



**USING PUPPETS AS MEDIA IN TEACHING  
WRITTEN DESCRIPTIVE TEXT**

**(An Experimental Study on the eighth Grade Students of SMP N  
2 Mayong in the Academic Year of 2008/2009)**

**a final project**

submitted in a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

Umi Hanifah

2201906009/Transfer

PERPUSTAKAAN  
UNNES

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2009**

## PERNYATAAN

Dengan ini saya,

Nama : Umi Hanifah

Nim : 2201906009

Prodi / Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni, Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir / Final Project yang berjudul:

**“Using Puppets as Media in Teaching Written Descriptive Text (An Experimental Study on the Eighth Grade Students of SMP N 2 Mayong in the Academic Year 2008/2009)”**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konversi tata tulis ilmiah, saya bersedia menerima akibatnya.

Semarang, Juli 2009

Yang membuat pernyataan

Umi Hanifah  
2201906009

## APPROVAL

This final project has been approved by the board of the examiners of the English Department of the Language and Arts Faculty of Semarang State University on July 13<sup>th</sup>, 2009.

The boards of the examiners:

1. Chairman

Drs. J. Mujiyanto, M.Hum  
Nip. 131281221

2. Secretary

Drs. A. Sofwan, Ph.D  
Nip. 131813664

3. First Examiner

Dr. Dwi Anggani L.B., M.Pd  
Nip. 1318313665

4. Second Examiner/Second Adviser

Drs. Amir Sisbiyanto, M.Hum  
Nip. 131281220

5. Third Examiner/First Adviser

Dra. C. Murni Wahyanti, M.A  
Nip. 130805077

Approved by,  
The Dean of Faculty of Languages and Arts

Prof. DR. Rustono, M.Hum  
Nip. 131281222

## ACKNOWLEDGEMENTS

Alhamdulillahirobbil ‘alamiin. Praise to be Allah Subhanahu Wa Ta’ala, The Lord of the Worlds. The very first, the researcher would like to be grateful to Allah the Almighty God for the blessing and inspiration to the completion of my study and this thesis.

I would be grateful to many people who have contributed their ideas and time given to me in completing my final project. I would like to express my sincere gratitude to Dra. C. Murni Wahyanti, M.A as her first supervisor, for giving continuous and careful guidance, indispensable help, suggestions and advice. I would also like to express my sincere thanks to Drs. Amir Sisbiyanto, M.Hum. as her second advisor, for her patience in giving guidance and correction to finish this final project. I also dedicate my sincere appreciation to all the lecturers and staff of the English Department for their support and guidance during my study.

My thanks also go to the Principal of SMP N 2 Mayong, Drs. Noor Syahid and the English teacher, Kholis, S.Pd for their cooperation during this research and also all the greatest students in VIII A, B, and D class of SMPN 2 Mayong who gave the best participation from the beginning of the research to the last work of this final project.

I would also like to dedicate my deepest-gratitude to my mother, father, and all of my sisters and brothers who have supported prayers for my success. I also give my deepest grateful to my beloved friend who has given me powerful support and motivation. May Allah SWT bless them all. Amen

Last but not least, I would like to give my deepest gratitude to lia’s family for support in writing this final project. My thanks also go to all friends in the English Department, transfer 2006 for the bitter-sweet memories in our campus life and to all friends of mine that I cannot name them one by one for their sharing idea with me.

I also like to thank my lovely friends, ANITA 4 boarding house that supports my final project with incredible love.

Umi Hanifah

## ABSTRACT

**Hanifah, Umi.** 2009. *Using Puppets as Media in Teaching Written Descriptive Text (An Experimental Study on the Eighth Grade Students of SMP N 2 Mayong Academic Year 2008/2009)*. Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Adviser: Dra. C. Murni Wahyanti, M.A. Second Adviser: Drs. Amir Sisbiyanto, M.Hum.

**Keywords:** Written Descriptive Text, Hand Puppets, Experimental Research


This final project is concerned with using hand puppets to teach written descriptive text to the eighth grade students of SMP N 2 Mayong. The objective of the study was to find out whether there was any significant difference in the achievement between the students who were taught using hand puppets and students who were taught using conventional technique. Conventional technique is the way a teacher gives the materials by explanation.

To achieve the objective, the researcher conducted an experimental research. The research design used was quasi experimental design. The population of the study was the eighth graders of SMP N 2 Mayong. The total number of the sample was 66 students, class VIII B as the experimental group and class VIII A as the control group. In conducting this experimental research, she used three steps: pre-test, treatment, and post-test. Before the experiment, I held the try-out test to get its validity and reliability of the instruments. The result of the test was then analyzed by using t-test formula.

In the pre- test, the result of the study showed that the means of the experimental group was 60.48 and the control group was 60.55. After they got the treatments, the result of the test showed that the experimental group performed better than the control group and showed a great progress. In this test, the mean score of the experimental group was 72.30; whereas the control group was 65.61.

The t-data or t-value obtained 4.399 and the t-table obtained 2.00. Since the t-value is higher than t-table, so the working hypothesis is refused. It means that there was a significance difference in achievement between the students who were taught by using hand puppets and those who were taught by using conventional technique in teaching written descriptive text. The result of this study showed that using hand puppets as a medium at teaching written descriptive text is very beneficial for the students.

