THE EFFECTIVENESS OF "POP UP CARD"

IN IMPROVING STUDENT'S ACHIEVEMENT IN WRITING

DESCRIPTIVE TEXT

(An Experimental Study at the Eighth Grade Students of MTs N 1 Semarang

in the Academic Year of 2013/2014)

a final project

submitted in partial fulfilment of the requirement

for the degree of *Sarjana Pendidikan*

in English
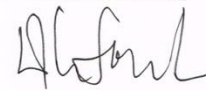
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DECLARATION OF ORIGINALITY

I, Anindita Dwi Irianti, hereby declare that this final project entitled *The Effectiveness of Pop Up Card in Improving Students' Achievement in Writing Descriptive Text*is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 19 January 2015

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MOTTO AND DEDICATION

➢ *"... And do not despair of the mercy of God.Surely not despair of the mercy of God, but who disbelieve Him. "*

<div align="center">(Qs. Yusuf : 12)</div>

➢ *"Every successful person must have a failure. Do not be afraid to fail because failure is a part of success.*

<div align="center">(Anonim)</div>

Dedicated to:

➢ *My beloved father and mother, Sus Irianto SH. and Sri Yuni H S.Pd, M.Pd.*

➢ *My Brother, Aditya Setyawan Bay uAji and my sister, Mita Ambriani*

➢ *My best friends; Rinbow's members, Rara, Niza, Laili, and Anda*

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ABSTRACT

Irianti, Anindita Dwi. 2014.*The Effectiveness of Pop Up Card in Improving Student's Achievement in Writing Descriptive Text (An Experimental Study at Eight Year Students of MTs N 1 Semarang)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. The Advisor: Dr. Djoko Sutopo, MSi.

Key words: Pop Up Card, Descriptive Text, Writing

This final project entitled *The Effectiveness of Pop Up Card in Improving Student's Achievement in Writing Descriptive Text in Eight Grade Junior High School (An Experimental Study at Eight Year Student of MTs N 1 Semarang).* is an experimental research that aims at seeing whether pop up card can be used to teach descriptive text or not, to see the difference before and after using pop up card, and to decide whether the use of pop up card can improve the students' ability in writing descriptive text or not. The subject of this study was the students of VIII C MTs Negeri 1 Semarang in the academic year of 2013/2014. The number of students involved in this study was 29.

To gain the objectives, the writer conducted an experimental research. The research design was a pre-experimental research one group pre test and post test design. The writer used purposive sampling to determine the sample. There was only one group with 4 meetings in this study. One meeting was for pre test, two meetings were for treatments, and one meeting was for post test. First, the students were given pre test. In the treatments, the students were taught by using pop up card as the media. Then post test was given after the treatments. There were five components that the writer used to measure the students' ability in writing descriptive text. There were grammar, vocabulary, mechanic, fluency, and relevance.

After the data were computed and analyzed, it was found that the pre test score was lower than the post test score. The mean score of the pre test was 61.4 and the mean score of the post test was 75.3. It meant that the mean score of post test increased 13.9 points from the mean score of the pre test. In addition, there was significant difference between the pre test and the post test. The *t*-test result showed that t_{value} was 2.135 and t_{table} for $\alpha = 5\%$ was 2.05. On the other words, the t_{value} was higher than the critical value (2.135 > 2.05). It could be inferred that there were a difference before and after using pop up card.

In conclusion, pop up card is effective in teaching writing descriptive text at junior high school. It is suggested for English teachers to use the alternative media to make the students easier in writing descriptive text. Moreover the teachers should make the English lesson more fun and interesting.

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CHAPTER 1

INTRODUCTION

This chapter deals with general background of the study, reasons for choosing the topic, statement of problems, objectives of the study, statement of the hypothesis, significance of the study, definition and key terms and outline of the report.

1.1 General Background of the Study

This research will investigate the use of "Pop up cards" to improve students' achievement in writing descriptive text in Junior High School. Creating a text is one of the difficulties that students have to face. It needs a well organization between content, grammar, and vocabulary to express the writer's opinions or thoughts clearly and efficiently.

At Junior High School of Indonesia, there are four skills that students have to master. They are reading, listening, speaking and writing. Writing, as one of four skills has given contribution to human life. The importance of writing can be seen in people daily needs. People make a letter, memo, invitation, expression of sympathy or others by writing.

Students of junior high school are expected to able to express and compose a functional written text and simple short essay in several types of text, such as descriptive, narrative, recount, procedure, and report. Each text type has its own characteristics that the students should master. The students have to understand the social function, generic structure, and grammatical features of the text to be able to write the text well. Descriptive text is one of those texts that the eight grade students have to learn and it is learned in the first semester.

Based on the researcher's experience in the teaching experience program, most of students were able to express their idea to make a good text. They faced difficulty in writing because they did not have sufficient knowledge of vocabulary and grammar. They also found difficulty in organizing their ideas in sentences or paragraph.

Realizing that writing is very important for the English learners, the learners need to develop their ability in writing. Unfortunately, writing skill is difficult to be mastered. Brown (2001:335) states:

> The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text to clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

It can be concluded that writing is a difficult skill to be learned because it needs some steps to be able to produce writing correctly and fluently. Putting the words into the right sequence is important in making sentences, and so those sentences will be meaningful. Moreover, to be good in writing the students need

to practice regularly. They should think about how to express the idea and organize their ideas into a good text.

The researcher found that some students are less interested in writing. They consider writing is difficult skill to be mastered. The English teacher should build interesting learning process in the class and use appropriate, fun, and effective media in teaching learning writing to make the students more enthusiastic.

There are many media that can be used in a learning process. Media can create more interesting atmosphere in the class. Making students more enthusiastic and excited in learning writing is the goal of teacher in teaching and learning process. There are kinds of media that often used in language learning process, such as songs, pictures, and videos. Pictures are one of the visual aids that can be used in teaching process effectively. Harmer (2001:3) explains that "pictures are clearly indispensable for the language teachers since they can be used in many ways".

Pop up cards is a cards that has pictures inside and it will stand up when it is opened. It can be an alternative medium to stimulate students' idea in creating a text. It can attract students' attention to learn descriptive text through the pop up cards as the medium. Therefore, the researcher decided to investigate whether the use of pop up cards especially giving pictures in the English classroom would assist the learning of writing descriptive text. The researcher thought that learning writing is difficult. So that, pop up cards as medium is used to help students to

build an idea and it could be an alternative way for teacher to teach an interesting medium in teaching descriptive text.

1.2 Reasons for Choosing the Topic

Curriculum is one of the most important things for the success of education. Therefore, curriculum must be designed appropriately to reach the desired goals. The latest curriculum was designed in July 2006, which is called KTSP *(Kurikulum Tingkat SatuanPendidikan).* MTs N 1 Semarang is one of the schools that uses KTSP curriculum.

Based on KTSP (education curriculum in Indonesia) there are five genres of the text that must be taught to students' in Junior High School. According to Harmer (2007:327) "genre represents the norms of different kinds of writing. Students who write within a certain genre will face consider a number of different problems. They need to have knowledge of the topic, the convention style of the genre, and the context in which their writing will be read".

There are many genre texts, among others: analytical exposition text, anecdote text, recount text, report text, spoof text, narrative text, hortatory exposition text, discussion text, explanation text, procedure text, news item text, review text, description text, argument text and exposition text (Wahidi, 2009).

Generally, writing can be interpreted as a way to express feelings, and ideas in written form. This problem is understandable because writing is a productive skill that has several components, such as, vocabulary, harmony, unity and grammar.

Through writing, students can express their idea in writing form, but almost all of the students have a difficulty in writing text, especially English text.

