing ability in teaching descriptive text in SMP N 1 Rembang, Purbalingga in the academic year of 2007/2008. Finally, the writer suggests to the teachers that they should use a process approach in teaching descriptive text.

TABLE OF CONTENTS

Page

III   METHODS OF INVESTIGATION

IV FINDING AND DISCUSSION

V   CONCLUSION AND SUGGESTIONS

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Men are social creature; they use language in order to communicate with each other. Language plays an important role in human life. People will have many difficulties in getting along with one another without language. They use language in order to communicate with each other to express their thoughts, ideas and feelings.

In the world, English is the most important language. Almost every country uses English as an important element in everyday activities. In this global area we should try to be able to speak English to communicate with people from other countries in the world so that we can keep up with the development of science, technology, and culture around the world. By mastering English, it is easier for us to make a relationship with other countries.

English as an international language is used as a means of communication among people in trade, politics, and professional fields. In Indonesia, English is taught as the first foreign language optionally from the sixth year of elementary school (SD), and obligatory from the first year of junior high school (SMP) through the third year of senior high school (SMA) even for some semesters at university.

Writing is the most important language skill to be developed in the classroom. Although the writing and the oral skill are combined in the classroom

1

and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for pupils to get to group with, especially for younger pupils. It means that writing and other skills especially speaking skills benefit for each other but writing has certain characteristics. Its characteristics covered many things such as its stages, sentence construction, mechanics, diction, punctuation, paragraph coherence etc. Those characteristics seem to make it difficult for student to master.

Seeing the difficulties of writing, it is understandable that students have a fear feeling and little enthusiasm in writing class. Commonly, they are afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences. Those feelings seem to make the students unconfident in a writing class. Having a little confidence can make them reluctant to try to write, even dislike writing.

It is the duty of English teachers to create an exciting and conducive writing class as well as to give cautious guidance to the students. The teachers should try to find productive strategies in encouraging the writing class in order to encourage students to like writing. It was really a hard work, but students should be given a strong foundation for their writing skill before entering a higher level education.

In the Competence Based Curriculum for students of junior high school, competence in writing is to express meaning by rhetoric development in written text; there are narrative, descriptive, recount, anecdote, report, and procedure. Tim Penyusun Kurikulum 2004, (2003: 49).

In this case the writer chose descriptive. Descriptive writing is a one of genre taught in the year VIII students of junior high school based on Curriculum 2004. In writing descriptive, it is expected to the students are able to write a simple descriptive.

Therefore through descriptive writing, the writer would like to minimize the students learning problem, to know the students achievements and their difficulties in learning writing. As stated by Boardman and Frydenberg (2000:6) that descriptive writing is a kind of writing used to describe what something looks like. In this case something means that everything in the world. Furthermore, Oshima and Haque (1999:50) state that descriptive writing appeals to the senses, so it tells how something looks, feel, smells, tastes and sounds. Briefly, descriptive writing is used to make something clear and vivid, so that the readers can understand it.

Since most students of Junior High School often find difficulties in learning English especially writing, it is necessary to find out an effective technique to achieve these objectives. This study explains ways to improve the students' writing skills. Because of this lesson the writer proposed the use of process approach in teaching descriptive writing.

The process approach to writing is an innovation in a product-oriented culture. Cheung (1999: 55-7) has been seen as an improvement over the traditional methods of writing instruction in recent years. It is an approach to teaching writing that places more emphasis on the stages of the writing process

than on the final product. There are three basic writing stages namely pre writing, writing, and post writing.

This technique hopefully will enable students to utilize necessary skills in order to be good writers and help the students develop writing strategies at each stage of the writing process, so that each of them could write a descriptive text individually and independently at the end of the program.

1.2 Reasons for choosing the Topic

This study is undertaken for a number of reasons:

1. Writing skills are useful not only for learning English but also for writing in other languages, however in writing, the students often get difficulties in what they were going to write.

2. The three stages in the process approach helped the students to make descriptive text by using their senses.

1.3 Statement of the Problem

In this study there was problem that was formulated as follow:

How does the process approach improve the students' ability in descriptive writing?

1.4 Objective of the Study

The objective of this study was:

To help students improved their writing ability at each stages of the process approach.

1.5 Hypothesis

Tuckman (1978:26-7) states that hypothesis could be defined as an expectation about events based on generalizations of the assumed relationship between variables. A statistical hypothesis test is a method of making statistical decisions using experimental data. It is sometimes called confirmatory data analysis, in contrast to exploratory data analysis. In frequency probability, these decisions are almost always made using null-hypothesis. In scientific and medical applications, the null hypothesis plays a major role in testing the significance of differences in treatment and control groups.

The assumption at the outset of the experiment is that no difference exists between the two groups (for the variable being compared): this is the null hypothesis in this instance. Examples of other types of null hypotheses are:

- that values in samples from a given population can be modeled using a certain family of statistical distributions.
- that the variability of data in different groups is the same, although they may be centered around different values.

Based on the statement of the problem, a null hypothesis would be that the mean score of post-test of the experimental group was the same as the mean score of post-test of the control group:

$H_0 : \mu_1 = \mu_2$

where:

H_0 = the null hypothesis

μ_1 = the mean of post-test of the experimental group, and

μ_2 = the mean of post-test of the control group.

In scientific experimental design, we may predict that a particular factor will produce an effect on our dependent variable, this is working hypothesis. In this thesis, the working hypothesis would be that the mean score of post-test of the experimental group was higher than the mean score of post-test of the control group:

$H_1 : \mu_1 > \mu_2$

where:

H_1 = the working hypothesis,

μ_1 = the mean of post-test of the experimental group, and

μ_2 = the mean of post-test of the control group.

1.6 Significance of the Study

The study would contribute some benefits to students and teachers. The students would be able to write descriptive text effectively and efficiently. In addition, the teachers were able to improve the students writing skills.

1.7 Outline of the Study

In order to present a clear description about the study to the readers, this final project is presented in a systematic organization as follows:

Chapter one is the introduction, which contains background of the study, reasons for choosing the topic, statements of the problem, objective of the study, significance of the study and enclosed by outline of the study.

Chapter two, review of related literature, which discusses the theoretical foundation used in the study. It consists of general concept of descriptive text, the process approach, the definition of writing, general view about writing at junior high school, and hypothesis.

Chapter three presents method of investigation, which covers the subject of the study, variables, research design, instruments of the study, data collection, data analyzing, condition of the test, and statistical design.

Chapter four, result of the analysis, presents discussion of the study findings. It concerns with the interpretation and the implication of the findings.

Chapter five, conclusions and suggestions, the last but indeed significant chapter serves the conclusion based on the analysis that pictured the whole final project and some suggestions for the improvement of teaching and learning methodology.
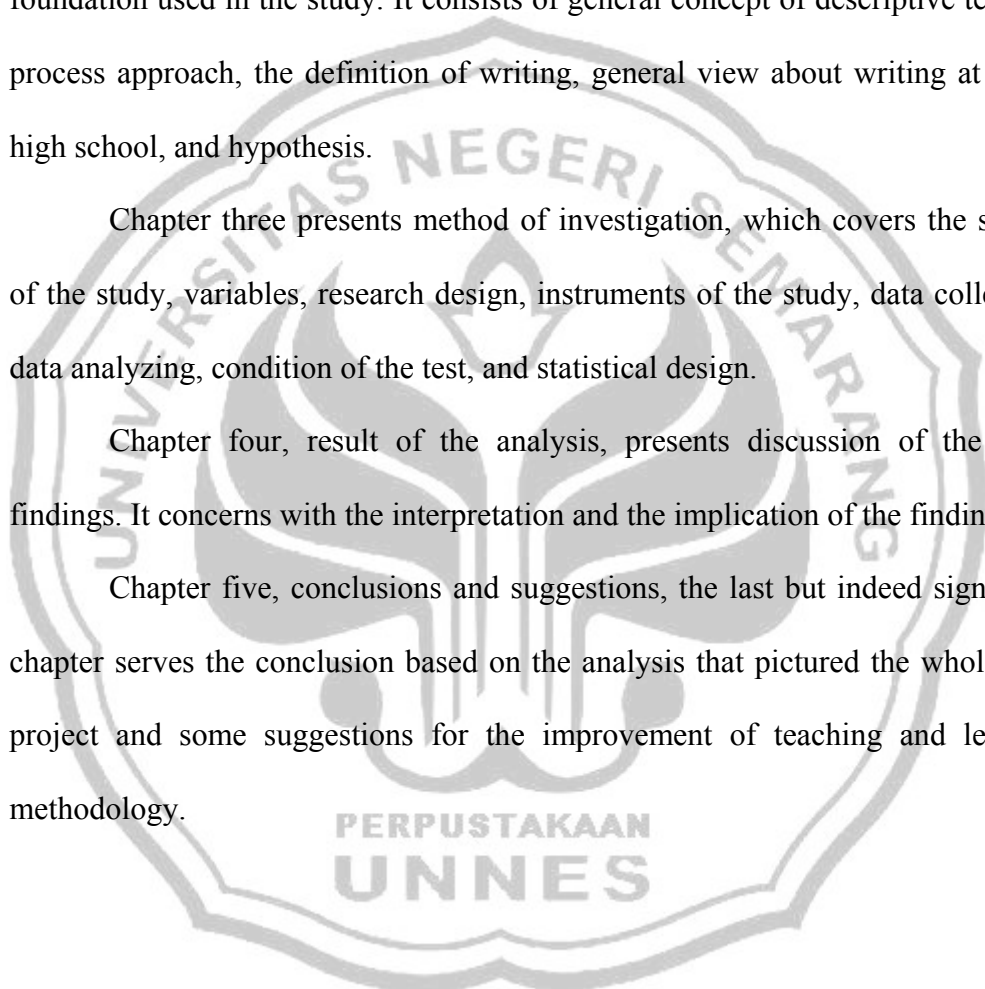
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would presents about the definition of writing, the general concept of descriptive text, English teaching at junior high school, general view about writing at junior high school, and the process approach.