PERPUSTAKAAN  
UNNES



**Actually, Allah SWT will never change men's destiny unless they  
make an effort to change it themselves**

**(The Noble Qor'an, Ar Ro'du: 11)**

**To:**

**My beloved parents, my  
lovely Sisters, my lovely  
brothers, my lovely Nephews,  
my lovely Shr**

## TABLE OF CONTENTS

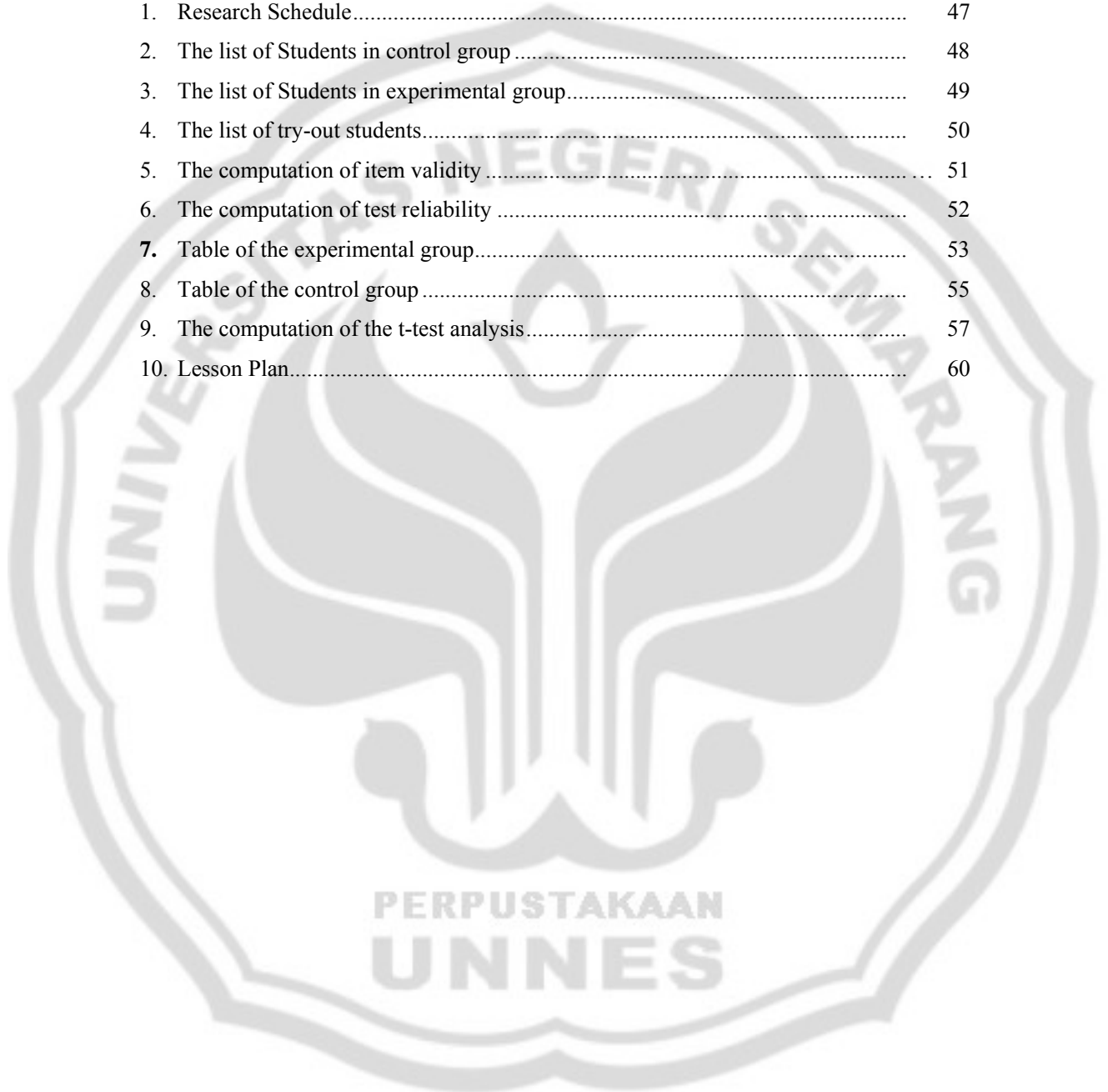
Acknowledgement .....	iv
Abstract .....	vi
Table of contents.....	viii
List of appendices .....	xi
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the study.....	1
1.2 Reason for choosing the topic .....	4
1.3 Statement of the problem .....	4
1.4 Objectives of the study .....	4
1.5 Hypothesis .....	5
1.6 Significance of the study .....	5
1.7 Definition of the Key Terms.....	5
1.8 Outline of the Report.....	6
<b>II REVIEW OF RELATED LITERATURE</b>	
2.1 General Concept of Puppet .....	8
2.1.1 Definition of Puppet.....	8
2.1.2 Kinds of Puppet.....	8
2.2 General Concept of Puppet as a Medium.....	10
2.2.1. Function of Media .....	12
2.3 Definition of Writing .....	13
2.4 Teaching Writing Descriptive Text in Junior High School .....	14
2.5 General Concept of Descriptive Text.....	15
2.5.1 Characteristics of Descriptive Text.....	16
2.6 Scoring System .....	17
2.7 Experimental Research .....	19
<b>III METHOD OF INVESTIGATION</b>	
3.1 Subject of the Study .....	21
3.1.1 Population .....	21
3.1.2 Sample.....	21
3.1.3 Research Variables.....	21

3.2 Experimental Design.....	22
3.3 Procedure of the Experimental.....	23
3.3.1 Pre-Test.....	23
3.3.2 Giving a Treatment.....	23
3.3.3 Administering a Post-Test.....	25
3.4 Research Instrument.....	26
3.4.1 Hand Puppets.....	26
3.4.2 Composition Test.....	27
3.5 Rating Scale of Scoring System.....	28
3.6 Try Out.....	31
3.7 Method of Data Analysis.....	35
<b>IV RESULTS OF THE STUDY</b>	
4.1 The analysis of Try Out.....	36
4.1.1 Validity.....	36
4.1.2 Reliability.....	37
4.2 Result.....	38
4.2.1 Mean of Experimental Group.....	38
4.2.2 Mean of Control Group.....	38
4.2.3 Difference between Two Means.....	39
4.3 Test of Significance.....	41
4.4 Discussion of the Research Findings.....	42
<b>V CONCLUSION AND SUGGESTIONS</b>	
5.1 Conclusion.....	43
5.2 Suggestions.....	44
References.....	45
Appendices.....	47



## LIST OF APPENDICES

1. Research Schedule.....	47
2. The list of Students in control group.....	48
3. The list of Students in experimental group.....	49
4. The list of try-out students.....	50
5. The computation of item validity.....	51
6. The computation of test reliability.....	52
7. Table of the experimental group.....	53
8. Table of the control group.....	55
9. The computation of the t-test analysis.....	57
10. Lesson Plan.....	60



# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The most widely used language in the world is English. It means that English is one of the international languages used as a means of communication both in the oral and written form. Many books are written in English, so other people who want to learn the knowledge from the books and must be able to understand the language well.

In Indonesia, English is considered as the first foreign language. The Indonesian government is aware of how important English is, so they made English as the subject that is taught formally from the elementary up to secondary levels.

The Competence Based Curriculum is actually needed for Indonesians, not only for the teachers, but also for the students. Although the Competence Based Curriculum (education) has been known abroad for along time, Indonesian has just introduced the Competence Based Curriculum to its education system.

There are four skills in English which covers reading, listening, speaking and writing. Writing (as one of four skills) has always been part of the syllabus in teaching of English. It is kind of skill that needs practices much. Harmer (2004: 8) regard as writing is different from speaking. Based on Competence Based Curriculum, the students of the second graders of Junior High School should get

some of genres such as narrative, recount, anecdote and descriptive both oral spoken and written cycle. The students often encounter problems in implementing the generic structure of writing.

There are five types that are used as materials in the teaching English for Junior High School students: descriptive, narrative, recount, procedure and report. From all of the text types, descriptive is one of the easy text types. But the students still confuse and get bored in learning descriptive text.

In this study I choose the type of descriptive text. Whison and Burks (1980:128) say that in a descriptive writing, a writer is required to give his or her readers a detailed vivid picture of a person, a place, scene, an object or anything. Descriptive is drawing in words. The purpose of descriptive is to help readers “see” the object, persons and sensations which are presented. Description gives sense impressions the feel, sound, taste, and smell. Emotions maybe described too feelings such as happiness, fear, loneliness, gloom and joy.

To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable methods in the teaching and learning process. One of the methods suggested in the new approaches introduced by the government is by using media in the classroom. Because of the difficulties of writing, some efforts have been done to solve the problem. To bring about the effort, the linguist have made some methods that can be applied to improve writing skill is by giving the media to help and make the students easy to write in English, and also to make students interested and enthusiastic in learning English. The term ‘media’ is defined by Brown et.al

(1964: 1) that using a variety of media would increase the probability that students will learn more, retain better what they learn and improve their performance of the skill they are expected to develop.

There are many studies about the descriptive text that used the media in teaching learning process. As an example, a study which was done by Yuliani Tri-English Department graduated students- (2007) “ The Use of Pictures as Media in Writing Descriptive Text” *in the first grade of Junior High School at SMP Negeri 1 Tarub Tegal in the academic year 2006/2007*. In her study was done by doing using the experimental research. She could prove that the experimental group got the higher score than the control group. It can be conclude that teaching descriptive text using media it seems to be more effective than teaching descriptive without the media.