.Using medium in teaching learning process is very important. Media are instrument used to convey or to transmit messages of study materials. In other words, media are instructional medium for students that can stimulate them for learning.

This research will investigate whether using pop up cards as media that can facilitate students' understanding of the English writing text or not because through the pop up cards the students will get the idea and clue for English writing text.

It is hoped that pop up cards as 3D visual aids can make the instruction of writing easier and make the students interested in English writing text, especially descriptive text. This research is conducted to find out the influence of using pop up cards as a media of the students' writing achievement especially in making descriptive text.

Furthermore, Different from usual pictures or cards, pop up cards can present interesting visual cards that can make students more enthusiastic in learning writing descriptive text.

1.3 Statement of the Problems

The research questions are formulated as follows:

1. How is the descriptive text writing ability of the eight grade students of MTs N 1 Semarang?
2. How is "pop up cards" applied in teaching descriptive text?

3.   How effective is teaching descriptive text by using "pop up cards"?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

1.   To identify the students' ability in writing descriptive text.

2.   To elaborate the application of "pop up cards" in teaching descriptive text.

3.   To find out the effectiveness of pop up cards in writing descriptive text.

1.5 Statement of Hypothesis

In conducting the experiment of pop up cards as the media, a working hypothesis is proposed: "Pop up cards will be a more significant way to help the students' achievement of writing descriptive text than use pictures".

Besides, the null hypothesis is also proposed since the hypothesis will be statistically analyzed based on the result of the experiment: "There will be no significant difference in class using "Pop up cards" and usingthe conventional medium"

1.6 Significance of the Study

By conducting this study, the researcher wishes the result would be useful for:

1.   For teachers

This study is supposed to be one of the references for teachers in Junior High School to use a interesting medium in teaching writing. The researcher hopes

that it will give teachers inspiration for improving their teaching method. So, the students will get better achievement.

2. For students

   In the other side, this study is expected to help students get idea and explore their writing skill in making text.

3. The readers

   The study of this research will be a good reference and knowledge for readers who want to teach a descriptive text by using pop up cards as their medium.

4. For the researcher

   The result will be a useful reference. As a teacher candidate, she should know how to teach writing skill using interesting media to make the students not get bored in learning writing English text.

1.7 Definition and Key Term

The researcher classifies the term are used in this study as follows:

1.7.1 Pop up cards

In a Macmillan Dictionary, a pop-up book or cards is a cards that has pictures inside and it will stand up when it is opened.

1.7.2 Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The writing

will be such that it will set a mood or describe something in such detail that if the reader saw it, they would recognize it.

1.7.3   Students' Achievement

Student achievement is setting and accomplishing individual and group goals while overcoming obstacles to the best of their ability; individualized academic & social growth achieved by differentiated activities; skill mastery to create independent life-long learners. (George, 2012).

1.7.4   Writing Skill

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

1.8   Outline of the Report

This study consists of five chapters, which can be described as follows:

Chapter I presents the introduction of the study. It consists of general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, statement of hypothesis, significance of the study, definition and key term, and outline of the report.

Chapter II presents the review of related literature. This chapter consists of previous studies, theoritical review and theoritical framework.

Chapter III presents the methods of investigation. It consists of research design, the experiment design, time and setting, population and sample, variables instuments of collecting data, procedure of collecting data, and procedure analyzing data.

Chapter IV presents the findings and discussion

Chapter V consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

The main concern of this classroom experimental research is to see the effectiveness of using pop up card in teaching descriptive text to the year eight students of junior high school. Review of previous studies, theoretical background, and framework of recent studies are provided in this section.

2.1 Previous Studies

The use of media in teaching and learning process is important. It can help students to understand the material in interesting way. The previous studies which used a media to improve writing skill and descriptive text have been reviewed as the study references are described below.

Citra (2010) conducted a research entitled the influence of using picture media on the students' writing ability in narrative text at the second grade of MTs N Mandalawangi. This purpose of this research was to explain what the influence used pictures to improve the students' writing ability after used a picture was applied at MTs N Mandalawangi and focused on solving the problem of the students gathered an idea and clue through the picture for writing a narrative text. The research design of this study was an experimental research. The subject of this study was eight grade students in junior high school, it contained of 31 students. The test in this study was

the students make narrative text after the students saw the picture that was given. The score was taken from grammar, vocabulary, content, and organization. From this study, increasing students' achievement happened after the students got the treatments, it was proven by the comparison between the result of the pre and post test in which the post –test result was higher (86%) than pre test (64%).The findings of Citra research study indicate that using picture to improve the students' ability in writing narrative text was successful.

Citra's research improved the students' achievement in writing skill. She used pictures as a media in her teaching learning process. It was effective to improve the students' achievement in writing narrative text. The pictures that she used can stimulate idea to write about the story.

Invites students to write is not easy thing, the teacher must have something interesting to the students so that the students want and excited to write. One way is to use the media in the learning process. Using pictures to generate interest is an effective way to improve students' writing skill.

Based on the explanation of the research result there was the improvement of pre-test to post-test in students' writing ability. Moreover, the enthusiastic of students in writing activities also had improvement. In the process of learning English in this activity, the student looked interested and enthusiastic when used a media in teaching learning process.

In accordance with Citra, this research has a relationship with my research, my research will conduct a study in which pop up card as media in teaching process and the study mainly focused in teaching descriptive text to the year eight of junior high school students. Moreover, the skill which was improved was same. This was writing skill.

Istifa (2013) conducted a research to improve writing skill especially descriptive text trough a cue card as the media. The objective of the research was to examine whether the use of cue card can teaching descriptive text or not, to see the difference before using cue card and after using cue card, and to decide whether the used of cue card could improve the students" ability in writing descriptive text or not. The study was carried out in the students of first grade in SMPN 1 Tayu Pati in the academic year of 2012/2013. The number of students involved in this study was 29. To gain the objectives, the writer conducted an experimental research. The research design was a pre-experimental research one group pre test and post test design. The writer used purposive sampling to determine the sample. After the data was computed and analyzed, it was found that the pre test score was lower than the post test score. The mean score of pre test was 66.34 and the mean score of post test was 78.34. It meant that the mean score of post test increased 12.00 points from the mean score of pre test. In addition, there was significant difference between pre test and post test.

Istifa's research improved the students' achievement in writing skill. She used cue card as a media in her teaching learning process. It was effective to improve the

students' achievement in writing descriptive text. The media that she used can help students to describe the picture through the card.

. Generally, the writing can be interpreted as a way to express feelings, ideas and the other in written form. Using media can help students to express through writing, students can express all the problems in writing form, cue card is the effective way to improve writing skills.

Based on the explanation of the research result there is the improvement of pre-test to post-test in students' writing ability. The result proves that the cue card was able to improve the students' achievement in writing descriptive text.

In line with Istifa, the purposed of the study was to find out whether the media can be used in teaching descriptive text or not. While the media of this study use is different with Sheila's study. Sheila used a cue card as the media, whereas this study uses pop up card as the media in teaching descriptive text, especially writing skill.

Ahmadun (2011) conducted a research entitled the effectiveness of using visual media to improve descriptive text skill of seventh grade in SMP Alhuda Semarang. The objective of the research was to find out the difficulties and the problems faced by seventh year student of SMP Alhuda Semarang in academic year 2010/2011 in writing descriptive text by using visual media and to suggest some possible solution to solve the problems. The research design was a pre-experimental research one group pre test and post test design. The result of the research shows the mean of content score is 82.70 %, the mean of the organization score is 80. 30%, the mean of grammar score is 73. 00 %, the mean of vocabulary score is 82. 70 %, the mean of

mechanic score is 64. 60 %, and the result shows that the students' achievement in writing descriptive text by using the visual media is good or above average, it was proven from the percentage of the mean score is 79. 00 %.