2.1 The Definition of Writing

Writing has many general concepts. There were several definitions of writing that could be stated as follows:

Meyers (2005:2), defines that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action- a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.

Harmer (2004:86) defines, "writing is processes that what we write is often heavily influenced by the constraints of genres, than these elements have to be presented in learning activities". Holme (2004:160) states that writing is an ability to make form words that in general it may have a higher truth value than the fact that it has set it down.

According to Heaton (1975:138), the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements. The following analysis

8

attempts to group the many and varied skills necessary for writing good prose into your main areas:

a. Grammatical skills: the ability to write correct sentences.

b. Stylistic skills: the ability to manipulate sentences and language effectively.

c. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g.: punctuation, spelling.

d. Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Considering those statements above, the writer concluded that writing was a way to produce language that came from our thought. It was written on a paper on a computer. It was also a process that what we wrote was influenced by the constraints of genre and had to be presented in learning activities.

2.2 General Concept of Descriptive Text

In this topic the writer would deal with the definition and function of descriptive text and the structure of descriptive text.

2.2.1 The Definition of Descriptive text

A descriptive text was a useful tool in many kinds of writing. A clear and lively description depended on close observation. We must pay attention to what we see and hear, and to specific word choices that would make those observation vivid for our readers. A good descriptive text has unifying idea and everything that support the idea (Meyers 2005:60).

Boardman and Frydenberg (2000:6) define that descriptive writing is a kind of writing used to describe what something looks like. In this case something means that everything in the world.

Furthermore, Oshima and Haque (1999:50) define that descriptive writing appeal to the senses, so it tells how something looks, feels, smells, tastes and sounds. Briefly, descriptive writing is used to make something clear and vivid, so that the readers can understand it.

According to the statements above, a descriptive writing should be concreted and detailed, thus the readers know and understand precisely what the writer was telling about. The aim of descriptive itself is to reveal character, to set the scenes, and to establish the mood. Therefore descriptions are often used to support other kinds of discourse.

Sometime a descriptive writer is called a creative writer actually because he/she should be able to stimulate the readers' sense in giving contribution to see, hear, taste or smell what he/she was talking about. His/her description about the object should be clear, concreted and detailed. If the readers are failed to imagine or have different perception with writers about the way things looked, it meant that the writer is not writing a descriptive writing.

One important thing that should be remembered when we write such writing is that the events should be arranged in chronological order to avoid the reader's confusions. First, the writer should decide the topic that will be talked about specifically. Then the writer should have created some sentences as

supporting details that refer to the main idea. Those details will absolutely help the readers to make a better understanding of them to feel the story vividly.

2.2.2 The Structure of Descriptive Text

Descriptive text is a kind of genres which is used to describe a particular person, a place or a thing. In mastering descriptive writing they have to know the generic structure (components) of descriptive writing. As stated by Evans and ST John (1998: 15) 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 idea especially in writing.

In curriculum 2004 (Competence Based Curriculum) for junior high school (2003:49) it is stated that descriptive writing has two generic structures. The generic structures of descriptive text are shown in the following table:

Table 2.1. Generic Structure of Descriptive Text

Schematic structure	function
1. identification	Identifying what phenomenon will be discussed. It means that the phenomenon is discussed generally
2. description	Describing especially parts/qualities and characteristics of phenomenon that is identified in identification step

In descriptive writing, tense that is usually used is simple present tense because descriptive writing is writing that described something, in this case factual things or conditions of something at that time not in past or future time.

2.3 English Teaching at Junior High School.

English as an international language is used as a means of communication among people in trade, politics, and professional fields. In Indonesia, English is taught as the first foreign language optionally from the sixth year of elementary school (SD), and obligatory from the first year of junior high school (SMP) through the third year of senior high school (SMA) even for some semesters at university.

English teaching at the junior high school was always based on the curriculum 2004 (Competency Based Curriculum) and the course outline. This curriculum would help teachers how to plan their teaching learning activities in the class. Based on curriculum 2004, the teaching and learning activities was divided into two cycles, there were spoken cycle and written cycle. The spoken cycle dealt with speaking and listening ability, while written cycle dealt with reading and writing skill.

In the Curriculum Based Competency, the teaching of English at Junior High School has 3 purposes, those are (1) to develop the competence to communicate in spoken and written form (listening, speaking, reading and writing); (2) to grow the awareness of the reality and importance of English as one

of foreign languages to be a main instrument for studying; (3) to develop the comprehension of the culture and language interrelation and broaden the culture firmament.

Based on one of the aims above the students should be able to develop their competence to communicate in spoken and written language. There are four language skills (listening, speaking, reading and writing) that people should develop in order to master English. Writing is the last skill in English that we could not ignore. When a student is going to write a text, he/she should write not only systematically correct but also used correct punctuation, spelling, vocabulary, and grammar.

2.4 Overview on Writing at Junior High School

Teaching writing at Junior High School is not easy as teaching other language skills. By its nature writing is one of the skills which must have been learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control his/her language performance, or his effort to have writing practice continuously.

Still time allotment to learning English at School is so little that the students might not get much attention and guidance from their teacher. As a teacher, it is a task for the teacher to encourage their students to learn to write in the target language.

Curriculum 2004 (competency based curriculum) has an impact on change of English teaching, in order to get students communicative competence.

Communicative competence is skill to communicate using language in another context that could be spoken or written. Language teaching is not only about grammar, vocabulary, or dialog with a certain topic, but, with discourse.

Discourse is a communicative event that had a purpose and it had a stage to achieve the purpose of which it is and the realization by the considering of culture. Depdiknas 2004 (2003:49). It meant that in teaching and learning process, not only words by words or sentences by sentences that were taught to the students, but its point at genre (kinds of text). Hyland (2004) in his introduction states that genre has become a key concept in modern thought, not only in linguistics and language teaching but in many areas of contemporary social and culture studies. So by studying genres intended that students were able to understand the concept and they would be able to identify the kinds of texts that students would have to write.

In the Competence Based Curriculum there are a lot of kind of genres that could be given to students according to their level, such as recount, report, discussion, explanation, exposition, news item, anecdote, narrative, procedure, and descriptive(Depdiknas 2003:49).

In this case the writer chose descriptive. Descriptive writing is one of genre that was taught in the year VIII students of junior high school based on Curriculum 2004. In writing descriptive, it was expected to the students were able to write a simple descriptive.

Through Descriptive writing, the writer would like to minimize the difficulties of writing faced by most of students. The writer intended to try to use process approach to help and make students write the composition easily.

2.5 The Process Approach

There are some approaches that can be used in English language teaching. Nagaraj, G (1996:16) defines that structural oral situational approach is the presentation and practice of carefully selected and graded grammatical structures of English in effective, meaningful situations, initially through speech and later through reading and writing. Language is viewed as structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures and sentence types. The structural oral situational approach became effective to train teachers of English to teach English as a foreign language or as a second language in the late 1940s and early 1950s.

Another approach that can be used in English language teaching is Humanistic Approach. Nagaraj, G (1996:54-5) acknowledges humanistic approach used insights from psychology and pedagogy and defined in broad terms what teaching should or not should be.

The two important methods used under this approach are The Silent Way that was evolved by Caleb Gattgeno, a mathematician and Community Language Learning that was proposed by Charles Curan, a priest, psychologist and counsellor.

The humanistic approach tends to see the language learning as a process which engages the whole person and not just the intellect. It takes into account the emotional and spiritual needs of an individual too.

The process approach to writing is an innovation in a product-oriented culture. Cheung (1999: 55-7), has been seen as an improvement over the traditional methods of writing instruction in recent years. It is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final product. There are three basic writing stages namely pre writing, writing, and post writing.

Ismail (1997:40-6) defines that process approach is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write, and obtain feedback on their drafts so that writing becomes a process of discovery for the students. This method is a student-cantered and concentrates more on the process of writing than the final product. The process can be divided into three stages, namely the pre-writing, writing, and post-writing stages.

Jordan (1990:20-3) acknowledges that process writing evolved as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently allow learners to express themselves better as individuals. This is not to say, however, that the product approach no longer exists, nor that it has no practical applications. Indeed, the process approach can still contain elements of product-based writing.

Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. In the approach, students are taught planning, drafting, revising, editing and publishing strategies at each stage of the writing process to help students to write freely and arrive at a product of good quality (Badger and White, 2000:154).

However, this is a trend that has changed greatly in recent years. Meriwether (1997) notes that there is now widespread recognition that writing is a process which involves several identifiable steps.

The basic steps are as follows:

1. Prewriting (selecting a topic and planning what to say)

2. Writing (putting a draft version on paper)

3. Revising (making changes to improve the writing)

4. Evaluation (assessment of the written work).

Although there was considerable diversity in the labelling of these stages, the common motif across them all appeared to be a concern for pre writing, writing, and post writing.