In this study, the writer wants to prove that by using the different media and techniques can also help students in learning the descriptive text. The writer wants to use puppets as the media. As the real object puppets can improve their ability in writing the descriptive text. Besides, the students will more interested in learning English spontaneously and of course the result of the study will be satisfactory.

## **1.2 Reasons for Choosing the Topic**

The topic “*Using Puppets as Media in Teaching Written Descriptive Text*” has been chosen with the following reasons:

- (1) Writing is difficult language skill for the Junior High School students. The teaching writing needs the technique which are appropriate for the class.
- (2) The students commonly get bored in writing activity as they spend many times to write their ideas into written product. In order to make them interested and enthusiastic in learning English, the writer tries to use puppets as media in teaching written descriptive text.
- (3) Puppets have many various interesting form. Therefore it can motivate the students in learning English especially in learning descriptive text.
- (4) Puppets is one of a medium which is rarely used by English teachers in teaching written descriptive text.

### **1.3 Statement of the Problem**

The problem that the writer wants to high light is” is there any significant difference in the achievement between the students who were taught using puppets and those who were taught using conventional method.

### **1.4 Objective of the Study**

The purpose of the study is to find out if there is any significant difference in the achievement between the students who were taught using puppets and students who were taught using conventional method.

## 1.5 Hypothesis

Based on the problem, the working hypothesis of the study is as follows: there is no significant difference in the achievement between the students who were taught using puppets and those who were taught using conventional method.

## 1.6 Significance of the Study

### (1) Teachers

The result of the study is expected to be a kind of evaluation for teachers who frequently use monotonous media in teaching learning activity. Hopefully, puppets as alternative media can be used in teaching descriptive text in the classroom in order the students interested and more enthusiastic in learning English, especially learning descriptive text.

### (2) Students at Junior High School

By using puppets in teaching descriptive text, it is hoped that the students can be more creative. They can express their ideas, thought and feelings.

## 1.7 Definition of the Key Terms

In order to cause any ambiguity in meaning between the writer and the readers, the writer limits the definition of terms used in this study as follows:

- (1) Puppets are a small figure of a person or animal that can be made to move, for example by pulling string attached to its limbs, or by putting one hand inside it. There are many kinds of puppets, for example the leather puppet” wayang”,

hand puppets and the finger puppets. In this study, the writer chooses the hand puppets in figures of animal.

(2) Media

Media, the plural form of medium, are delivered from Latin word “medium”. According to Gerlach and Ely (1980:24), medium is any person, material, or event that establishes conditions which enables learners or students to acquire knowledge, skills and attitudes. By using media in the instructional, it is expected that we will have a successful techniques in teaching.

(3) Descriptive writing is writing that describe person, place, an ideas, an organization, or an activity. It is closely related to narrative writing. The main difference between the two is that in narrative writing you tell the stories, while in descriptive writing you draw something in words for your readers to see.

Descriptive text has social function, schematic structure and significance grammatical pattern.

## **1.8 Outline of the Report**

This thesis consists of five chapters. Chapter 1 covers the general background of the study, reason for choosing the topic, statements of the study, and the objectives of the study and the significance of the study.

Chapter II presents the review of related literature in accordance to teaching written descriptive text by using puppets.

Chapter III tells us about researcher's methodology which presents main sources of data, object of the study, the procedure of experimental research, research variable, and instrument of collecting data and method of collecting data.

Chapter IV concentrates on the result of data analysis. And the final chapter that offers some conclusions and suggestions.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 General Concept of Puppet**

This part consists of definition of the puppet and kinds of the puppet.

##### **2.1.1 Definition of Puppet**

People have been already familiar with the puppets since they often used in a play or presentation. Puppets is very ancient form, probably first originating about 30.000 years ago. Puppets have been used since the earliest times to animate and communicate the ideas and needs of human societies. In this time puppets is not only used to art show, but also it is used in teaching learning English.

Puppets are representational object manipulated by a puppeteer. It is usually but not always a depiction of a human character and is used in (a) play or a presentation ([http:// www.en.wikipedia. org/wiki/puppet](http://www.en.wikipedia.org/wiki/puppet))

Furthermore, as started in Hornby (1995: 942), puppet is a small figure of a person or an animal that can be made to move, for example by puling string attached to its limbs, or by putting one hand inside it.

It means that puppet is a small scale figure as a person or animal with a cloth body and hollow head that fits over and it is moved by the hand.

##### **2.1.2 Kinds of puppet**

According to [www:http//en.wikipedia.org/wiki/puppet](http://en.wikipedia.org/wiki/puppet), there are many kinds of puppets in this world. Some of them are:

(1) Marionette

A puppet which is suspended and controlled by a number of strings held from above by a puppeteer.

(2) Supermarionation

An electronic variant with control wires substituted that connected internal mechanisms in the puppet.

(3) Hand puppet

A puppet controlled by one hand that occupies the interior of the puppet.

(4) Muppet

A kind of puppet which is constructed by the Jim Henson Company.

(5) Black light puppet

A kind of puppet that is operated on a stage lit only with black lighting which both hides the puppeteer and accentuates the colours of the puppet.

(6) Sovlaki

The first developed in Medieval Greece. And the used of this puppet is by amputating the fingers of the puppeteer and replacing them with wooden figurines.

(7) Bunraku

It was developed in Japan over a thousand years ago, a form of puppetry where puppets are controlled by individuals dressed all in black.

(8) Ventriloquist dummy

A puppet operated by ventriloquist performer to focus the audience's attention from the performer's activities and improve the illusions. They are called dummies because they do not speak on their own.

(9) Rod-puppet

A puppet with articulated joints, similar to a marionette, but operated from below by stiff rods, rather than from above by strings.

(10) Wayang

Indonesian puppet which made of woods or animal skin.

There are many kinds of puppet which are familiar in Indonesia; one of them is hand puppet. Based on the fact, in this study the writer uses hand puppet as a medium for the teacher in conveying the material. Hand puppet is more popular to Indonesian students because it has various forms, such as; animals, fruits, person, etc. beside that we can get it easily in our surroundings. That's why the students will be more interested and attractive in the teaching and learning process.

## **2.2 General Concept of Puppet as a Medium**

Media plays an important role in teaching and learning process. The use of the media is very needed to reach the purpose of teaching and learning. It should be various as stated by Harmer (2001: 134) that as language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

According to National Education department (2004: 13), using a variety of the media can overcome students' boredom; so that students will learn more, they will enjoy the teaching learning process and be easy to understand the lesson

From those statements, the writer can say that media can improve the students' performance and their learning ability. Meanwhile Celce-Murcia (2001: 461) states that media can also serve as an important motivator in the language teaching process.

In general, media refers to various means of communication for example, television, radio, newspaper, picture, realthing, doll and so on.(<http://www.iwebtool.com/what.is.media.html>). Then we can know that doll belongs to puppet and can be classified as a medium.

Puppet is related to imagination which immedietly can command the attention and emmotions of those whom the hand puppet involves, in this case the students.

According to linderman and linderman(1984: 160), puppet has many educational objectives. They are: puppets encourage inventive, open, and spontaneous communication, puppets encourage the building of self confidence through the expression of ideas.