Ahmadun's research improved the students' achievement in writing skill. He used visual media in his teaching learning process. He brought a visual media to the class to attract students' attention. The visual media that he used could explore students' idea about the thing or object that would be described.

Sometimes, students face some difficulties in writing text; lack of vocabulary can be a one reason of it. It can be handled by visual media. Students can create their idea trough the visual thing that brought by the teacher.

Based on the explanation of the research result there is the improvement of pre-test to post-test in students' writing ability. The result proves that the visual media was able to improve the students' achievement in writing descriptive text in seven grade of junior high school.

In accordance with Ahmadun, this research has a relation, both of the studies conduct to improve students' achievement in writing skill especially descriptive text.My research will conduct a study in which pop up card as media in teaching process focus on second grade of junior high school and Ahmadun's used visual media in first grade of junior high school. His research also made the class situation improved. The class became more enjoyable and fun. The students became more active individually and in group. Based on the result of the research, it could be

concluded that the use of visual media has proven to be an effective way in teaching-learning of descriptive text in junior high school.

After reviewing third previous studies, the writer finds some improvements are proved. In Citra's research found that the pictures can improve students` writing skill in narrative text and influence the students' result of the test while in Istifa's research found that the use of cue card had proven to be an effective way in teaching-learning of descriptive text, while the media of Ahmadun's was visual media. Therefore, the writer is interested to conduct a study related to use media in teaching English. This research focuses writing descriptive text. Also, it will conduct an experimental study to know the effectiveness of using"pop up card" in teaching descriptive text to improve students' writing skill.

In this study, the writer is curious how effective is using pop up card in teaching descriptive text compared to conventional strategy and which one is more effective to improve students` achievement in writing skill. So, she will conduct an experimental research to find out the answer.

2.2 Theoretical Review

In this part, the writer gives explanation related to the theory of this study. They are general concept of pop up card, writing, general concept of descriptive text, and teaching English at year eight junior high school.

2.2.1 General Concept of Pop Up Card

The term *pop-up bookor card*is often applied to any three-dimensional or movable book (Wikipedia).

In view of theoretical framework and related studies, Augmented Reality (AR) stated that:

> 3D pop-up book as a tool for teachers to deliver the story of a children's book, namely The Seed Shooting Game, to teach various English language aspects to young children.

Defining pop up card, it can be derived into the word "pop-up" and "card". According to Cambridge Advanced Learner's Dictionary 3rd edition, the word "pop-up" means a machine, book, etc. which has parts that push out from a surface or from inside a pop-up toaster, and the word "card" means a small rectangular piece of card or plastic, often with your signature, photograph or other information proving who you are, which allows you to do something, such as make a payment, get money from a bank, or enter a particular place. From the definition above can be conclude that pop up card is a card that contain a paper or plastic that a three-dimensional structure or pictures rises up when a page is opened.

Using visual media like film, television, printed picture, authentic material, and etc are teaching methods that can improve the teaching learning process. *Longman Handbooks for Language Teacher in Visual Material for the Language Teacher* by Andrew Wright view that broad functions of visual materials used for writing activities:

1. To motivate the students.

2. To create a context within which his written text will have meaning.

3. To provide the students with information to refer to, including objects, actions, events, relationship.

4. To provide non-verbal cues for manipulation cues.

5. To provide non verbal prompts to written composition.

(Andrew Wright 1976: 38)

The use picture as the media in learning process is suggested by Harmer in his book entitled *The Practice of Language Teaching,* he states that:

> Teachers have always use pictures or graphic – whether drawn, taken from books, newspaper and magazine, or photographs – to facilitate learning. Picture can be in the form of flashcard (smallish card which we can hold up for our students to see), large wall picture (big enough for everyone to see details)cue cards (small card which students use in pair or group work), photograph, or illustration (typically in a text book) (Harmer,2001:134).

There are many kinds of picture our surrounding. Harmer has stated that are motion picture and still picture. A motion picture includes film, cartoon movie, and etc, whereas still picture includes flash card, wall picture, and cue card. Pop-up card includes still picture as the writer has quoted before, the definition of pop up card is a card that contain a paper or plastic that a three-dimensional structure or pictures rises up when a page is opened. Jeremy Harmer states "picture can also be used for

creative language use, whether they are in book or card. We might ask students to write a description of a picture for example". (Harmer,2001:136)

According to Susilana and Riyana (2007:16) using of visual media has some functions for teaching and learning in descriptive writing. The functions are:

> Visual media are beneficial in classroom for many reasons. One example is for crowded classroom during a special demonstration in areas. Teacher is able to use visual media in their classrooms to enlarge dissection and experiments in crowded classroom. Used visual media is useful in day-to-day activities and lessons within the classroom. Next is interesting, because it is possible for visual media give a variation pictures with an interesting color and visual media is also can give more messages with a limited time.

Moreover, the teacher has the important role to make the learners interested in writing. According to Azhar (2009) stated that the teacher or instructor must be creative. The material used should also be able to stimulate the students' creativity; it is not enough to rely on the textbook only. That's why the instructional media is needed to support the students learning in writing. The instructional media can create a nice condition and a good design of material. It can make the students fell enjoy to join the class and do not feel bored.

Therefore we can conclude that pop-up book is the one interesting media that can be used in learning process. In this study, the writer uses the pop-up card as the media to teach writing descriptive text in junior high school.

2.2.2 General Concept of Teaching Writing

Writing is one of four language skills besides reading, listening, and speaking. According to Hyland (2004: 10) "writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft,

drafting an essay, and so on, one must follows certain social conventions for organizing messages, and these conventions can be described and taught". In learning writing, it is not easy. Oshima and Hogue (1999:3) state that "writing is not easy for both native speakers and new learners of English".

From the definition above, it can be concluded that writing such as how to obtain ideas about what s/he will write on chronologically. Teaching writing is not easy because writing is a productive skill that has several components, such as, vocabulary, harmony, unity and grammar. Through writing, students can express all the problems in writing form, but almost all of the students have a difficulty in writing text, especially English text, some of the difficulties in writing are expressing their ideas and using grammar correctly. According to Harris (1969:68-69) are divided into five components, they are:

1. Content: measuring the substance of the writing; the ideas expressed.

2. Form: measuring the organization of the content.

3. Grammar: measuring the employment of grammatical forms and syntactic patterns.

4. Style: measuring the choice of structures and lexical items to give a particular or flavor to the writing.

5. Mechanics: measuring the use of the graphic conventions of the language.

2.2.2.1 Writing Process

A number of generally agreed upon description of the writing process exist, most of which include the aspects of prewriting (rehearsal), drafting, revising, editing, and

publishing. (Atwell, 1987, 1998; Calkins, 1986; Graves 1983) in book entitled *Teaching Content Reading and Writing* fourth edition by Martha Rapp Ruddell: 283

1. Prewriting (rehearsal)

   Prewriting is frequently the foundation for a variety of writing, reading, thinking, and learning events. It might best be described as mulling ideas over, whether immediately before beginning to draft a written piece or while simply thinking about what one knows about the given topic.

2. Drafting

   Drafting extends prewriting as students create a new text from what they have read, seen, done, thought about or examined.

3. Revising and Editing

   Revising and editing generally occur in ways idiosyncratic to each writer; many writer; many writers like to get as much as they can on paper as rapidly as possible without any revision, while others prefer to polish their writing sentence by sentence as they go.