2.5.1 Pre Writing Stage

This step is often called prewriting because you do the step before you start writing. Prewriting may also be called rehearsing, or collecting is the time to gather information, to experiment with ideas, thoughts, and images and to formulate plans for writing. It is time for students to get ready to write, and it is

time to think about where they are going. But they should also remain open to new directions that they may discover (Palmer 1994:81).

Prewriting was not necessarily a silent activity; talking was often an important tool. Students talked to themselves silently or out loud, informally to classmates and teachers, and to one another in teacher guided groups. Creativity, spontaneity, self expression, freedom of opinion, initiative, and excitement were to be encouraged during prewriting.

The first step in the writing process was to choose a topic. After you had chosen a topic and narrowed it, the next step was to collect information and generated ideas by brainstorming.

Brainstorming is a technique used to generate and collect ideas for writing; it's a way to produce many ideas from a group for the purpose of simple enjoyment or problem solving. Brainstorming encourages a free flow of ideas, imagination, creativity, and flexibility in rehearsing ideas. Thinking, talking and listening are involved in brainstorming sessions that can be carried out with the class as a whole, in small groups or individually (Joy 2000:13).

The next step was free writing, or writing continuously without stopping for several minutes. Free writing helped students began to write easily and with pleasure; it was a technique to help them feel comfortable in their writing. It was discovery process with no definite purpose, allowed students to write without fear of criticism.

In free writing, the writer generated words, sentences and paragraphs to express thoughts, images and ideas about things they knew themselves, their

common knowledge, and the concern of their age group. Students write random thoughts down on the paper or keep them in their minds as they found words to express their thoughts.

Prewriting in the form of free writing helped students get started when they had a block or did not feel like writing. It taught them to write about the mechanic of writing.

2.5.2 Writing Stage

In the writing stage, the planning stage, the students organized the ideas into an outline. An outline was a formal plan for a paragraph. Each outline should have contained a topic sentence, main supporting points, and supporting details. With this outline, it should have been relatively easy to write a paragraph.

The next step was drafting or writing the first rough draft. This was the stage of the writing process that most people think of as "writing". During this stage, students translated their thoughts and ideas into sentences and paragraph. Followed your outline as closely as possible; did not worry about grammar, punctuation, or spelling. A rough draft was not supposed to be perfect.

As it defined by Palmer (1994:81), producing a first draft may be the fastest part of the writing process. On the other hand, a writer may realize that more needs to be learned about the chosen topic before continuing. At the drafting stages, a writer may struggle to craft word into sentences, paragraph and sections. The writer's concerned at this time was the content, selecting and organizing ideas, thinking and writing shape one another to construct meaning. Spelling and

grammar at this point would be interruptive; this mechanic could be dealt with at a later time.

When students actually began drafting, teacher could guide them toward using techniques that would facilitate their work in progress. For example, drafts could be written on lined paper, used every other line and left large margins. This format made revision easier; but more important it announced at the onset the writer's intended to make changes.

Joy (2000:17) states that written feedback is an essential part of any language course that involves a writing element. Feedback falls into two categories: feedback on form and feedback on content. Content feedback relates to product writing, and generally consists of the indication of grammatical errors. Feedback on form, however, focused on the communicative effectiveness of the piece.

Above all, remember that writing was a continuous process of discovery. As you were writing, you would think of new ideas that might not be in your brainstorming list or outline. You could add or delete ideas at anytime in the writing process. Just be sure that any new ideas were relevant.

2.5.3 Post Writing Stage

After you write a rough draft, the next step is to revise it. This step is also called revising and editing (Oshima and Haque 1999:10). Revising meant improving what you had already written. When you revised, you changed what you had written in order to improve it. You checked it over for content and organization, including unity, coherence, and logic. You could change, rearrange,

add or delete, all for the goal of communicating your thoughts more clearly, more effectively, and in more interesting way.

During the first revision, did not try to correct grammar, sentence structure, spelling, or punctuation: this was proofreading, which you would do later. During the first revision, be concerned mainly with content and organization.

The next step was proofreading your paper for possible errors in grammar, sentence structure, spelling and punctuation. Now you were ready to write the final copy to hand in. Be sure that you mad all the corrections that you noted on your second draft. After rereading the final copy, did not be surprised if you decided to make a few minor or even major changes.
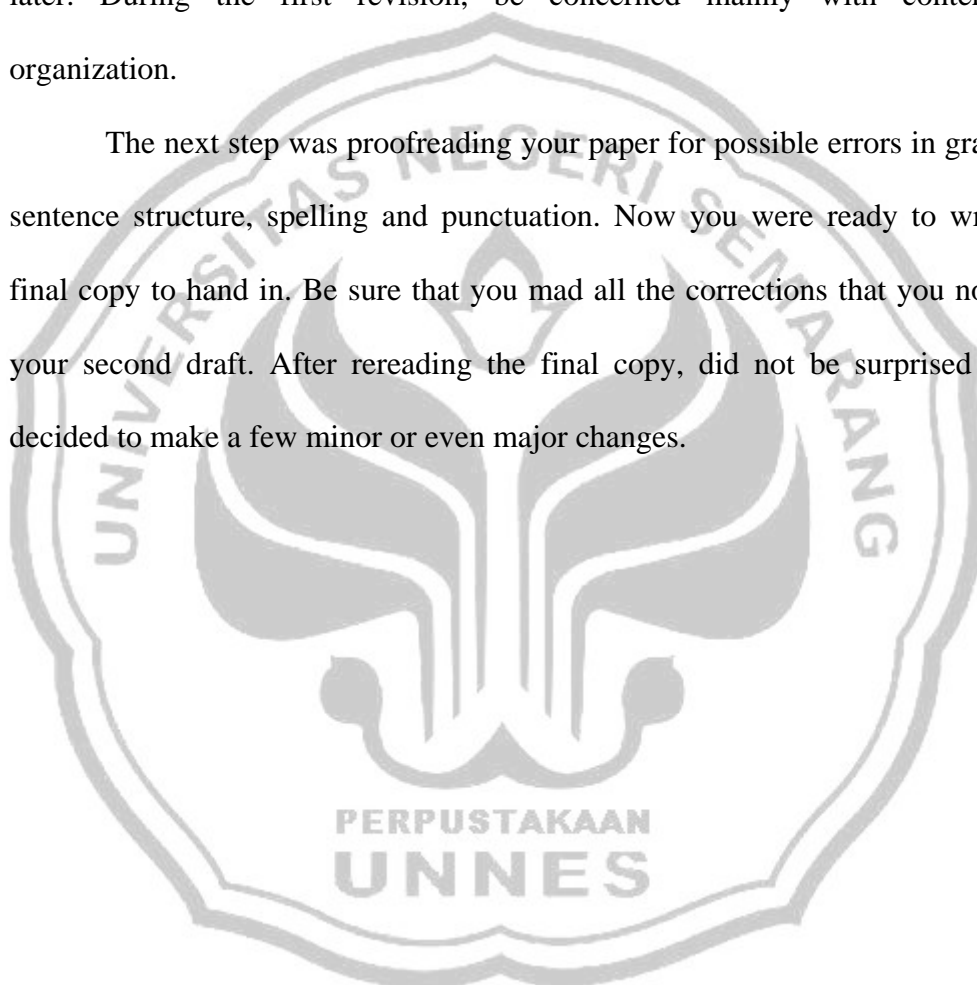
CHAPTER III

METHODS OF INVESTIGATION

In this chapter, I discusses about the subject of the study, variables, research design, instrument of the study, data collection, data analyzing, condition of the test, and statistical design.

3.1 Subject of the Study

I conducted the research at SMP N 1 Rembang, Purbalingga. There were 18 classes which consist of 6 year seventh classes, 6 year eighth classes, and 6 year ninth classes.

3.1.1 Population

Tuckman (1978:227) defines that a population is the group about the researcher is interested in gaining information and drawing conclusion. The population of this study is the eighth grades students of SMP N 1 Rembang, Purbalingga in the academic year of 2008/2009. There were six classes and each class has 46 students. The distribution of the population could be seen in the table below:

Table 3.1. The Population of the Research

Class	Students
VIII A	46
VIII B	46
VIII C	46
VIII D	46
VIII E	46
VIII F	46

Based on the table above, the population in this study was all of the eight grades students of SMP N 1 Rembang, Purbalingga. The total population is 276 students.

3.1.2 Sample

Saleh (2001:33) defines sample is a group of people, things, or where the data are obtained. According to the statements above, sample was a limited number of elements from a proportion a number of populations to represent population. Selection of a sample was a very important step in conducting study. There were many sampling techniques used in an investigation, while certain techniques were more appropriate for certain situations.

Referring to Saleh (2001:34-6) there are four normal ways in sampling techniques or procedures namely:

1) Simple random sampling

Simple random sampling is the technique of selecting sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample. For example if the writer will take 50

from 100 people as the sample. The writer writes down the name of each number

of populations on small pieces of paper. They are rolled and put into a box, shake

the box, then take 50 small pieces of paper as the sample.

2) Systematic random sampling

This technique can be used if the populations are arranged systematically.

For example the population is drawn up and arranged in alphabetical lists. For

example give a number for each population, close your eyes and take one of

numbers as first subject, for example 112. if the number of population is 5 times

bigger than the number of sample, use an interval of 5, so that the result will be

112, 117,122, and so on.