From the explanation above it can be concluded that puppets have a very important role in education since puppets can develop imagination and creativity. Moreover, puppet have the role in influencing the students' attention. Many kinds of puppet such as hand puppet, marionette, and muppet which are supported by

their beautiful forms and colors can attract students to study English more. Students will expect something new than usual that the teachers gave.

### **2.2.1 Function of Media**

There are so many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Murcia, 2001: 461). According to Wright (1976: 38) there are some functions of media, as follow:

- (1) to motivate the students
- (2) to create a context within which his written text will have meaning
- (3) to provide students with information to refer to, including objects, actions, events, relationship.
- (4) to provide non-verbal cues for manipulation practices.
- (5) to provide non-verbal prompts to written composition teacher in their teaching learning process

From the statement, the writer can say that media can improve the students' performance and their learning ability. Meanwhile Celce-Murcia (2001: 461) states that media can also serve an important motivator in the language teaching process.

In order to attract students, motivate students, prevent students' boredom, teachers give students the real example of the use of language in the real situation.

Beside that by having media in the teaching learning process, the students will easily acquire the knowledge, skills, and attitude taught by a teacher.

The use of hand puppets in teaching writing descriptive text is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write about an artist or public figure, or they are asked to write about the animals like elephant or tiger etc., they will get confused if some of them have never been seen before. They cannot describe what it like is. Without any media, they will get difficulty in writing sentences of paragraph because the students may need very long time to express their idea that is appropriate to the topic. That is why hand puppets help students in getting the ideas easily only by looking at the hand puppets.

### **2.3 Definition of Writing**

There is various definition of writing which are presented by some experts. Writing is ...process in which students are able express their ideas, opinions, feelings, and organized them in simple sentences or in short paragraph well. (Caroline, 2006: 98). Therefore, the act step by step of gatherings ideas and information and working with them until they are presented in a manner that polished and comprehensible to the readers are categorized the writing activity.

The definition above is also supported by another expert. Writing is an action – a process of discovering and organizing putting them on paper and reshaping and revising them( Meyers, 2005: 2). In writing a person translate experience and thoughts into words.

According to Martin ( 1963: 1) writing is process to translate experience and thought into arbitrary system. It means that, to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs.

The statement above is also supported by Boardman (2002: 11) that writing is a continous process of thinking and organizing, rethinking and reorganizing.

Based on all statements above, the researcher can conclude that writing is an activity of developing ideas, thoughts and memories into written form, either in sentencess or paragraphs form.

#### **2.4 Teaching Writing Descriptive text in Junior High School**

The objective of the English teaching at Junior High School is to give students a working knowledge of English. It means that they have to master four language skills; they are listening, speaking, reading and writing. The students who have mastered those four language skills are regarded to be able to use language either at recognition level or production level. Hopefully they can speak English fluently and write it well.

Text type is the main material which is taught in junior high school. There are five text types which are learnt by the junior high school students. They are descriptive, narrative, recount, procedure, and report. Descriptive becomes one of the text types which must be taught. The following are competencies in teaching writing descriptive in Junior High School in line with School – Based Curriculum (KTSP).

- (1) Standard Competence is expressing the meaning of short functional text and essays in the forms of descriptive and procedure in the context of daily life.
- (2) Basic Competence is expressing the meaning and rhetoric step of short functional text and essays by using written language accurately, fluently, and acceptable language in the context of daily life to access the knowledge of the text in the forms of descriptive and procedure.

The researcher can conclude that the aim of teaching writing a descriptive text is that the students can respond to the meaning and rhetorical step of a descriptive text. Responding to the meaning means that they should be able to determine the main ideas, general ideas and the content of the text. Meanwhile, responding rhetorical steps means that the students should be able to determine all the language features of descriptive texts.

Students get difficulty when they have to write English well. They will get the difficulty to express their ideas, opinions and feelings. As a result, they will spend more time to write their ideas into written product. That is why puppet is needed in teaching writing descriptive text to help the students describe an object easily.

## **2.5 General Concept of Descriptive Text**

The general concept of descriptive text can be derived from Longman Dictionary of Contemporary English that is a piece of writing or speech that gives details about what someone or something is like. While Boardman (2002: 32)



state that descriptive text is a kind of text is used to describe what something looks like.

Descriptive text is a text which say what a person or a thing is like ( [http://understandingtext.blogspot.com/2008/02/ what- is descriptive-text.html](http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html)).

### **2.5.1 characteristics of Descriptive Text**

Every text type has a number of characteristics that make it different from other text types. A text types has a specific purpose, the generic structure and also the language features.

Descriptive, like all text types has characteristics. Descriptive has a purpose. Its purpose is to describe a person, place,thing or idea concrete and also vivid details. As stated by (Abilene, 2004: 5) “ it should make the reader see, hear,smell, taste, and feel what the author is describing”.

Hammond (1996: 78) state that descriptive text has two generic structure, namely, identification and description. Identification is the purpose of which is to identifies the person, place or thing to be described. The description is describing parts, qualities, and characteristics an object.

It is in line with (competence- based curriculum) for Junior High School (2003: 49), it is stated that descriptive writing has two generic structure. They are identification and description.

From those explanations about the step constructing the descriptive text, then the researcher has her own conclusion. The researcher concludes that generally a descriptive text must consist two elements. They are identification and description.

Besides descriptive text has a social function and generic structure it also has language features that support formed a descriptive text. Hayland (2004: 14) stated that the language features usually found in a descriptive text are first, focus on specific participant. In describing something in written descriptive text must focus only one subject. For example, describing about cat, cow and so on. The second is that they usually use of simple present tense. The third is that they use of attributive and Identifying process. The attributive and identifying process is the use of have and has. And the last requirements is that they use of frequent epithets and classifiers in nominal groups. Like, attractive and beautiful, black long hair.

From those explanation above, it can conclude that there are some requirements dealing with the language features of decriptive text. A descriptive text must have specific characters: using simple present tense, using verbs of being and having, focus on specific participant and using descriptive adjective to build up long nominal groups.

## 2.6 Scoring System

The researcher used a rating scale as proposed by R. Kern as cited in Modul dan Kurikulum Bahasa Inggris SMP / MTs 2004. This is a 4-level rating scale. This rating scale measures the students' writing skills especially in content, rhetorical step, language, suitable form.

- **Task/contain appropriateness** is to what extent the writing reaches the target?

- **Rhetoric's step appropriateness** is to what extent the writing order takes the reader into account?
- **Language appropriateness** is how far the language which use appropriate with communication context?
- **Suitable form** is how far the writing fulfill form arrangement, spelling, neat?

The rating scale used to make the researcher easier classifying students to the level which is appropriate with their writing skills. The score ranges were used for evaluating each writing trait. Getting all writing traits scored, it was the time for her as the researcher to totalizing it into the final score. This score would be students' scores for their writing skill and it would help the researcher classifying students' writing proficiency.

To assess the students' composition, the writer uses the measurement of students achievement suggested by Harris (1969: 134) as below:

Table 2.2

## Scoring Guidance by Harris

	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

## 2.7 Experimental Research

According to Christensen (2001: 23) an experimental research is a research that attempts to identify cause and effect relationship. In other words, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors. The other definition is stated by Key (1997):

Experimental research – an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur” (Key: <http://www.okstate.edu/>).