4. Publishing

   In most classrooms, published writing takes the form of the final paper turned in to the teacher or a formal presentation.

2.2.3   General Concept of Descriptive Text

Writing is a means of communication, especially when the person we want to communicate is not right there in front of us. It has been widely admitted that writing

is the most complex and difficult skill compared to the three other skills, i.e., listening, speaking and reading. This is because it involves several components such as content, organization, and language use which have been considered when a learner is writing. Writing skill is the symbolic representation of language through the use of graphic signs (Yule, 2010). There are some genre of the text in writing, they are: analytical exposition, text anecdote text, recount text, report text, spoof text, narrative text, hortatory exposition text, discussion text, explanation text, procedure text, news item text, review text, description text, argument text and exposition text (Wahidi, 2009). Descriptive text is one of genres, which must be learnt by students of junior high school according to KTSP.

Based on Wahidi (2009) Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report. In other words, description text is to describe a particular person, place, or thing.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, and more.(Wahidi,2009).

Gerot and Wignell (1995:208) states that descriptive text has social function, generic structure and significant lexicogrammatical features as follows:

a. Social function

   To describes a particular person, place or thing.

b. Generic structure

   a. Identification: identifies phenomenon to be described

   b. Description: describes parts, qualities, characteristics

c. significant lexicogrammatical features

   a. focus on a specific participants

   b. use of attributive and identifying processes

   c. frequent use of epithets and classifiers on nominal groups

   d. use of simple present tense

2.2.4 Teaching English at Year Eight Junior High School

In teaching English at year eight junior high school, the writer mentions the standard competence and basic competence, characteristics of students at year eight junior high school, and general concept of .pop up card.

2.2.4.1 Standard Competence and Basic Competence

In Indonesia, English is taught as a second language started from elementary school until university. In the level of junior high school, the English subject is taught

160 minutes a week which is usually divided into two times meeting in a week. According to curriculum, the English subject in junior high school covers three main points; the discourse ability (ability to understand and produce oral and written language), the ability to understand and produce many kinds of functional text (procedure, descriptive, recount, narrative, and report), supported competence (linguistic competence, socio cultural competence, strategic competence, and discourse competence).

The goal of English learning process is the students will be able to communicate in English effectively and efficiently. Learners should be able to make themselves understand, using their current proficiency to the fullest. According to Depdiknas (2006:278) in the School Based Curriculum, the goal of learning English in junior high school is aimed that students have the ability as follows:

    (1) to develop the communication competence in the spoken and written form to gain the functional literacy level,

    (2) to have the awareness of the important of English to increase the competition in the global society, and

    (3) to develop the students' understanding about the relation of language and culture.

Mulyasa adds (2009:65) there are several graduate competence standard of School Based Curriculum to junior high school students; students are able to show the ability of reading and writing short essay, students are able to show the ability of listening, speaking, reading, and writing in Indonesian and English language.

Based on the goal and graduate competence standard above, this study is going to use standard competence in the skill of writing, (12) revealing the meaning of short functional text and simple short essay in the form of descriptive to interact with the surrounding. Furthermore, the basic competence related to this study is (12.2) revealing the meaning and the simple rethorical step in the simple short essay using written language accurrately, fluently and appropiately to interact with the closer surrounding in the form of descriptive text.

2.3 Theoretical Framework

In this chapter, the writer focus in figuring out to pop up card can help the students' ability in writing descriptive text.

The problems of junior high school students are relating the generic structure and lexicogrammatical feature in descriptive text and lack of vocabularies.

Oftentimes, the researcher found out that students are difficult in arranging a sentence or even they have no idea to say some words in English. Moreover, some of them do not know ordinary words in English. They are still confused in identifying word class such as verb, noun, and adjective.

Because of that, the researcher will try to use pop up card in improving the writing ability of the students on descriptive text. The researcher assume that through this strategy, the students will be better prepared to understand tenses, vocabularies, expressions, and other language features in writing descriptive text. This assumption is according to Brown (1994:P. 328) who says that to enable the students learning the concepts of grammar change and structure of a text, a model for learning and reinforcing should be employed.

Pop up card strategy as 3D visual aids can make the instruction of writing easier and make the students interested in English writing text, especially in descriptive text

The researcher will draw the chart about the research. This chart to show the procedure of the research.

Chart 2.1 Procedure of Research
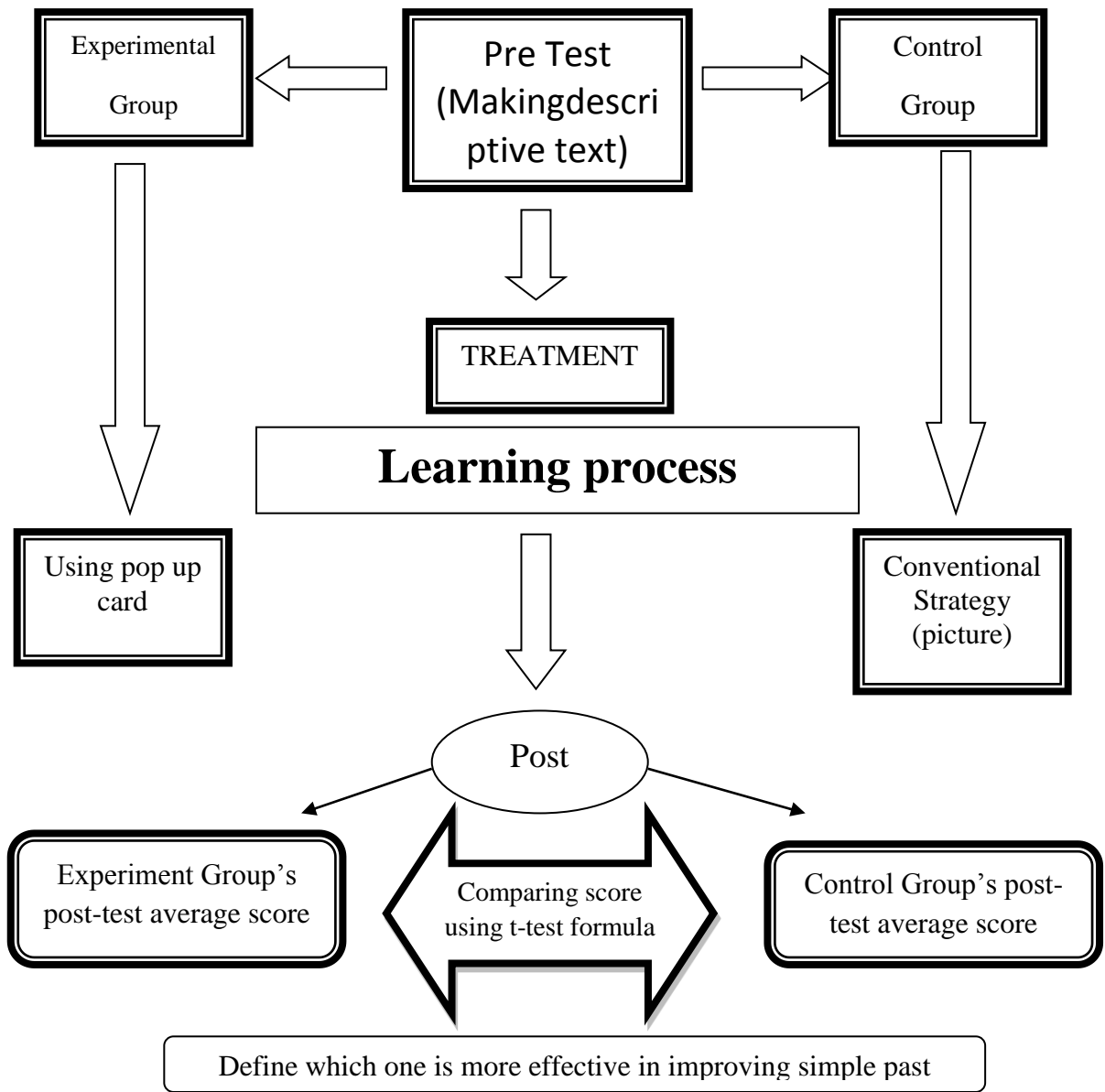
CHAPTER III

METHOD INVESTIGATION

To carry out this research, the researcher used Experimental Research as a part of Quantitative Research. This chapter presents research design, population and sample, variables, instruments for collecting data, procedure of collecting data, and procedure of analyzing data.