3) Stratified random sampling

This technique can be used if the population consists of some strata, for

example students at elementary school (SD), students at junior high school

(SMP), students at senior high school (SMA), and students at university. The

population could be the students in senior high school that consist of class I, class

II, and class III. To make sure that every class is represented, the samples have to

be taken from each class proportionally. For example to get 60 people, take 20

people from class I, 20 people from class II, and 20 people from class III.

4) Stratified random sampling

Cluster sampling is used if the population is consists of some groups, for

example students in SMU "X", SMU "Y", and SMU "Z". To make sure that every

group is represented, the samples have to be taken from each group

proportionally. For example:

	Population	Sample
SMU "X"	500	50
SMU "Y"	400	40
SMU "Z"	300	30

In this research, I would choose simple random sampling. In selecting the

sample, I wrote down the six classes of the eight year on small pieces of paper.

After that, they are rolled and put into a glass, then they are mixed and dropped

out from the glass, VIII C was selected as the experimental group, and the VIII D

was selected as the control group.

Because the number of population is 276, it is mean that the population

is in the range of 101-500, so the minimum number of sample could be in 30%-

50%. The number of students in two classes is 92 students, it is mean that the

sample is 33,33% from the number of population. Because the sample is in

acceptable minimum level, so it is considered that the sample is representative of

the population.

3.2 Variables

A variable can be defined as an attribute of a person or from an object.

From the design of the experiment, two variables can be involved in this thesis.

3.2.1 Independent Variable.

Tuckman (1978:58-9) defines independent variable is that factor which

is measured, manipulated, or selected by the experimenter to determine its

relationship to an observed phenomenon. In this study, the independent variable is the process approach.

3.2.2 Dependent Variable

Dependent variable is a response variable or output. Tuckman (1978:59) states dependent variable is that factor which is observed and measured to determine the effect of the independent variable, that is, that factor that appears, disappears, or varies as the experimenter introduces, removes or varies the independent variable. The dependent variable in this study is teaching descriptive text to the year eighth students of SMP N 1 Rembang, Purbalingga.

3.3 Research Design

Research begins with ideas and concepts that are related to one another through hypotheses, that is, expected or anticipated relationships. These expectations are then tested by transforming or operationalizing the ideas and concepts into procedures for the collection of data. Result or finding s based on these data are then interpreted and extended by converting them into new concepts.

Nunan (1992:1), defines that research is:

- About inquiry. It has two components: process and product. The process is about an area of inquiry and how it is pursued. The product is the knowledge generated from the process as well as the initial area to be presented.

- A process which involves (a) defining a problem, (b) stating an objective, and (c) formulating a hypothesis. It involves gathering information,

classification, analysis, and interpretation to see to what extent the initial objective has been achieved.

▪ Undertaking structured investigation which hopefully results in greater understanding of the chosen interest area. Ultimately, this investigation becomes accessible to the 'public'.

▪ An activity which analyses and critically evaluates some problem.

▪ To collect and analyse the data in a specific field with the purpose of proving your theory.

▪ Evaluation, asking questions, investigations, analysis, confirming hypotheses, overview, gathering, and analysing data in a specific field according to certain predetermined methods.

Research is carried out in order to:

▪ Get a result with scientific methods objectively, not subjectively.

▪ Solve the problems; verify the application of theories, and lead on to new insights.

▪ Enlighten both researcher and any interested readers.

▪ Prove/disapprove new or existing ideas, to characterise phenomena (i.e., the language characteristics of a particular population), and to achieve personal and community aims. That is, to satisfy the individual's quest but also to improve community welfare.

▪ Prove or disapprove, demystify, carry out what is planned, to support the point of view, to uncover what is not known, satisfy inquiry. To discover the cause of a problem, to find the solution to a problem, etc.

Nunan (1992:2), states that research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data.

Before doing the research of this study, I should analyze the appropriate technique to conduct it. Then, I choose the experimental research to conduct this study. An experimental involves the comparison of the effects of a particular treatment with that of a different treatment or no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group. In other words, an experimental research tries to observe the cause –and-effect relation. Comparing one or more experiment groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research (Best, 1981:57) adds that experimental research provides a systematic and logical method for answering the question, if this done under carefully controlled conditions, what will happen? While Nunan defines experiments are designed to collect data in such a way that threat to the reliability and validity of the research are ministered (Nunan, 1992:47).

In this research, I try to arise a condition or situation and then he tries to find out the effect. In other words, experiment is a way to find out the cause and effect relation between two factors that are intentionally aroused by the researcher by eliminating or decreasing or separating out the factors that may disturb. An experiment is conducted in order to know the effect of treatment.

Basically, the strategies and steps in conducting experimental research are similar to the strategies and steps in conducting research in general. The steps are:

(1) Reading literature sources to get the problems of the research.

(2) Identifying and stating the problems.

(3) Determining the limitation of terms and variable, hypothesis, and supported theory.

(4) Arranging the plan of the experiment.

(5) Conducting the experiment.

(6) Choosing the appropriate data that can represent the experimental group and the control group.

(7) Finding out the significant relation to get the result of the experiment using the appropriate technique.

Research design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusion about relationships between independent and dependent variable.

In the research, I am going to teach two groups. They are experimental group and control group. At the beginning of the experiment, the two groups will be given a same pre-test. The next step, the experimental group is going to be taught by using process approach. There are three stages in teaching writing using process approach, they are pre-writing stage, writing stage, and post-writing stage. In pre-writing stage, the students choose the topic, and then start free writing. The next step in pre-writing stage is brainstorming. In writing stage, the students make a draft in an outline. An outline was a formal plan for a paragraph. Each outline should have contained a topic sentence, main supporting points, and supporting details. In post-writing stage, what students have to do is revise their draft. First,

the students do the proofreading for possible errors in grammar, sentence structure, spelling, and punctuation. After rereading the second draft, finally the sstudents write the final copy to hand in. The control group is going to be taught by using conventional method. In conventional method, I teach the control group using explanation, without the three stages in the process approach. At the end of the experiment, both of groups will be given a same post-test.

The design of the experiment can be described as follows:

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

Where: E : experimental group,

C : control group,

O_1 : pre-test for the experimental group,

O_2 : post-test for the experimental group,

O_3 : pre-test for the control group,

O_4 : post-test for the control group, and

X : treatment with process approach.

As can be seen from the diagram, two groups are employed in this design; one group, the experimental group, receives a treatment *(X)*, while the second group, the control group; does not. Both group are given a pre-test and post-test (Tuckman, 1978:131-2). The quality of the subject is checked by giving them the pre-test (O_1 and O_3), then the experimental treatment will be performed to the experimental group, while the control group will be taught without process approach. The test consisted of one part, it is an essay test. The result of the test (O_2 and O_4) will be computed statically.

3.4 Instrument of the Study

An instrument is very useful to collect data required in an experiment. Saleh (2001:31) states "…the word instrument refers to research tools for data collecting". An instrument could be in the form of questionnaire, observation list, interview, and test. The writer used test and observation as instruments to collect the data.

Test is an important part of every teaching and learning experience. Brown (2002:3) defines test is a method of measuring a persons' ability, knowledge, or performance in a given domain. The writer used test to measure how good the motivation of the students in learning writing was.

In this research, I used achievement test to measure the students' mastery of writing after they were given process approach in their English learning process. Related to the achievement test, there were many types of achievement test such as essay test, completion test, multiple choice tests, cloze test, and so on. I this research, the test which is used is an essay test, its mean that the students write a descriptive text based on the topic.

The tests that the writer would conduct were-pre test and post-test. The pre-test was conducted for checking whether or not the students could produce the descriptive text well. The post-test was used for knowing whether or not students could really produce a good text.

3.5 Data Collection

This study needed the data to support the investigation. There is a list of techniques and methods, which I used to gather evidence in the reconnaissance

and monitoring phrases of the research. They were test, diaries, interview, questionnaire, observation and so forth.

In collecting the data, I would use test (pre-test and post-test). The aims of using this techniques was to know the difficulties that the students had in understanding descriptive text, to know what extent the teaching of descriptive text could improve students' writing skill, to gather information and to find a simple way for the students to produce a text.

3.6 Data Analyzing

Scoring the students' work was a step to obtain quantitative information of each student. One of the ways to score or to evaluate the students' achievement in writing was rating scale. In using the rating scale, the scorer could make a rank order of the result of the students work based on given categories to know which students had the highest scores and which had the lowest scores.

The following scheme of the rating scale was used to measure the students' achievement in their written product. Heaton, (1975:29).

Table 3.2. The Scoring Guidance
(Taken from Heaton's Grid and Categories)

Items	Scoring
Fluency	5. flowing style---very easy to understand---both complex and simple sentences---very effective.
	4. quite flowing style---mostly easy to understand---a few complex sentences---very effective.