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group (Best 1981: 59). In other words, an experimental research tries to observe the cause and effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research.

Experimental designs are especially useful in addressing evaluation questions about the effectiveness and impact of programs(<http://www.pareonline.net/getvn.asp>.)

Best (1981: 68-81) states that there are three kinds of experimental research designs. They are, pre experimental design, quasi experimental design

and true experimental design. Pre experimental research design is an experimental design that there is no control group as a comparison. A quasi experimental research design is an experimental design that the subject of the research is not chosen randomly because there are two groups (experimental group and control group). And true experimental research design is an experimental design that there is a control group as a comparison and the subjects of the research are taken randomly.

From the experimental designs above, in this study the researcher used the quasi experimental design. Because the researcher need to compare between the experimental group and control group and the subject of the research is not chosen randomly.



## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1 Subject of the Study**

This part consists of the explanation of population, sample, and research variables.

##### **3.1.1 Population**

The population of the observation was the eighth grade students of SMPN 2 Mayong, Jepara in the academic year of 2008/2009. There were four classes of the eighth grade students of SMPN 2 Mayong, Jepara. Each class was about 33 students.

##### **3.1.2 Sample**

The design of the research was quasi experimental design. The writer chose two of the classes as sample. Arikunto (1998: 120) states, "...if the students more than 100 persons, we might take 10-15 % or 20-25 % or more from the population as the sample.

There are four classes (VIII A, VIII B, VIII C, VIII D) of the eighth graders in SMP N 2 Mayong. In this study, the writer chose the VIII B as the experimental group and VIII A as the control group based on the teacher's approval.

##### **3.1.3 Research Variables**

A variable is a property that takes on different values. In this experimental research, there are two variables, independent and dependent variable. Here, the

independent variable is the method of teaching writing descriptive text using hand puppet as the media. And the dependent variable is the students' achievement manifested in the test score.

### 3.2 Experimental Design

In experimental research involves two groups, an experimental group and control group where the experimental group typically receives a new, or novel, treatment, a treatment under investigation, while the control group either receives a different treatment, or treated as usual. According to Best (1981: 73), the design of the experiment can be described as follows:

Where:  $\begin{array}{cccc} E & 01 & x & 02 \\ C & 03 & y & 04 \end{array}$

In which

- E : Experimental group
- C : Control Group
- 01 : Pre-test for the experimental group
- 02 : Post-test for the experimental group
- 03 : Pre-test for the control group
- 04 : Post-test for the control group
- X : Treatment with the hand puppet, and
- Y : Treatment without hand puppet

In the design above, the subject were assigned to both of the experimental groups (top line) and control group (on the low line). The writer will check the

quality of the subject first by giving a pre-test ( $O_1$  and  $O_3$ ), then give the experimental treatment, in this study, is taught descriptive writing skill using hand puppets as a medium, to the experimental group, while the control group is taught without hand puppet as a medium in this research by using explanation.

### **3.3 Procedure of the Experimental**

There are three stages in doing this experiment: pre-test, experiment and post test.

#### **3.3.1 Pre-Test**

The pre-test was administered before the treatment session. The students were asked to write a descriptive text about animals in their surroundings, for example, cow, cat and etc. This was done two groups, the experimental group and the control group. This pre-test was conducted on March 16<sup>th</sup> 2009.

#### **3.3.2 Giving a Treatment**

The two groups are given a different treatment. The experimental group got a treatment by using hand puppet as a medium in teaching written descriptive text. Otherwise, the control group was taught by using conventional method. What I mean by using a conventional method is that the teacher explains orally to the students about writing descriptive text. There were some different treatments for each group. It derived from the experiment presented in table.



## The activities of the treatments both of two groups

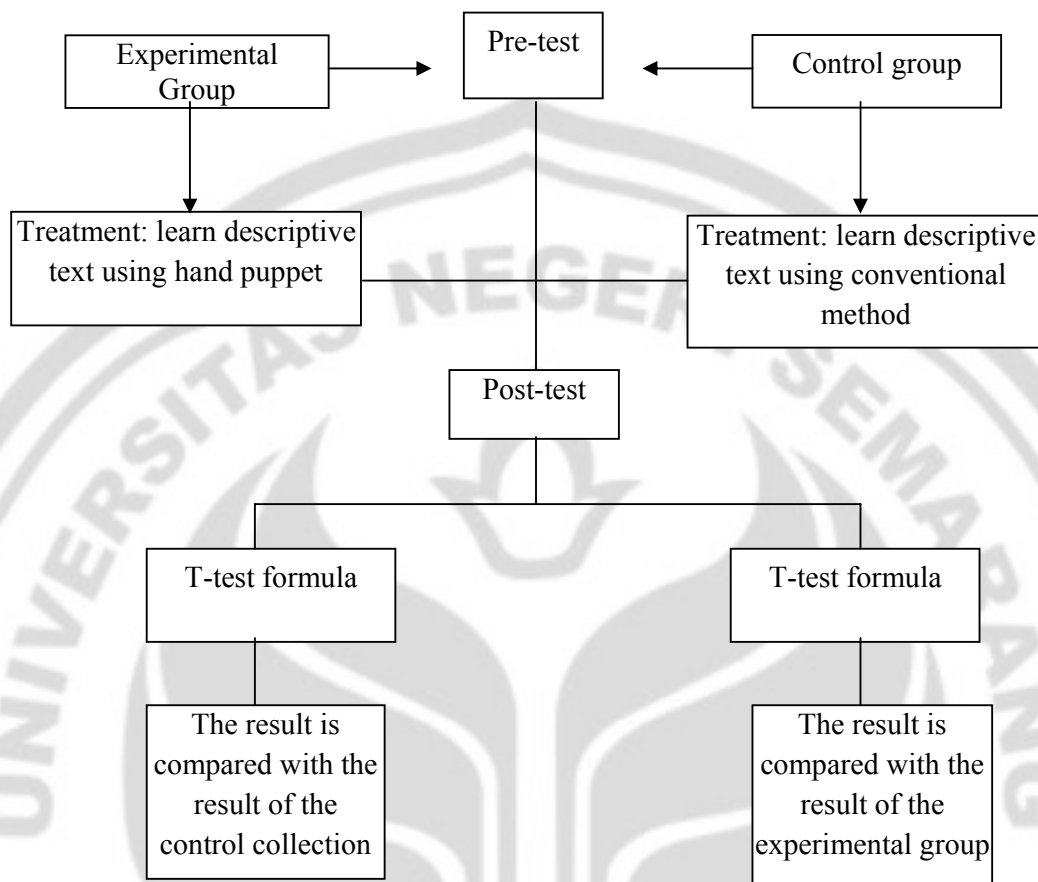
Experimental group	Control group
<p>1. Teacher taught the descriptive text using the hand puppets.</p> <p>2. Teacher makes a conversation with the hand puppets related to the hand puppets description.</p> <p>3. Teacher asked student to write a sentence in the black board based on the hand puppets and check together with the students.</p> <p>4. Teacher asked students to mention about the generic structure of descriptive text.</p> <p>5. The teacher gave the descriptive text and then the students identify the generic structure and schematic structure of</p>	<p>1. Teacher explains orally to the students about the descriptive text.</p> <p>2. Teacher asked students to mention about the generic structure of descriptive text.</p> <p>3. Teacher asked students to try to imagine the animals in their surroundings( cow, cat, mouse)</p> <p>4. Teacher asked student to write a sentence in the black board based on their imagination. And then check together with the students.</p> <p>5. The teacher gave the descriptive text and then the students identify the generic structure and schematic</p>

descriptive text.	structure of descriptive text.
6. Teacher asked students to describe the hand puppets based on the hand puppets said.	6. Teacher asked students to describe the animals that they know.