3.1 Research Design

In this study, the researcher collected data by conducting an experiment. An experimental research describes what happened with particular variables when there is certain treatment given to the students, so that this study used an experimental study as one form of quantitative research to see the effectiveness of using pop up card in teaching descriptive text to the year eight students of junior high school.

By using experimental research, the researcher intended to determine what and how the research was conducted and then analyze the case and the effect of this research. Experimental research was used to find the answers for this study, whether it is true that the implementation of using pop up card in teaching descriptive text to the year eight students of junior high school.

This research conducted at MTs N 1 Semarang in the academic year of 2013/2014. The researcher developed the instruments of the research and administrated it to the students to collect the data.

The research of the study involved two groups, an experimental group and a control group. The experiment group taught by using "pop up card" as the mediain teaching process, while the control group using conventional method, the class was given a material about descriptive text and present tense without using any media.

This study used Pre-test – Post-test for both of two groups. Saleh (2005:132) stated that in this design " the subject groups are not only pre-test but also post-test. In this design, one group, the experimental group (X), receives a treatment while the second group, the control group (Y), does not. Both groups are given a pre-test and post-test – the use of both of the test were not different in the quality of content.

The research will be conducted as follows:

| Experimental Group (X) | → | Pre Test | ← | Control Group (Y) |

| Use pop up card | → | Post Test | ← | Use Conventional Method |

Students' Achievement
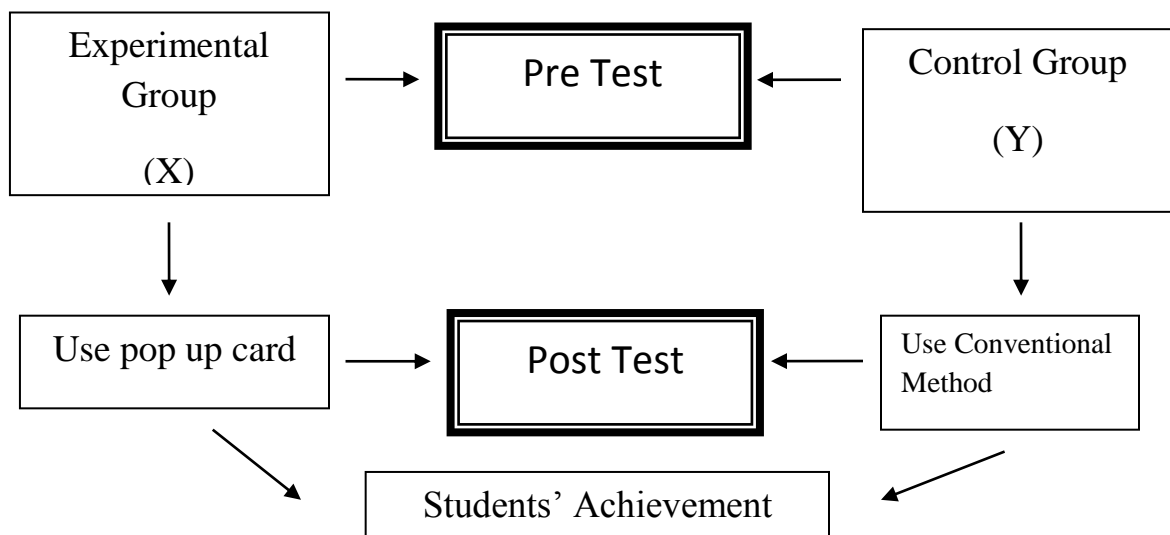
3.2 The Experiment Design

Pretest-posttest (experiement) – control group design was used in this research. Design of the experiment can be described as follows :

E	O1	X	O2
C	**O3**	**Y**	**O4**

<div align="right">(Arikunto, 2002 :79)</div>

In which :

E : The experiment group

C : The control group

O1 : Pretest for the experimental group

O2 : Posttest for the experimental group

O3 : Pretest for the control group

O4 : Posttest for the control group

In the design above, the subject was assigned to the experimental group (top line) and the control group (bottom line). The quality of the subjects was first checked by pre-testing them. Then, the treatment was given to the experimental group. The two groups were taught the same topic, it was about descriptive text, but with different techniques of teaching. The experimental group was taught by using "pop up card" to improve students' achievement in writing descriptive text. Meanwhile, the control group was taught by using conventional method. Both

groups got the same materials of learning. Pretest and posttest were given to them.

The time given was 40 minutes. The result were computed statistically.

3.3 Time and Setting

The research was conducted from May 9th, 2014 until May 24th 2014.

This is the research time schedule:

Table 3.1 Time Schedule

NO	Task Description	Time Schedule/Month							
		9th May	13th May	16th May	17th May	19th may	20th may	23rd may	24th may
1	Asked permission to do research in MTs N 1 Semarang	√							
2	Gave a pre test to class		√	√					
3	Gave treatment to the experimental group				√			√	
4	Gave treatment to the control group		√			√			
5	Gave post test to the control class						√		
6	Gave post test and questionnaire to the experimental group								√

3.4 Population and Sample

This sub-chapter described about population and sample.

3.4.1   Population

According to Sugiyono (2008:115), "Population is a generalization of the area consists of objects / subjects that have certain qualities and characteristics. Arikunto (2006:130) states that "population is a set or collection of elements possessing one or more attributes of interest".

In this study, the population was the eight grade students of MTs N 1 Semarang grade eighth in the academic year of 2013/2014. The total population wa 270 students. It was devided into 9 classes, class 8A until 8I.

3.4.2   Sample

To study population more effectively, the writer selected sample.According Sugiyono (2008:116) "sample is a portion of the amount and characteristics possessed by the population". Meanwhile, Arikunto (2006:131) states that "sample is a part or representative of a population that is investigated. If the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 % or more than 25% of the population." In this study, the researcher took the two classes in the eighth grade of MTs Negeri 1 Semarang, the researcher selected 8B and 8C as the

samples. The first class, 8B was chosen as control group and the class 8C as experimental group.

3.5 Variables

Brown (1988: 7) states that "a variable is something that may vary or differ. There are dependent, independent, moderator, control and intervening variable." This study considers two types of variables; they are dependent and independent variable. Furthermore, to Brown (1988: 10) stated "a dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The independent variable is the variable selected by the researcher to determine the relationship with the dependent variable."

In this study, the variables are:

1. Independent Variable: The use of "pop up card" as the media to improve students achievement in writing descriptive text.

2. Dependent Variable: The students' achievement in writing of descriptive text.

The samples of this study were the eighth grade students of MTs N 1 Semarang in the academic year of 2013/2014.

3.6 Instrument of Collecting Data

There was some instrument that used in this research.

1. Test

Test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group (Arikunto, 2002 P:150). The test was used to measure the students' ability about descriptive text.