	3. reasonably smooth style---not too hard to understand mostly (but not all) ---simple sentences---fairly effective.
	2. jerky style---an effort needed to understand and enjoy---complex sentences---confusing---mostly(but not all) simple sentences---fairly effective
	1. very jerky---hard to understand---can't enjoy reading---almost all simple sentences confusing---excessive use of 'and'
Grammar	5. mastery of grammar taught on course---only 1-2 minor mistakes.
	4. a few minor mistakes only (e.g. proposition, articles).
	3. only 1 or 2 major mistakes but a few minor ones.
	2. major mistakes lead to difficult in understanding---lack of mastery of sentences construction.
	1. numerous serious mistakes---no mastery of sentence construction---almost unintelligible.
Vocabulary	5. use of wide range of vocabulary taught previously
	4. good use of new words acquired---appropriate synonyms, circumlocution
	3. attempts to use words acquired---appropriate vocabulary on the whole but sometimes restricted---

	have to resort to use synonyms circum location on a few occasions.
	2. restricted vocabulary---use a synonym (but not always appropriate) ---imprecise and vague---affect meaning.
	1. very restrictive vocabulary---inappropriate use of synonyms seriously hinders communication.
Content	5. all sentences support the topic---highly organized---clear progression of ideas well linked---like educated native speaker
	4. well organized ideas---links could occasionally be clearer but communication not impaired.
	3. some mediocre organization---reading required for clarification of ideas.
	2. little or no attempt at connectivity---though reader can deduce some organization---individual ideas may be clear but very difficult to deduce connection between them.
	1. lack of organization so severe that communication is seriously impaired.
Spelling	5. non errors
	4. 1 or 2 minor errors only
	3. several errors---do not interfere significantly with

	communication---not too hard to understand.
	2. several errors---some interfere with communication---some words very hard to recognize.
	1. numerous errors---hard to recognize several words---communication is made very difficult.

Since there were 5 items and each was scored 1 to 5, the maximum score is 25. The scoring was based on the analytic method. This method would be better when we wanted to inform our students about their achievement. Since the test result were raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. By doing so, I obtained the rating scale of 1-100. For example, a student who got 25 of raw score, the score would be multiplied by 4. It means she/he got 100; a student who got 18, the score was multiplied by 4 and she/he got 72 and so on.

3.7 Condition of the Test

3.7.1 Validity

Validity is a standard or criterion that shows whether the instrument is valid or not. A test is valid to the extent that it measures what it claims to measure. That is, if the obtained value is higher than the table r-value, the test can be said valid. To calculate the validity, the writer used the Pearson's product moment coefficient correlation formula as follow:

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where: N : number of students,

X : score of each item, and

Y : total score from each students.

(Arikunto 2002:72)

3.7.2   Reliability

Reliability shows whether the instrument is reliable and can be used as a device to collect the data. Reliability means the stability of the test scores when the test is used. A test is reliable to the extent that is measures consistently, from one time to another. There are number of ways in estimating test reliability. In this study, the reliability of the test was measured by comparing the obtained value with r-value product moment. That is, if the obtained value is higher than the table r-value, the test can be said reliable. To calculate the reliability of the test, I used the formula as follow:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma\sigma_i^2}{\sigma_T^2}\right)$$

Where: σ_T^2 : total of score variance

$\Sigma\sigma_i^2$: sum of score variance each item

k : number of items

(Arikunto, 2002:109)

3.7.3 Difficulty Level

After conducting and getting the result of the try out, then I classified and calculated the difficulty level of an item by using the formula as recommended by Heaton (1975:172):

$$P = \frac{B}{JS}$$

Where,

P = item difficulty,

B = the numbers of students who answered the item correctly, and

JS = numbers of students.

The index difficulty could be classified as follows:

$$0 < P \leq 0{,}30 \quad \text{is difficult}$$

$$0{,}30 < P \leq 0{,}70 \quad \text{is medium}$$

$$0{,}70 < P \leq 1 \quad \text{is easy}$$

3.7.4 Discriminating Power

The discriminating power will measure how well the test items are arranged to identify the differences in the students' competence. Here, I applied the formula favored by Heaton (1975:175):

The formula is:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where,

D : discriminating power,

BA : number of students in the upper group, who answered the item

correctly,

BB : number of students in the lower group, who answered the item

correctly,

JA : number of all students in the upper group, and

JB : number of students in the lower group.

The criteria are:

$0 \quad < \quad D \quad \leq \quad 0,20$ is poor

$0,20 \quad < \quad D \quad \leq \quad 0,40$ is fair

$0,40 \quad < \quad D \quad \leq \quad 0,70$ is good

$0,70 \quad < \quad D \quad \leq \quad 1$ is very good

3.8 Statistical Design

Statistics is calculations made to describe a sample. I analyzed the significant difference between teaching descriptive text using process approach and teaching descriptive text with conventional method using *t*-test formula to see the differences between the two means. Here it is, the *t*-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

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

Where:

$\overline{x}_1$: mean score of the experimental group,

$\overline{x}_2$: mean score of the control group,

s : standard deviation,

n_1 : the number of students in experimental group, and

n_2 : the number of students in control group.
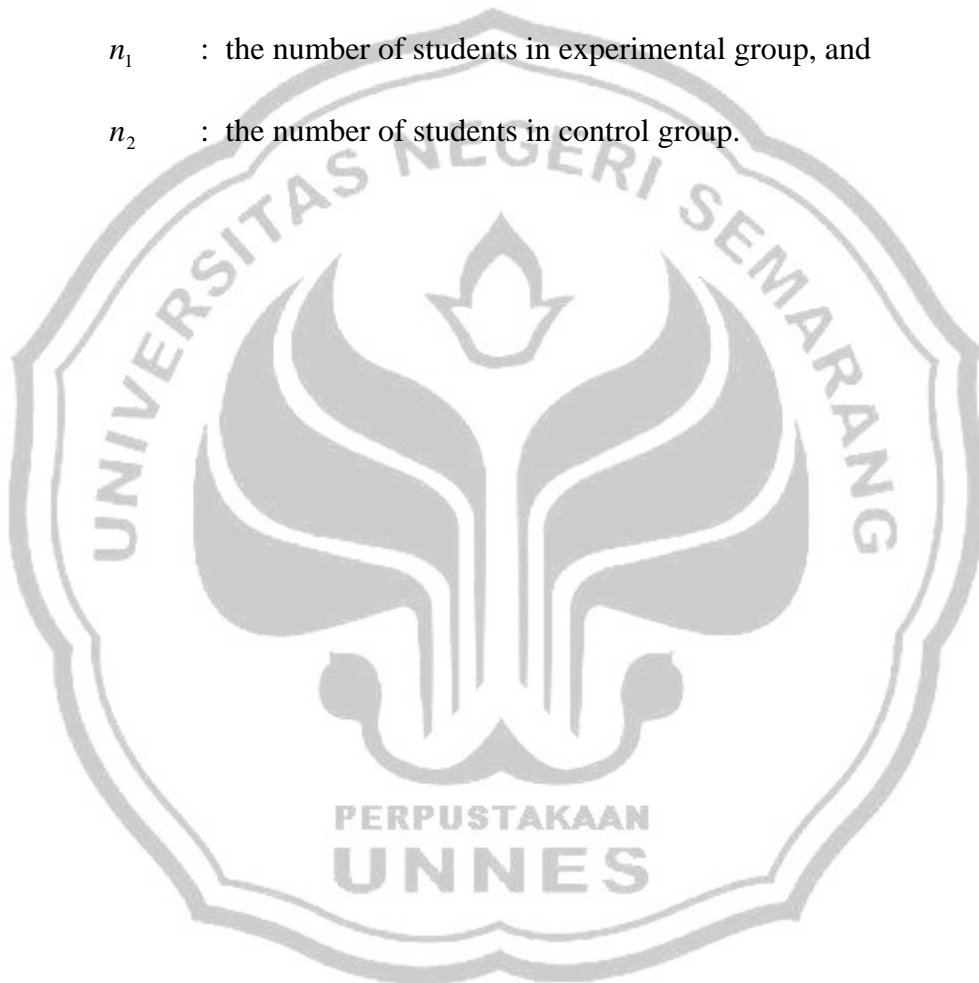
CHAPTER IV

FINDING AND DISCUSSION

This chapter dealt with the result of the experiment that has been conducted. Because the explanation of the t-test has been presented in the previous chapter, in this part the writer will only discuss the detailed calculation and the result of the *t*-test value.

4.1 Research Finding.

In the previous chapter, it has been stated that the method used in the data collecting was writing test that is writing descriptive texts. Therefore, the instruments used in this study were in the form of writing descriptive texts. The text was administered in the both control group and the experimental group.

Also, with regard to the research design that has been chosen, two types of the test was administered, there are pre-test and post-test. Two groups firstly were given pre-test. Than the two groups were given different treatments and then finally they were post tested. The control group was taught by using the conventional method that is writing descriptive text without process approach, while the experimental group was taught by using process approach in the writing descriptive text. A post-test was then administered in both groups.

The data were obtained from the students' achievement of the writing descriptive text. They were pre-test and pos test scores from the control group and the experimental group. The total scores for the control group were 2840 for the pre-test and 3112 for the post-test. So the difference score between the pre-test

and post-test for the control group was 272. While the total scores for the experimental group was 2776 for the pre-test and 3612 for the post-test. Therefore, the difference score between the pre-test and post-test score for the experiment group was 836. The following are the simple diagram for the pre-test and post-test students' score.

Table 4.1. Total Score of Pre-test and Post-test of the Experimental and Control group.

Group	The total score of pre-test	The total score of post-test	The differences between two means	
			Pre-test	Post-test
Experiment group	2776	3612	60.35	78.52
Control group	2840	3112	61.74	67.65

4.2   The Test Result

As discussed in chapter III, after the writer conducted the post-test, he began to score the achievement as shown in appendix 8 and 9. Based on the analysis of the students' result of the composition which was scored using Heaton's grid, each percentage of the total of five items that are fluency, grammar, vocabulary, content, and spelling are as follows:

Table 4.2. Percentage of the Total of the Five Items

Group	Heaton's Grid				
	F	G	V	C	S
Experimental	21.48%	17.28%	20.71%	19.82%	20.71%
Control	20.18%	17.99%	23.39%	19.02%	19.41%

The data were obtained from the students' achievement of writing in descriptive text. The following is the tables that show the average scores for pre-test and post-test for each item.