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

### 3.3.3 Administering a Post-Test

After different treatment was given, the students both experimental and control group were given a post-test on writing test. This test was aimed to measure the students' achievement on writing test. As it is stated in the previous section, the tests were a composition test. The students were asked to make a descriptive text. From this test, the data were obtained in the form of students' test scores. And the figure of procedures of the experiment could be described in the table below.



From the table above, these are the explanation of the procedure of experimental research.

- (1) Choosing the population of the study that was the eighth year class of SMPN 2 Mayong.
- (2) Taking two groups of the population as the experimental group and control group. In this study, class VIII B as the experimental group and class VIII A as the control group.
- (3) Conducting the experiment. The experiment group got a treatment by using hand puppets in teaching writing descriptive text. Otherwise the

control group was taught by using a conventional method in teaching writing descriptive text. After getting the students works, the writer scored the students' work.

- (4) Comparing the means of both experimental and control group by applying the t-test formula.
- (5) Then, consulting the t-test value with the critical t value at the 5% (0, 5) alpha level of significance.

### **3.4 Research Instrument**

In this research, the writer used two kinds of instruments. They are hand puppets and composition test.

#### **3.4.1 Hand Puppets**

The writer chose the hand puppets, which was more attractive for the students in doing their writing class especially in written descriptive text.

In this study, the writer used more than one hand puppets. The main hand puppets are cat and cow. The cat has others supporting puppet they are ball, fish and mouse. The puppet in form of grass and milk are supporting of the cow puppet.

In using hand puppets, first, the writer shows a main hand puppet such as a cow to the students, and introduced it self, he describes everything deals with him. For example, I am a cow, I have two eyes, I have a long tail, I can produce the milk, etc. and then, the writer shows the supporting hand puppets while she describes it. For example, usually I like to hunt the mouse; I eat fish everyday, etc.

The second, the writer give the instructions to the students to pay attention to the hand puppets and then describe it based on the puppet said. Then the students make a descriptive text dealing with the hand puppets.

### **3.4.2 Composition Test**

The writer carried out the writing test in this research. She assumed that writing test could represent someone's ability in using a language. Writing is an appropriate test for measuring the students' mastery of the whole language aspects that has been taught in the teaching and learning process.

According to Heaton (1974: 127) The writing of composition test is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thoughts and ideas on a certain topic.

The activities of doing composition test are teacher give the students a descriptive text. Then teacher asked the students to make a descriptive text, for the experimental group based on the hand puppets given by the teacher and for the control group based on their imagination.

To conduct the writing test, the writer mention an instruction of what the students had to do in order to help her in collecting the data. And the instruction was: "make a descriptive text by developing the hand puppets and key words given!" After the writer gathered the data, then she scored the students' result based on scoring guidance she made.

### 3.5 Rating Scale of Scoring System

The researcher used a rating scale as proposed by R. Kern as cited in Modul dan Kurikulum Bahasa Inggris SMP / MTs 2004. This is a 4-level rating scale. This rating scale measures the students' writing skills especially in content, rhetorical step, language, suitable form. The scoring system is as follows:

CRITERIA	SCORE	DESCRIPTION
<b>Task/contain appropriateness</b> (to what extent the writing reaches the target?)	30-27	<b>Excellent to very good:</b> responds to tasks perfectly; perfect discussion; relevant and precise information; very strong and supportive interpretation.
	26-24	<b>Good:</b> capable of responding to tasks; capable of discussing it; relevant and precise general information; supportive general interpretation.
	23-21	<b>Fair:</b> incapable of responding to tasks; acceptable discussion that sometimes inconsistent; occasionally neither irrelevant nor precise information; occasionally inconsistent interpretation with facts.
	20-18	<b>Inadequate:</b> incapable of responding to tasks; incomplete and inconsistent discussion; frequently irrelevant/inappropriate information; inconsistent

		interpretation with the fact.
	17-0	<b>In acceptable:</b> ignore or less understand the task; minimum discussion; irrelevant information and interpretation
<b>Rhetoric's step appropriateness</b> (to what extent the writing order takes the reader into account)	25-23	<b>Excellent to very good:</b> effective communication; very consistent with special text form; very well- and orderly-arranged utterances; very clear text interpart's relationship;
	22-20	<b>Good:</b> quite effective communication; consistent with special text form in general; well- and orderly-arranged utterance organization and sequence in general; clear text interpart's relationship in general.
	19-18	<b>Fair:</b> the communication sometime enough effective; special text form sometime being ignored; idiom arrangement sometime difficult to be follow; interpart of the text relation sometime not clear.
	17-16	<b>Inadequate:</b> less effective communication; the meaning sense not clear; not follow special text form; arrangement and organizing idiom make confuse; interpart

		relation of the text not clear.
	15-0	<b>In acceptable:</b> nearly capable to be understand; ignore special text form; there is not text arrangement.
<b>Language appropriateness</b> (how far the language which use appropriate with communication context?)	25-23	<b>Excellent to very good:</b> the language which is used very appropriate with text form that was given and communication context.
	22-20	<b>Good:</b> generally the language that was used appropriate with text form that was given and communication context.
	19-18	<b>Fair:</b> the language which is used not consistent with text form that was given and communication context.
	17-16	<b>Inadequate:</b> the language which is used not appropriate with text form that was given and communication context.
	15-0	<b>Inacceptable:</b> the language which is used very badly.
<b>Suitable form</b> (how far the writing fulfill form	20-18	<b>Excellent to very good:</b> layout, spelling, verb conjugation, accents, agreements,



arrangement, spelling, neat)		punctuation, capitalization, and neatness very fulfill text arrangement (genre)
	17-16	<b>Good:</b> layout, spelling, verb conjugation, accents, agreements, punctuation, capitalization, and neatness generally fulfill text arrangement (genre)
	15-14	<b>Fair:</b> layout, spelling, verb conjugation, accents, agreements, punctuation, capitalization, and neatness partly fulfill text arrangement (genre)
	13-12	<b>Inadequate:</b> layout, spelling, verb conjugation, accents, agreements, punctuation, capitalization, and neatness generally not fulfill text arrangement (genre)
	11-0	<b>Inacceptable:</b> layout, spelling, verb conjugation, accents, agreements, punctuation, capitalization, and neatness not fulfill text arrangement (genre)

The rating scale used to make the researcher easier classifying students to the level which is appropriate with their writing skills. The score ranges were used for evaluating each writing trait. Getting all writing traits scored, it was the time for

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

### **3.6 Try Out**

Before doing the test, it was tried out then analyzed. Try out test conducted on March 2009. Try out was necessary since the result was used to make sure that the measuring instrument had such characters like validity and reliability. It was also used to measure the difficulty level of the essay test itself. It was used to prove whether the instrument was good or not.