In this research the researcher used two types of test. They were pre test and post test. Pre test and post test are intended to investigate the initial condition, the development during of the treatment process, and the final of the research.

a. Pre test

A pre test is conducted in the beginning of the lesson before the treatments are given. The purpose of the pre test is to investigate the students' achievement in writing descriptive text.

b. Post test

A post test is conducted after the treatments were given. The purpose of the post test is to investigate the students' achievement in writing descriptive text after they have been taught using pop up card.

2. Questionnaire

Questionnaire was administered after conducting all the step of research in order to strengthen the result of observation. Though questionnaire, information related to the effectiveness of pop up card in improving students' achievement in writing descriptive text.

Questionnaire was given to gather information from the students of experimental group based on their needs, interest, like and dislike about the students' opinion on the writing class using approach.

3. Interview

Interview is one technique used by researchers to assess the state of a person, for example to find data of the background variables of students, education, attention, attitude towards something. It was used to make sure what is needed to achieve the purpose of this study.

Interview is used by the researcher to know comments of the English teacher about the improvement before and after the treatment.

In collecting the data, the researcher gave pre test to both of the class. After that, both of them were given some treatments, the experimental group would be given "pop up card" as the media to improve students' achievement in writing text while the control group was not given any media. They were taught using a conventional method. After the treatments ended, they were given post test and questioner. The

result of this test used to find out the achievement of the students' achievement in writing descriptive text. The results of both tests would be the statistical data of this study.

3.7 Procedure of Collecting Data

Arikunto (2002:136) "research methods are methods used by researchers in data collection research". Based on the understanding that it could be said that the research method used is a way to collect data that was in need in the study. The techniques used to collect data in this study were:

1. Test

a) Pre test

Pre test is given before the researcher doing the treatments. First, the researcher came to the chosen class and explained to the students what they were going to do. It began with distributing the instrument and asking them to do the test.

b) Post test

Post test is given after all the treatments in the experimental research done. The test that given to the students was similar with the pre test.

2. Questionnaire

In this research the researcher used closed questionnaire. It was given after the students of experimental class did the post test.

4. Interview

Interview was used by the researcher by giving questions concerning the use of pop up card to improve students' achievement in writing descriptive text. The interview was done for the English teacher of the class that has chosen.

3.8 Procedure Analyzing Data

The researcher used the scoring guidance taken from descriptive essay rubric, in which delivered six points, they are introduction, sensory details, words choice, simile/metaphor/personification, sentence structure, grammar/ spelling/ capitalization and punctuation. The following table is the explanation about the scoring system:

Table 3.2 Scoring Descriptive Essay Rubric Heaton Grid and Categories

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairy acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate). Imprecise and vague, affect the meaning.

	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g. le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Fluency	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairy effective.
	1	Very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'
Relevance	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

(Heaton, 1974: 137)

In classifying the score, the researcher used the classify data of the students' achievement suggested by Harris (1969:134)

Table 3.3 Table of Criteria Assessment

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

In analyzing the data of the study, the researcher took the following steps:

(1) Tabulating the data

It included scoring the test items of each student and arranging the scores into the rank order.

(2) Applying the appropriate formula for analyzing the data

The researcher analyzed the data by comparing the mean of pre test and the mean of post test. Then, to know whether the difference between two means is significant, it would be applied by the t-test formula.

3.8.1 Mean

Mean is the average of group scores. It is used to determine the position of the students in achieving the material given. The way to compute it is by adding all students' scores, and then dividing this sum by the total number of the students. The researcher computed the mean by using the following formula according to Arikunto (2006: 264)

$$\overline{x}_1 = \frac{\sum x_1}{N_1} \text{ and } \overline{x}_2 = \frac{\sum x_2}{N_1};$$

where,

$\overline{x}_1$ = the mean of students' pre test scores,

$\overline{x}_2$ = the mean of students' post test score,

$\sum X_1$ = total of the students' scores in pre test,

$\sum X_2$ = total of the students' scores in post test,

N_1 = the number of students, and

N_2 = the number of students.

3.8.2 t-Test

To differentiate whether the students' result of learning descriptive text before and after using "pop up card" is significant or not, the writer used the t-test formula. The formula is:

$$t = \frac{X_1 - X_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

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

where,

t = t-value

X_1 = the average scores of the experimental group

X_2 = the average score of the control group

S = standard deviation

S^2 = varience

n_1 = the number of subjects participate in the test in the experimental group

n_2 = the number of students participate in the test in the control group

(Sudjana, 2006:239)

The researcher analyzes both result in control and experimental groups through their mean.

CHAPTER V

. CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw some conclusions about the research based on the analysis on the previous chapter and provide some suggestions relate to this research to all readers

5.1 Conclusion

Students of MTs Negeri 1 Semarang faced some difficulties in writing descriptive text. Such as, they could not construct sentences with correct grammar and generic structure; they were lack of vocabulary, and they could not distinguish verb, noun, and adjective. That information was gotten by interviewing their English teacher who teaches them. After the students got some treatments with "pop up card" as the media in learning process, their achievement in writing descriptive text improved.

"Pop up card" is a card that has pictures inside that has been cut out so that they stand up when the pages are opened. There were four pictures that were shown in the experiment class; they were family members and three animals. "Pop up card" was expected to help students to get idea, enrich vocabulary, and explore their taught in making text. The students were asked to observe the pictures and then noted the adjective words and noun words in accordance with the pictures. Those activities

could build students' idea before making a text and enthusiasm of the students to learn English.

According to the calculated data analysis in the previous chapter, the researcher concluded that there is a significant difference in the students' writing ability before and after getting the treatment using "pop up card". The mean of the experimental group before getting the treatment was 61.4. The students' score after getting the treatment showed better result and improvement in their ability in learning descriptive text, especially writing. It was 75.3. Therefore, there was a significant increasing of the mean score that is 13.9 point. This difference shows that "pop up card" is effective in teaching descriptive text to the year eight of junior high school students.

5.2 Suggestion

After discussing the data analysis and conclusion in the previous chapter, there are some suggestions given as the contribution to the quality improvement of the language teaching either theoretically, practically or pedagogically.

Theoretically, based on this study the teachers have a new method that the use of media is effective in the learning process, as an example, the method of using "pop up card". Practically, the teachers are suggested that they can use "pop up card" as a medium in teaching descriptive text, especially in teaching writing. Pedagogically, the results of this study show that using "pop up card" is effective in teaching

descriptive text, especially in writing skill. Therefore it is suggested that "pop up card" can be implemented in order to develop students' ability in learning writing.

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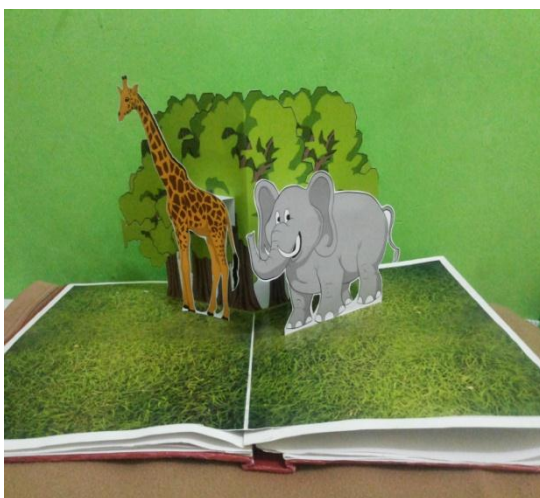
Appendix 1

Appendix 2

THE QUISIONER SHEET

Nama :

Kelas :

Jawablahpertanyaan-pertanyaandibawahinidenganmemberikantandacentang (√)padakolom yang tersedia.