Table 4.3. The Result of Pre-test and Post-test average scores of the Experimental and Control Group of each items writing scoring.

Group	Group Item of writing scoring	The Average score of pre-test	The average score of post-test
Fluency	Experimental	3.26	4.22
	Control	3.20	3.41
Grammar	Experimental	2.44	3.39
	Control	2.57	3.04
Vocabulary	Experimental	3.41	4.07
	Control	3.35	3.96
Content	Experimental	3.20	3.89
	Control	3.15	3.22
Spelling	Experimental	3.07	4.07
	Control	2.98	3.28

According to the table, there are any differences in each item after the treatment by using process approach was better than just by using explanation. In order to show the result of the writing test, the writer shows it in form of grade as suggested by Harris (1974) as follows:

Table 4.4. Harris' Scoring Grade

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

The list below was the achievement according to the grade for both groups.

Table 4.5. The List of Experimental Group Score

Grade	Frequency		Percentage (%)	
	Pre-test	Post-test	Pre-test	Post-test
A	0	0	00.00%	00.00%
B	0	11	00.00%	23.91%
C	9	32	19.56%	69.56%
D	10	3	21.74%	06.65%
E	27	0	58.69%	00.00%

Table 4.6. The List of Control Group Score

Grade	Frequency		Percentage (%)	
	Pre-test	Post-test	Pre-test	Post-test
A	0	0	00.00%	00.00%
B	0	1	00.00%	02.17%
C	6	14	13.04%	30.43%
D	13	29	28.26%	63.04%
E	27	2	58.69%	04.35%

To make the difference easier to understand, the writer applied the percentage scores into charts as follows:

Chart 1
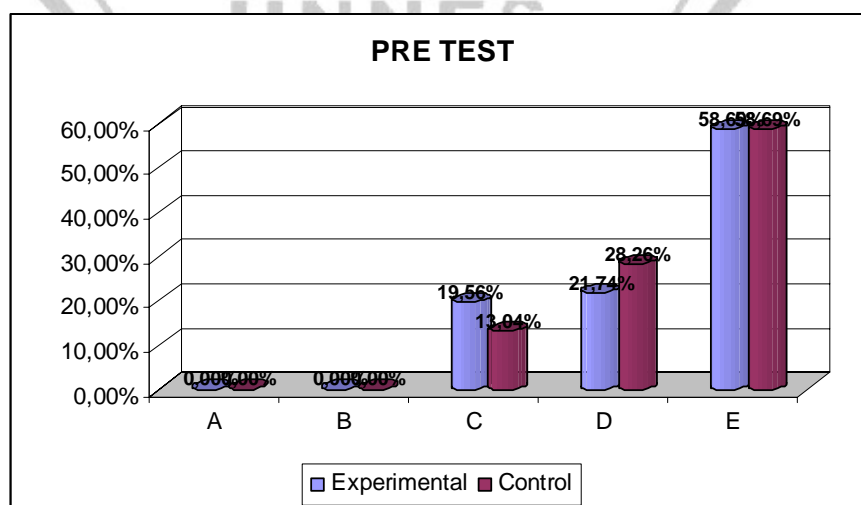
Chart 1 shows the achievement of pre-test by the experimental and control group. From the chart, the students in experimental group who got C were 19.56%, the students who got D were 21.74%, and the students who got E were 58.69%. Post-test achievement of the students in the control group are as follows, the students who got C were 13.04%, the students who got D were 28.26%, and the students who got E were 58.69%.

Chart 2
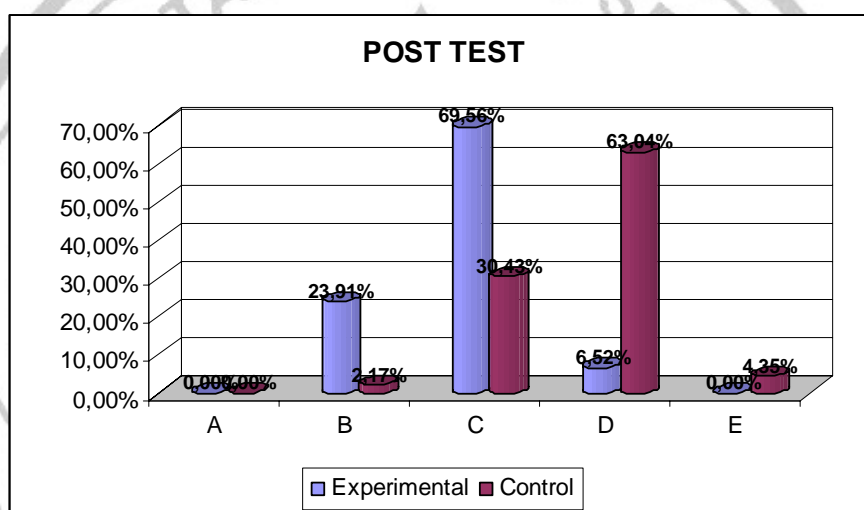
POST TEST

Chart 2 shows the achievement of post-test by the experimental and control group. From the chart, the students in experimental group who got B were 23.91%, the students who got C were 69.56%, and the students who got D were 6.52%. Post-test achievement of the students in the control group are as follows, the students who got B were 2.47%, the students who got C were 30.43%, the students who got D were 63.04%, and the students who got E were 4.35%.

4.3 The Difference between the Two Means

The score of writing descriptive text post-test in the experimental and control group are discussed here. (Mahrens and Lehmann, 1978:76-7) state that the mean *(X)* is the arithmetic average of a set of scores. It is found by adding all the scores in the distribution and dividing by the total number of scores (*N)*. The formula is:

$$\overline{X} = \frac{\Sigma X}{N}$$

Where: $\overline{X}$ = mean,

X = raw score for a person,

N = number of scores, and

Σ = summation sign indicating that all *X*s in the distribution are added.

The mean computation of the experimental group is as follow.

$$\overline{X_e} = \frac{\Sigma X_e}{N_e}$$

Where: $\overline{X}_e$ = mean of the experimental group,

X_e = raw score for a person in experimental group,

N_e = number of scores in experimental group, and

Σ = summation sign indicating that all *X*s in the distribution are added.

$$\overline{X}_e = \frac{\Sigma X_e}{N}$$

$$= \frac{3612}{46}$$

$$= 78.52.$$

The mean score of the experimental group was 78.52.

The mean computation of the control group is as follow:

$$\overline{X}_e = \frac{\Sigma X_e}{N_e}$$

Where: $\overline{X}_c$ = mean of the experimental group,

X_c = raw score for a person in experimental group,

N_c = number of scores in experimental group, and

Σ = summation sign indicating that all Xs in the

distribution are added.

$$\overline{X}_c = \frac{\Sigma X_c}{N_c}$$

$$= \frac{3112}{46}$$

$$= 67.65.$$

The mean score of the control group was 67.65.

The result shows hat the experimental group out-performed the control group. The difference between two means was 10.87.

4.4 T-test result

To test the significance of the difference between the experimental and control group in scores, *t*-test was used:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$\overline{x}_1$: mean score of the experimental group,

$\overline{x}_2$: mean score of the control group,

s : standard deviation,

n_1 : the number of students in experimental group, and

n_2 : the number of students in control group.

First, we must find out the standard deviation by using the following formula:

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

Based on the formula, it was found:

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

$$= \sqrt{\frac{(46 - 1)31{,}5440 - (46 - 1)24{,}0541}{46 + 46 - 2}}$$

$$= 5.27248.$$

After s was found, the next step was to find t

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{78,52 - 67,65}{5,27248\sqrt{\dfrac{1}{46} + \dfrac{1}{46}}}$$

$= 9.887.$

After the writer got t-test result, then she consulted it to the critical value of t-table to check whether the difference is significant or not. For $\alpha = 5\%$, and the numbers of the students, $46+46-2 = 90$, the writer found that t-table$_{(0,95)(90)} = 1.99$. Based on the computation the writer found that t-value (9.887) is higher than the critical value on the table (9.887>1.99). It is proven that there is a significant difference between the average of post-test of the experimental group and control group.

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 CONCLUSSION

From the research, it can be concluded that there is a significant difference between the mean scores of the experimental group and the control group. The average score between experimental and control group was 60.35 and 61.74. After the treatment was given, the average scores became 78.52 and 67.65. There was difference between the experimental average score and the control average score in the amount of 10.87. The *t*-test result showed that *t*-value was 9.887 and *t*-table for $\alpha = 5\%$, was 1.99. It means that *t*-value is higher than the critical value (9.887>1.99). So there is a significant difference between pre-test and post-test students' scores in teaching descriptive texts using a process approach to the students' writing ability.

5.2 SUGGESTION

Based on the above conclusions, the writer would like to offer some suggestion, there were:

1. For students:

   The students should not be afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences, because it would make them do not enjoy writing and lack of confidence in writing on their own. In making descriptive text, they should use stages in writing process like drafting, planning, editing, and publishing, so they could write freely and easily.