In this study, the writer did the try out to another class (VIIIID) of the eighth grade of SMP N 2 Mayong Jepara. In this class, there were actually 33 students but here the writer only put 15 students. Then the rest of the students were taught by their teacher as usual. It was done to save the researcher's time in collecting and analyzing the data. Although, there were only fifteen students, but they could be the representative of the other students especially the eighth graders of SMP N 2 Mayong to describe a descriptive text based on the hand puppets in the teaching and learning writing English.

The try out test consisted of four items. They were the scoring of writing (contain, rhetoric's step, language, spelling). There were 15 respondents and they had to do the test in a limited time. The data obtained through the rating scale were analyzed quantitatively.

### (1) Validity

Concerning with validity, Heaton (1979: 152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. Every test, he continues, whether it is a short, informal classroom test or a public examination, should be as valid as the constructor make it. The test must aim to provide a true measure of the particular skill which it is intended to measure. A test is valid if it coincides with its purposes.

The result is consulted to critical value for r-product moment. If the obtained coefficient is higher than the critical value for r-product moment, it means that a paragraph(s) is valid at 5% alpha level of significance. To calculate the validity of a test, I used this formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum Ny^2 - (\sum y)^2\}}}$$

in which:

$r^{xy}$  : the correlation of the scores on the two halves of the test

N : the number of the students

$\sum X$  : the students total score from each item

$\sum Y$  : the students total score from all items

$\sum X^2$  : the sum of quadrate from each item

$\sum Y^2$  : the sum of quadrate from all items

$\sum XY$  : the sum of the multiple of the score from each item and all items

In try out instrument, there was descriptive text writing. In this writing, there were four items that would be analyzed; content, rhetoric's step, language, and spelling.

## (2) *Reliability*

Reliability is necessary characteristics of any good test: for it to be valid at all, a test must first be reliable as measuring instrument (Heaton 1975: 154). If the test is administered to the some candidates on different occasions (with no language practice work talking place between this occasions), then, to the extent that it produces different results, it is not reliable.

Reliability measured in this way is commonly referred to as test/reliability. In short, in order to be reliable, a test must be consistent in its measurements. 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 they 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:

$$r_{11} = \frac{2xr^{1/2} \ 1/2}{1 + r^{1/2} \ 1/2}$$

$$1 + r^{1/2} \ 1/2$$

In which:

$r^{11}$  = reliability of instrument

$r^{1/21/2}$  =  $r^{xy}$  namely reliability obtained by correlating half of the test with the other half.

Before applying the formula above, we should find out  $r_{xy}$  first. The step to get  $r_{xy}$  was:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum Ny^2 - (\sum y)^2\}}}$$

in which:

$r_{xy}$  : the correlation of the scores on the two halves of the test

$N$  : the number of the students

$\sum X$  : the students' total score of odd items

$\sum Y$  : the students' total score of even items

$\sum X^2$  : the sum of quadrate of odd items

$\sum Y^2$  : the sum of quadrate of even items

$\sum XY$  : the sum of the multiple of odd score and even score

### 3.7 Method of Data Analysis

After collecting the data, the writer processed them statically. The statistical computation was used to analyze the data from two groups, namely control group and experimental group. The t-test formula was used to find the significance of the test.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where,

$t$  : t-test

$M_x$  : mean of the experimental group

$M_y$  : mean of the control group

$\sum x^2$  : deviation of the experimental group

$\sum y^2$  : deviation of the control group

$N_x$  : number of sample of the experimental group

$N_y$  : number of sample of the control group

The computation of the t-test was described in chapter IV.

Before applying the t-test formula, we should find out  $\sum X^2$  and  $\sum Y^2$  first.

The steps to get  $\sum X^2$  and  $\sum Y^2$  were:

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

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

## CHAPTER IV

### RESULTS OF THE STUDY

#### 4.1 Analysis of Try-Out

The try-out test was held on March 14<sup>th</sup> 2009. The respondents of the try-out test were VIII D of the eighth grade of SMP N 2 Mayong Jepara. The number of the students of the try-out test was 15. The result of try-out test was analyzed statistically to know the validity and reliability of the instruments. The analysis of the test items was also dealing with knowing the effectiveness of the test items.

##### 4.1.1 Validity

To know the validity of instrument, the writer used the Pearson product moment to analyze each component of writing.

The data were obtained from four components of writing: contain appropriateness, rhetoric's step, language, spelling (Modul dan Kurikulum Bahasa Inggris SMP/MTS 2004).

The item is valid if  $r_{xy} > r_{table}$ . The following was the example of computation the number 1, and for the other items would use the same formula.

And the list of the validity for each item can be seen in appendix 5.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum Ny^2 - (\sum y)^2\}}}$$
$$r_{xy} = \frac{(15 \times 15619) - (245 \times 951)}{\sqrt{\{(15 \times 4047) - (245)^2\}\{(15 \times 60533) - (951)^2\}}}$$
$$r_{xy} = 0.8252$$

From the result of computation above, the result of the item number 1 was 0.8252. Then I consulted the result to the table of r product moment with the number of students 15 and the significance level 5% was 0.514. Because the result of the computation was higher than the r in the table, the index of validity of the item number 1 was considered to be valid.

#### 4.1.2 Reliability

A good test must valid and reliable. Besides index of validity, I has also calculated the reliability of the test. For example the computation on section one

$$r_{11} = \frac{2xr \frac{1}{2} \frac{1}{2}}{1+ r \frac{1}{2} \frac{1}{2}}$$

$$r_{11} = \frac{2 \times 0.477}{\sqrt{1+0.48}}$$

$$r_{11} = 0.646$$

Before applying the formula above we should find out the  $r_{xy}$

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum Ny^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(15 \times 15110) - (481 \times 470)}{\sqrt{\{(15 \times 15501) - (481)^2\}\{(15 \times 14812) - (470)^2\}}}$$

$$r_{xy} = 0.4772$$



For  $\alpha = 5\%$  and number of subject 15, the  $r_{11}$  is 0.646 and  $r_{table}$  0.514. because  $r_{11}$  is higher than  $r_{table}$  ( $r_{11} > r_{table}$ ), then the instrument is reliable. ( *see the whole computation on appendix 6*)

## 4.2 Result

### 4.2.1 Mean of experimental Group

First, I calculated students' score of experimental group to compute the mean of experimental group using the formula as stated by Arikunto (2002: 236).

The scores distribution of the experimental group can be seen in appendix 7. The mean score computation of experimental group was calculated as follows:

$$\begin{aligned} Mx &= \frac{\sum X}{Nx} = \\ &= \frac{390.0}{33} \\ &= 11.8182 \end{aligned}$$

The mean score of experimental group was 11.8182.

### 4.2.2 Mean of control Group

Second, I computed the mean of control group. Nevertheless, I had to calculate the students' scores of the control group can be seen in appendix 7. The Mean computation of the control group was calculated as follows:

$$\begin{aligned} My &= \frac{\sum y}{Ny} = \\ &= \frac{167}{33} \\ &= 5.06061 \end{aligned}$$

The mean score of control group was 5.06061. After calculating the Mean of the control group and experimental group, I calculated the deviation of each group.