N O	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	ApakahkamusenangpelajaranBahasaInggris?		
2.	Apakahkamusenangbelajar*writing*?		
3.	ApakahkamumengalamikesulitandalammenulisteksberbahasaInggris?		
4.	Apakahkamumenyukai*"pop up card"*?		
5.	Apakahkamusukapembelajaran descriptive text menggunakan*"pop up card"*?		
6.	Apakah "pop up card" dapatmembantukamudalammemahami*descriptive text*?		
7.	Apakahefektifbelajar descriptive text menggunakan*"pop up card"*sebagai media?		
8.	Apakahkamumenyukaigambar yang terdapatdalam*"pop up card"*tersebut?		
9.	Apakahkamumemahamigambar yang adapada*"pop up card"*tersebut?		
10.	Apakah media *"pop up card"*dapatmenambahpengetahuan*vocabulary*kamu?		

Appendix 3

LESSON PLAN

PRE TEST

School Name   : MTs Negeri 1 Semarang

Grade/Semester : VIII/ II

Time Allotment : 2 x 40 minutes

Academic Year : 2013/2014

I.   STANDAR KOMPETENSI

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

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

II.   KOMPETENSI DASAR

5.3.   Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

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

III.   INDIKATOR

1.   Siswa mampu membaca teks descriptive dengan pelafalan, penekanan, dan intonasi yang baik.

2. Siswa mampu mengidentifikasi language feature dan generic structure teks descriptive.

3. Siswa mampu menjawab pertanyaan berdasarkan teks descriptive yang diberikan.

4. Siswa mampu membua tcontoh teks descriptive.

IV. TUJUAN PEMBELAJARAN

Di akhir pembelajaran, 75 % siswamampu :

1. Membaca teks descriptive dengan pelafalan, penekanan,dan intonasi yang baik.

2. Mengidentifikasi language feature dan generic structure teks descriptive.

3. Menjawab pertanyaan berdasarkan teks descriptive yang diberikan.

4. Membuat contoh teks descriptive.

V. MATERI PEMBELAJARAN

➤ **Descriptive text** is a text which describes or reveals a specific thing, animal, or human being.

➤ **Generic structure:**

Identification ⟶ identify the specific phenomenon that to be described.

Description ⟶ describe the part, quality, and characteristic of the subject.

➤ **Language features:**
- Focus on specific participant.
- The use of simple present tense.
- The use of adjectives.

E. Learning Material

Descriptive Text

F. Learning Method

- Question and Answer
- Discussion
- Writing practice

G. Learning Activities

No	Step	Learning Activities	Time Allotment
1.	Pre Activity	Teacher greets students Teacher introduces itself Teacher checks the students' attendance list	10 minutes
2.	Main Activity Elaboration Exploration Confirmation	Teacher asks some question relates to family Students answer the question one by one. Students are asked to make a descriptive text about classroom individually (pre test) Students hand in their worksheet. Students and teacher discuss the difficulties in writing the descriptive text.	60 minutes
3.	Post Activity	Teacher leads the students to make conclusion of material today. Teacher gives reinforcement. Teacher ends the lesson.	10 minutes

H. Evaluation

No.	Indicator	Technique	Form
1.	Students are able to make a simple descriptive text correctly.	Written test	Worksheet -

Instrument of Evaluation

Instruction

1. Write your name in the corner of your worksheet.
2. Make a descriptive text of your classroom
3. The length of the paragraph is about 10-15 sentences.
4. You may open your dictionaries.
5. The time is 40 minutes

4. Rubric Evaluation

Scoring Guidance of Heaton Grid and Categories

Heaton Grid and Categories (1975:109-111)

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

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

5. Scoring sistem

The score for each aspect is 20,

5 x 20 = 100

So, the students' maximum score is 100

Students' Mastery	
Criteria of Mastery	Level
91 -100	Excellent

81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

Appendix 4

t-Table

Db	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.925}$	$t_{0.90}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63.66	31.82	12.71	6.31	4.17	3.08	1.00	0.73	0.32	0.16
2	9.92	6.96	4.30	2.92	2.28	1.89	0.82	0.62	0.29	0.14
3	5.84	4.54	3.18	2.35	1.92	1.64	0.76	0.58	0.28	0.14
4	4.60	3.75	2.78	2.13	1.78	1.53	0.74	0.57	0.27	0.13
5	4.03	3.36	2.57	2.02	1.70	1.48	0.73	0.56	0.27	0.13
6	3.71	3.14	2.45	1.94	1.65	1.44	0.72	0.55	0.26	0.13
7	3.50	3.00	2.36	1.89	1.62	1.41	0.71	0.55	0.26	0.13
8	3.36	2.90	2.31	1.86	1.59	1.40	0.71	0.55	0.26	0.13
9	3.25	2.82	2.26	1.83	1.57	1.38	0.70	0.54	0.26	0.13
10	3.17	2.76	2.23	1.81	1.56	1.37	0.70	0.54	0.26	0.13
11	3.11	2.72	2.20	1.80	1.55	1.36	0.70	0.54	0.26	0.13
12	3.05	2.68	2.18	1.78	1.54	1.36	0.70	0.54	0.26	0.13
13	3.01	2.65	2.16	1.77	1.53	1.35	0.69	0.54	0.26	0.13
14	2.98	2.62	2.14	1.76	1.52	1.35	0.69	0.54	0.26	0.13
15	2.95	2.60	2.13	1.75	1.52	1.34	0.69	0.54	0.26	0.13
16	2.92	2.58	2.12	1.75	1.51	1.34	0.69	0.54	0.26	0.13
17	2.90	2.57	2.11	1.74	1.51	1.33	0.69	0.53	0.26	0.13
18	2.88	2.55	2.10	1.73	1.50	1.33	0.69	0.53	0.26	0.13
19	2.86	2.54	2.09	1.73	1.50	1.33	0.69	0.53	0.26	0.13
20	2.85	2.53	2.09	1.72	1.50	1.33	0.69	0.53	0.26	0.13
21	2.83	2.52	2.08	1.72	1.49	1.32	0.69	0.53	0.26	0.13
22	2.82	2.51	2.07	1.72	1.49	1.32	0.69	0.53	0.26	0.13
23	2.81	2.50	2.07	1.71	1.49	1.32	0.69	0.53	0.26	0.13
24	2.80	2.49	2.06	1.71	1.49	1.32	0.68	0.53	0.26	0.13
25	2.79	2.49	2.06	1.71	1.49	1.32	0.68	0.53	0.26	0.13
26	2.78	2.48	2.06	1.71	1.48	1.31	0.68	0.53	0.26	0.13
27	2.77	2.47	2.05	1.70	1.48	1.31	0.68	0.53	0.26	0.13
28	2.76	2.47	2.05	1.70	1.48	1.31	0.68	0.53	0.26	0.13
29	2.76	2.46	2.05	1.70	1.48	1.31	0.68	0.53	0.26	0.13
30	2.75	2.46	2.04	1.70	1.48	1.31	0.68	0.53	0.26	0.13
40	2.70	2.42	2.02	1.68	1.47	1.30	0.68	0.53	0.26	0.13

45	2.69	2.41	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
46	2.69	2.41	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
47	2.68	2.41	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
48	2.68	2.41	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
49	2.68	2.40	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
50	2.68	2.40	2.01	1.68	1.46	1.30	0.68	0.53	0.25	0.13
60	2.66	2.39	2.00	1.67	1.46	1.30	0.68	0.53	0.25	0.13
70	2.65	2.38	1.99	1.67	1.46	1.29	0.68	0.53	0.25	0.13

Source:Exel for windows (=TINV(5%;df)

Appendix 5

STUDENTS' PRE TEST AND POST
TEST WORKS

Name : Riyantika Dian Rahmawati

Student Number : 29

Class : VIII C.