2. For teachers:

Some students have a fear feeling and little enthusiasm in writing class. Commonly, they are afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences. Those feelings seem to make the students unconfident in a writing class. Having a little confidence can make them reluctant to try to write, even dislike writing.

It is the duty of English teachers to create an exciting and conducive writing class as well as to give cautious guidance to the students. The teachers should try to find productive strategies in encouraging the writing class in order to encourage students to like writing. It was really a hard work, but students should be given a strong foundation for their writing skill before entering a higher level education.

A process approach could be used as one of the ways to improve the students' writing ability. This technique hopefully will enable students to utilize necessary skills in order to be good writers and help the students develop writing strategies at each stage of the writing process, so that each of them could write a descriptive text individually and independently at the end of the program.

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Appendix 1

THE ITEM ANALYSIS OF THE TRY - OUT

No	Respondent Code	Item					Y	Y^2
		F	G	V	C	S		
1	T2	4	4	4	4	4	20	400
2	T9	4	4	4	4	4	20	400
3	T10	4	4	4	4	4	20	400
4	T5	4	3	4	4	4	19	361
5	T8	4	4	4	4	3	19	361
6	T7	4	3	4	3	4	18	324
7	T1	4	3	3	3	3	16	256
8	T3	2	3	3	3	3	14	196
9	T4	3	3	2	3	2	13	169
10	T6	2	2	3	2	2	11	121
Validity	ΣX	35	33	35	34	33	170	2988
	ΣX^2	129	113	127	120	115		
	ΣXY	617	578	613	597	583		
	r_{xy}	0.872	0.848	0.857	0.915	0.900		
	r_{table}	0.632	0.632	0.632	0.632	0.632		
	Criteria	Valid	Valid	Valid	Valid	Valid		
Item Difficulty	B	7	4	6	5	5		
	JS	10	10	10	10	10		
	P	0.70	0.40	0.60	0.50	0.50		
	Criteria	Medium	Medium	Medium	Medium	Medium		
Discriminating Power	BA	5	4	5	4	4		
	BB	2	0	1	0	1		
	JA	5	5	5	5	5		
	JB	5	5	5	5	5		
	D	0.6	0.8	0.8	0.8	0.6		
	Criteria	Good	Very Good	Very Good	Very Good	Good		
Reliability	σ_b	0.650	0.410	0.450	0.440	0.610		
	$\Sigma \sigma_b$	2.560						
	σ_t	9.8						
	k	5						
	r_{11}	0.923						

Appendix 2

THE COMPUTATION OF VALIDITY

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Validity of vocabulary item.

No	Code Resp	X	Y	X^2	Y^2	XY
1	T1	3	16	9	256	48
2	T2	4	20	16	400	80
3	T3	3	14	9	196	42
4	T4	2	13	4	169	26
5	T5	4	19	16	361	76
6	T6	3	11	9	121	33
7	T7	4	18	16	324	72
8	T8	4	19	16	361	76
9	T9	4	20	16	400	80
10	T10	4	20	16	400	80
	Σ	35	170	127	2988	613

The computation goes like this:

$$r_{xy} = \frac{(10 \cdot 613) - (35) \cdot (170)}{\sqrt{\{10 \cdot 127 - (35)^2\}\{10 \cdot 2988 - (170)^2\}}}$$

$$= \frac{6130 - 5950}{\sqrt{(1270 - 1225)(29880 - 28900)}}$$

$$= \frac{180}{\sqrt{45 \cdot 980}}$$

$$= \frac{180}{\sqrt{44100}}$$

$$= \frac{180}{210}$$

$$= 0.857$$

For $\alpha = 5\%$, with $N = 10$ will be obtained $r_{table} = 0.632$.

Because $r_{xy} > r_{table}$, it is cosidered that the vocabulary item is valid.

Appendix 3

THE COMPUTATION OF DIFFICULTY LEVEL

$$P = \frac{B}{JS}$$

If:

 0   ⎯   0.30 = is difficult

0.31   ⎯   0.70 = is medium

0.71   ⎯   1.00 = is easy

The computation of vocabulary item is goes like this:

B   =   6

JS =   10

 P = $\dfrac{6}{10}$

    =   0.60

The difficulty level of vocabulary item is medium.
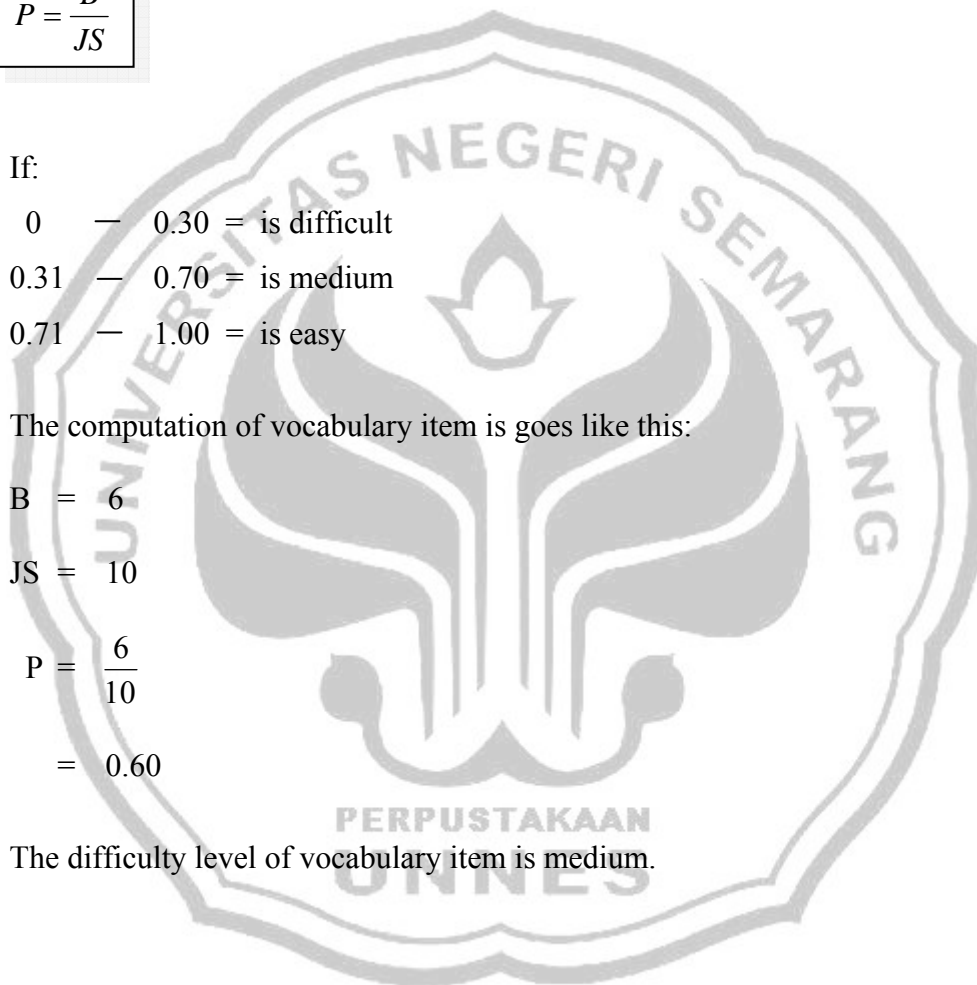
Appendix 4

THE COMPUTATON OF DISCRIMINATING POWER

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

If:

0.00	—	0.20	is Poor
0.21	—	0.40	is Fair
0.41	—	0.70	is Good
0.71	—	1.00	is very Good

The computation of vocabulary item is goes like this:

BA = 5

BB = 1

JA = 5

JS = 5

$$D = \frac{5}{5} - \frac{1}{5}$$

$$= 1.00 - 0.20$$

$$= 0.80$$

The discriminating power of vocabulary item is very good.

Appendix 5

THE COMPUTATION OF RELIABILITY

$$r_{11'} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma\sigma_i^2}{\sigma_T^2}\right)$$

If the result of the item is higher than the critical value, it is considered that the instrument is reliabel.

$$\sigma_1^2 = \frac{\Sigma x_1^2 - \frac{(\Sigma x_1)^2}{N}}{N} = \frac{129 - \frac{(35)^2}{10}}{10} = \frac{129 - 122.5}{10} = 0.650$$

$$\sigma_2^2 = \frac{\Sigma x_2^2 - \frac{(\Sigma x_2)^2}{N}}{N} = \frac{113 - \frac{(33)^2}{10}}{10} = \frac{113 - 108.9}{10} = 0.410$$

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_____

$$\sigma_5^2 = \frac{\Sigma x_5^2 - \frac{(\Sigma x_5)^2}{N}}{N} = \frac{115 - \frac{(33)^2}{10}}{10} = \frac{115 - 108.9}{10} = 0.510$$

$$\Sigma\sigma_i^2 = 2.560$$

$$\sigma_T^2 = \frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N} = \frac{2988 - \frac{(170)^2}{10}}{10} = \frac{2988 - 2890}{10} = 9.80$$

$$r_{11'} = \left(\frac{k}{k-1}\right)\left(1-\frac{\Sigma\sigma_i^2}{\sigma_T^2}\right) = \left(\frac{5}{5-1}\right)\left(1-\frac{2.560}{9.8}\right) = 0.925$$

For $\alpha = 5\%$, with N = 10 will be obtained $r_{table} = 0.632$.

Because $r_{11} > r_{table}$, it is considered that the instrument is reliable.

Appendix 6

The Result Of PreTest (Control Group)

No	Respondent Code	Language Aspect					Score	Total Score
		F	G	V	C	S		
1	C1	3	3	3	3	3	15	60
2	C2	4	3	4	3	3	17	68
3	C3	3	2	3	4	3	15	60
4	C4	3	2	3	3	3	14	56
5	C5	3	2	3	3	3	14	56
6	C6	3	3	3	3	3	15	60
7	C7	3	3	4	3	3	16	64
8	C8	4	3	4	3	3	17	68
9	C9	4	3	4	3	3	17	68
10	C10	3	2	3	3	3	14	56
11	C11	3	2	3	3	3	14	56
12	C12	3	3	4	3	3	16	64
13	C13	3	2	3	3	3	14	56
14	C14	4	3	4	4	3	18	72
15	C15	3	2	3	3	3	14	56
16	C16	3	2	3	3	3	14	56
17	C17	3	2	3	3	3	14	56
18	C18	3	3	4	3	3	16	64
19	C19	3	3	3	3	3	15	60
20	C20	3	2	3	3	3	14	56
21	C21	3	3	4	3	3	16	64
22	C22	3	3	3	3	3	15	60
23	C23	3	2	3	3	3	14	56
24	C24	3	3	3	3	3	15	60
25	C25	4	3	4	4	3	18	72
26	C26	3	3	4	3	3	16	64
27	C27	3	2	4	3	3	15	60
28	C28	3	2	3	3	3	14	56
29	C29	4	3	4	3	3	17	68
30	C30	3	2	3	3	3	14	56
31	C31	3	3	3	3	3	15	60
32	C32	4	3	4	3	3	17	68
33	C33	3	2	3	3	3	14	56
34	C34	4	3	4	3	3	17	68
35	C35	3	2	3	3	3	14	56
36	C36	3	2	3	3	3	14	56
37	C37	4	3	4	4	3	18	72
38	C38	3	2	3	3	3	14	56
39	C39	3	2	3	3	3	14	56
40	C40	3	2	3	3	3	14	56
41	C41	3	3	3	3	3	15	60
42	C42	3	3	4	3	3	16	64
43	C43	3	3	4	3	3	16	64
44	C44	4	3	4	4	3	18	72
45	C45	4	4	3	4	4	19	76
46	C46	4	3	4	4	3	18	72
	Total	150	119	157	145	139	710	2840

Appendix 7

The Result Of PreTest (Experimental Group)

No	Students' Code	Language Aspect					Score	Total Score
		F	G	V	C	S		
1	E1	3	2	3	3	2	13	52
2	E2	3	2	3	3	2	13	52
3	E3	3	3	4	3	3	16	64
4	E4	3	2	3	3	2	13	52
5	E5	3	2	3	2	3	13	52
6	E6	3	2	3	3	3	14	56
7	E7	3	3	4	3	3	16	64
8	E8	3	2	3	3	3	14	56
9	E9	4	3	4	4	3	18	72
10	E10	3	2	3	3	3	14	56
11	E11	4	3	4	4	4	19	76
12	E12	3	3	4	3	3	16	64
13	E13	4	3	4	3	4	18	72
14	E14	3	3	3	3	3	15	60
15	E15	3	2	3	3	3	14	56
16	E16	4	2	4	3	3	16	64
17	E17	3	2	3	3	2	13	52
18	E18	3	3	4	3	3	16	64
19	E19	3	2	3	3	3	14	56
20	E20	3	3	4	3	3	16	64
21	E21	3	2	3	2	3	13	52
22	E22	3	2	2	3	3	13	52
23	E23	4	3	4	4	3	18	72
24	E24	3	3	3	3	3	15	60
25	E25	4	3	4	4	3	18	72
26	E26	3	2	3	3	3	14	56
27	E27	4	3	4	4	3	18	72
28	E28	4	3	4	4	3	18	72
29	E29	4	3	4	4	3	18	72
30	E30	3	2	3	3	2	13	52
31	E31	3	3	4	3	3	16	64
32	E32	3	3	4	4	3	17	68
33	E33	3	2	3	3	2	13	52
34	E34	3	2	3	3	3	14	56
35	E35	3	2	3	3	3	14	56
36	E36	3	2	3	3	3	14	56
37	E37	3	2	3	3	2	13	52
38	E38	3	2	3	3	3	14	56
39	E39	4	3	4	4	3	18	72
40	E40	3	2	3	3	3	14	56
41	E41	3	3	4	3	3	16	64
42	E42	4	3	4	3	3	17	68
43	E43	3	2	3	3	3	14	56
44	E44	3	2	3	3	2	13	52
45	E45	3	2	3	3	3	14	56
46	E46	3	2	3	3	3	14	56
Total		149	112	156	145	132	694	2776

Appendix 8

The Result Of PostTest (Control Group)

No	Respondent Code	Language Aspect					Score	Total Score
		F	G	V	C	S		
1	C1	3	3	4	3	3	16	64
2	C2	4	3	4	3	4	18	72
3	C3	3	3	4	3	3	16	64
4	C4	3	4	4	3	3	17	68
5	C5	3	3	4	3	3	16	64
6	C6	3	3	4	3	4	17	68
7	C7	4	3	4	3	4	18	72
8	C8	4	3	4	4	4	19	76
9	C9	4	3	4	4	3	18	72
10	C10	4	3	3	3	3	16	64
11	C11	3	3	4	3	3	16	64
12	C12	4	3	4	3	3	17	68
13	C13	3	3	4	3	3	16	64
14	C14	4	3	4	4	4	19	76
15	C15	3	3	4	3	3	16	64
16	C16	3	3	4	3	3	16	64
17	C17	4	3	4	3	4	18	72
18	C18	3	3	4	3	3	16	64
19	C19	3	3	4	3	3	16	64
20	C20	3	3	4	3	3	16	64
21	C21	4	3	4	3	3	17	68
22	C22	4	3	4	4	3	18	72
23	C23	3	3	3	3	3	15	60
24	C24	3	3	3	3	3	15	60
25	C25	4	3	4	4	4	19	76
26	C26	3	3	4	4	3	17	68
27	C27	3	3	4	3	3	16	64
28	C28	3	3	4	3	3	16	64
29	C29	4	3	4	3	4	18	72
30	C30	3	3	4	3	4	17	68
31	C31	3	3	4	3	3	16	64
32	C32	4	3	4	3	4	18	72
33	C33	3	3	4	3	3	16	64
34	C34	4	3	4	3	4	18	72
35	C35	3	3	4	3	4	17	68
36	C36	3	3	4	3	3	16	64
37	C37	4	3	4	4	3	18	72
38	C38	3	3	4	3	3	16	64
39	C39	3	3	4	3	3	16	64
40	C40	3	3	4	3	3	16	64
41	C41	4	3	4	3	3	17	68
42	C42	3	3	4	3	3	16	64
43	C43	3	3	4	3	3	16	64
44	C44	4	3	4	4	3	18	72
45	C45	4	4	5	4	4	21	84
46	C46	4	3	4	4	3	18	72
	Total	157	140	182	148	151	778	3112

Appendix 9

The Result of Post Test (Experimental Group)

No	Respondent Code	Language Aspect					Score	Total Score
		F	G	V	C	S		
1	E1	4	3	4	4	4	19	76
2	E2	4	3	4	4	4	19	76
3	E3	4	3	4	3	3	17	68
4	E4	3	3	4	3	4	17	68
5	E5	4	4	4	4	4	20	80
6	E6	4	3	4	3	4	18	72
7	E7	5	4	4	4	4	21	84
8	E8	4	3	4	4	5	20	80
9	E9	5	4	4	4	4	21	84
10	E10	4	3	4	4	4	19	76
11	E11	5	4	4	5	4	22	88
12	E12	5	3	4	4	4	20	80
13	E13	4	4	5	4	5	22	88
14	E14	4	5	3	4	4	20	80
15	E15	4	3	4	4	4	19	76
16	E16	4	3	4	4	4	19	76
17	E17	4	3	4	3	3	17	68
18	E18	4	4	4	4	4	20	80
19	E19	4	3	4	4	4	19	76
20	E20	4	3	4	4	4	19	76
21	E21	4	3	4	4	4	19	76
22	E22	4	3	4	4	4	19	76
23	E23	5	5	4	4	5	23	92
24	E24	4	3	4	4	4	19	76
25	E25	5	5	4	4	4	22	88
26	E26	4	3	4	4	4	19	76
27	E27	4	4	4	4	5	21	84
28	E28	5	3	4	4	4	20	80
29	E29	4	3	5	4	4	20	80
30	E30	4	3	4	4	5	20	80
31	E31	4	3	4	4	4	19	76
32	E32	4	3	4	4	4	19	76
33	E33	4	3	4	4	4	19	76
34	E34	4	3	4	4	4	19	76
35	E35	5	3	4	4	4	20	80
36	E36	4	3	4	4	4	19	76
37	E37	5	4	4	4	4	21	84
38	E38	4	3	4	3	4	18	72
39	E39	5	4	4	5	4	22	88
40	E40	4	4	5	4	4	21	84
41	E41	4	4	4	4	4	20	80
42	E42	4	3	4	3	4	18	72
43	E43	5	4	5	4	4	22	88
44	E44	4	3	4	4	4	19	76
45	E45	4	3	4	3	4	18	72
46	E46	4	3	4	4	4	19	76
Total		194	156	187	179	187	903	3612