-PRE TEST-

➢ Make a descriptive text about your member of your family!
➢ The length of the paragraph is about 10-15 sentences.
➢ You may open the dictionary.
➢ Your time is 40 minutes.

DESCRIPTIVE TEXT.

This is my Grand Father. This Image name is Mr. Sukayon. He is a Family
I delly old in the home. He is age 72 th. Mr Sukayon is very Handsome. This
body is Thin and This nose is fine, this hair Collor full is white. Ayeoro
is brown. He is to Have birth manum the chest. He is Good man.

2

2

2

2

1

Name   : Ana Sagitri

Student Number : D7

Class   : 8c

-PRE TEST-

- ➢ Make a descriptive text about your member of your family!
- ➢ The length of the paragraph is about 10-15 sentences.
- ➢ You may open the dictionary.
- ➢ Your time is 40 minutes.

I am have sister. She is name Anik Hartanti. She is now already age twenty year. She is color skin chocolate and hear long to color black. She is hobby eat and woching tv.

2
2
1
1
1

Name : Dian Ayu Sulistyaning P.

Student Number : 11

Class : VIIIC

-PRE TEST-

➢ Make a descriptive text about your member of your family!
➢ The length of the paragraph is about 10-15 sentences.
➢ You may open the dictionary.
➢ Your time is 40 minutes.

I have a my sister, her name s nauta firdauy salbiasaria. as usual the people feira age, 7th. she is funny and beautfull. she lite food how soft and she lite drink how sweet. hear very short and thick.

2
1
2
1
\

Name   : Ulya Umilati.

Student Number : 34.

Class   : VIII C.

-PRE TEST-

➢ Make a descriptive text about your member of your family!
➢ The length of the paragraph is about 10-15 sentences.
➢ You may open the dictionary.
➢ Your time is 40 minutes.

I have a twin sister. Her name Ulya Ulfiani. As usual to invite Ulya. Age 14 old.
She is student at MTs N 1 Semarang, in this class room eight E. She like Lesson Bahasa
Inggris because simple to understand. She to stay with me, at Jln. Gemah rw 2
Semarang. She very like Beauty

2
2
2
2
2

Name : Achmad Faizin

Student Number : 1

Class : 8c.

-PRE TEST-

- ➢ Make a descriptive text about your member of your family!
- ➢ The length of the paragraph is about 10-15 sentences.
- ➢ You may open the dictionary.
- ➢ Your time is 40 minutes.

1

I have family. my father is name habul mujianto, my mother is name a jumiati. me are have a sister, is name nuraini.

Name   : Puyanika diah Rahmawati

Student Number : 29

Class   : UM t .

-POST TEST-

> Make a descriptive text about your member of your family!
> The length of the paragraph is about 10-15 sentences.
> You may open the dictionary.
> Your time is 40 minutes.

My Grand Father

    We I would like about my Grandfather. His name is mr. Sokagun. He is 75 years old. My Grand father is gentle, handsome, and very nice. His hair is straigh. His nose is flat. His body is thin. He has brown skin. He has dark brown eyes. He does wearaglasses. His hobbies are drawing, reanding, writing and goes.

    My Grand father med like are fried rice, omelette, bread and biscuit. He is like spott boxing and foot ban.

Name : Ana Sofitri

Student Number : 07

Class : 8C

-POST TEST-

> Make a descriptive text about your member of your family!
> The length of the paragraph is about 10-15 sentences.
> You may open the dictionary.
> Your time is 40 minutes.

I will tell about a niece. Her name Chania Citra Febyoni. She is 3 years old. She has short hair and body slim. She is beautiful. My niece likes eating. Her is happy bird day on 21 February 2012 and her is likes play bicycle. Her is body short. and likes play to house my friend. Her cheek is cube. Her hair srange. she has is white skin. Her is humoris. She has hair thin and black.

Name   : Dica Ayu Sulistyaning P.

Student Number : 11

Class   : VIII C

-POST TEST-

- Make a descriptive text about your member of your family.
- The length of the paragraph is about 10-15 sentences.
- You may open the dictionary.
- Your time is 40 minutes.

I have a sister, her name is Naura Firdausy Rabiuscany. She is 1 years old. She is smart. She is very beautifull. Her favorite foods are flsth, orange, rice, and egg. Her favorite drinks are hooney and milk. Her eyes is broad. Her hobbies are dance, playing water. Her hair is short. She body is big. She has six tooth. She has a black hair. She is very shy. She is very cute

Name : Ulya Kamlata

Student Number : 31

Class : VIII C

-POST TEST-

➢ Make a descriptive text about your member of your family!
➢ The length of the paragraph is about 10-15 sentences.
➢ You may open the dictionary.
➢ Your time is 40 minutes.

MY GRANDMOTHER

I have a grandmother. She is mother to my mother. She is 80 years old/She is Name Mrs. Susanti. My grandmother is a very gentle, caring person. She never raises Her voice at anyone. She has lived with me for as long as I can remember. She takes Care of me when Me and Dad go to work.

My Grandmother is a very neat and tidy person. She has very dry grey hair which She usually pulls up into a bun. She has dark brown eyes that twinkle whenever She sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief stories of her childhood And expresses them very well with her tired, old, wrinkled passed away. My dear Grandmother always says good things about him. She once told me that he was The nicest person she had ever met.

I really love my Grandmother.

Appendix 6

Level Achievement

a. The Experimental Group

Table 4.12 Level Achievement of the Experimental Class

Name	Pre Test	Criteria	Post Test	Criteria
E-1	52	E	56	D
E-2	60	E	76	C
E-3	68	D	76	C
E-4	76	C	88	B
E-5	60	E	84	B
E-6	76	C	64	D
E-7	60	E	92	A
E-8	68	D	88	B
E-9	52	E	72	C
E-10	68	D	88	B
E-11	68	D	92	A
E-12	76	C	92	A
E-13	40	F	60	E
E-14	60	E	80	C
E-15	52	E	84	B
E-16	52	E	68	D
E-17	52	E	64	D
E-18	52	E	72	C
E-19	56	E	56	E
E-20	72	C	60	E
E-21	68	D	84	B
E-22	52	E	56	E
E-23	56	E	76	C
E-24	52	E	88	B
E-25	56	E	80	C
E-26	76	C	88	B
E-27	72	C	60	E
E-28	60	E	60	E
E-29	68	D	80	C

b. The Control Group

Table 4.13 Level Achievement of the Control Class

Name	Pre Test	Criteria	Post Test	Criteria
C-1	60	E	64	D
C-2	52	E	68	D
C-3	80	C	76	C
C-4	52	E	64	D
C-5	68	D	72	C
C-6	72	C	64	D
C-7	68	D	80	C
C-8	76	C	80	C
C-9	60	E	52	E
C-10	76	C	68	D
C-11	68	D	68	D
C-12	64	D	68	D
C-13	68	D	76	C
C-14	64	D	64	D
C-15	64	D	80	C
C-16	72	C	64	D
C-17	52	E	60	E
C-18	52	E	84	B
C-19	76	C	76	C
C-20	64	D	76	C
C-21	72	C	60	E
C-22	52	E	60	E
C-23	64	D	72	C
C-24	60	E	64	D
C-25	52	E	80	C
C-26	80	C	64	D
C-27	52	E	56	E
C-28	60	E	84	B
C-29	64	D	68	D

Appendix 7

Documentation of Experimental Group