**The computation of the deviation of the experimental group:**

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum x)^2}{Nx} \\ &= 5762 - \frac{(390)^2}{33} \\ &= 5762 - 4609.09 \\ &= 1153\end{aligned}$$

The deviation of the experimental group is 1152.91

**The computation of the deviation of the control group:**

$$\begin{aligned}\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{Ny} \\ &= 2185 - \frac{(167)^2}{33} \\ &= 2185 - 845.121 \\ &= 1339.88\end{aligned}$$

The deviation value of the control group is 1339.88

**4.2.3 Difference between Two Means**

I computed the difference between two means using the following formula according to Arikunto (2002: 264):

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

The Means of the experimental group on Post-test

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{2386.0}{33} \\ &= 72.303\end{aligned}$$

Whereas, the Means of the control group on post- test

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{2165}{33} \\ &= 65.6061\end{aligned}$$

From the calculation, the Mean of the experimental was 72.30 and the Mean of the control group was 65.61 so the Means of the two groups were not different from each other. The Mean of the control group was lower than the Mean of the experimental group. However, I could not conclude that the difference between the two Means was significant. Therefore, to determine whether the difference between the two means was statistically significant, I applied the t-test formula. The formula is as follow:

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$\begin{aligned}
 t &= \frac{11.82 - 5.06}{\sqrt{\left\{ \frac{1153 + 1340}{33 + 33 - 2} \right\} \left\{ \frac{1}{33} + \frac{1}{33} \right\}}} \\
 &= \frac{6.76}{\sqrt{\left\{ \frac{2493}{64} \right\} \left\{ \frac{2}{33} \right\}}} \\
 &= \frac{6.76}{\sqrt{2.36059}} \\
 &= \frac{6.76}{1.54} \\
 &= 4.39825
 \end{aligned}$$

To interpret the t obtained it should be consulted with the critical value in the t-table, I used the 5% (0.05) level of significance. If the t-value is higher than t-table means that there is significant difference between the two means. Contrary, if the t-value is lower than t-table means that there is no significant difference between two means.

While t-table at  $N_x + N_y - 2 = 33 + 33 - 2 = 64$  is 2.00 it means that t-calculation is higher than t-table.

The number of subjects in this study for experimental and control groups were 66 with degrees of freedom (df) = 64, that was  $N_x + N_y - 2 = 64$ . At the 5% (0.05) alpha level of significance, t-value that was obtained is 4.399 and t-table was 2.00 so the t-value is higher than t-table means that there is significant difference between two means.

### 4.3 Test of Significance

To check whether or not difference between the two means of the control group and the experimental group is statistically significant, t-value obtained should be consulted with the critical value in the t-table.

In this experiment, the number of subject of both the experimental and control group was 66. The degree of freedom was 64. The critical value with the degree of freedom 64 at the 5% alpha level of significant is 2.00. The t-value is higher than critical value ( $4.399 > 2.00$ ). It can be concluded that there is a significant difference of the post test result between the experimental group and the control one.

Therefore, the hypothesis that “ there is no significant difference between students’ achievement as the result of teaching written descriptive text by using hand puppets as the media and by using the conventional technique to junior high school students was refused.

### 4.4 Discussion of the Research Findings

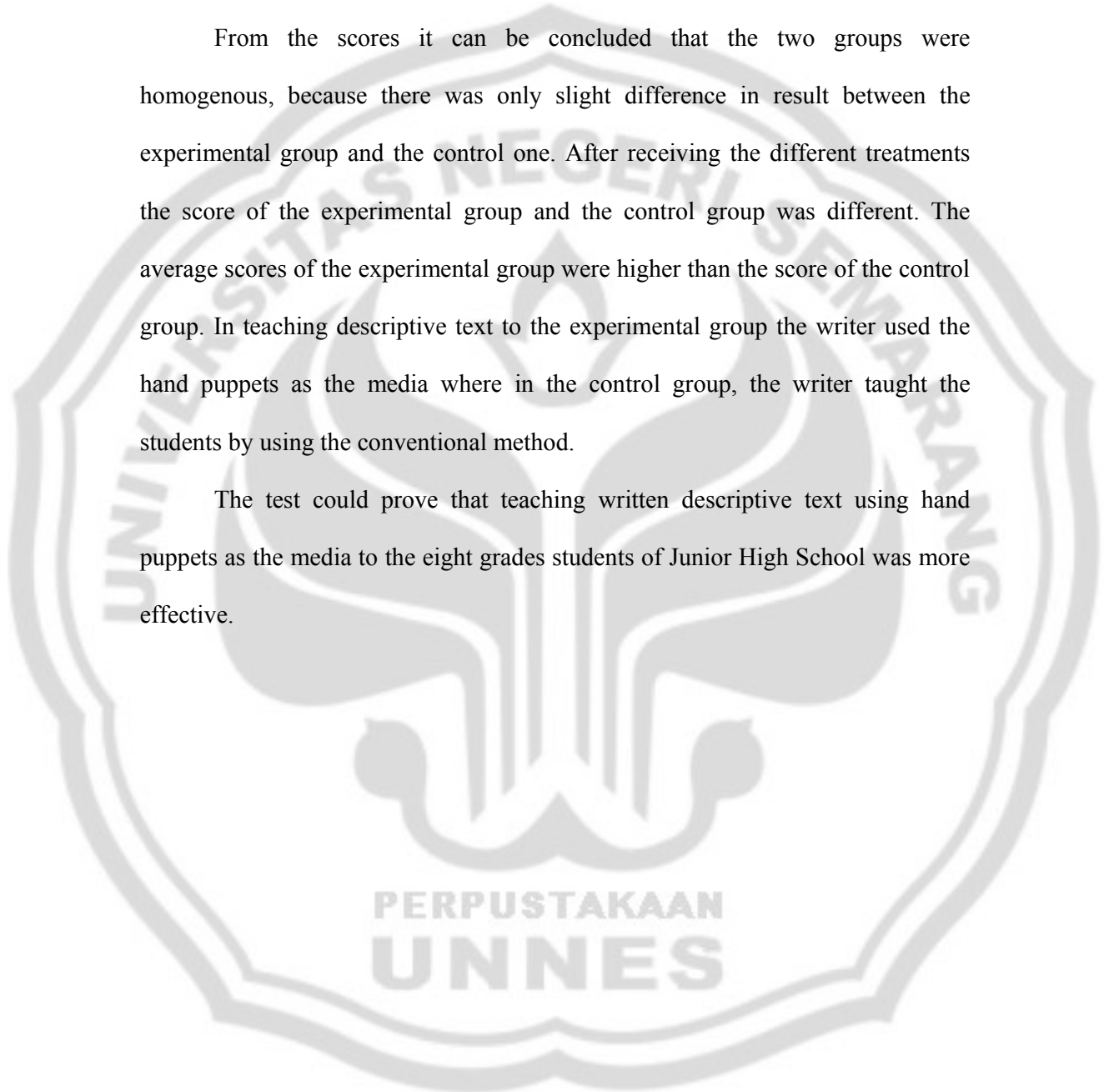
The aim of the test is to know the students’ achievement in writing descriptive text by using puppets as the media for the eight grades of SMP N 2 Mayong.

In the pretest, the average scores of the experimental group and the control group were 60.48 and 60.55. From the pre-test it can be said that the ability of the two groups was relatively the same. After they received the treatment, the average

score of the experimental group was higher than the control group. The experimental group got 72.30 and the control group got 65.61.

From the scores it can be concluded that the two groups were homogenous, because there was only slight difference in result between the experimental group and the control one. After receiving the different treatments the score of the experimental group and the control group was different. The average scores of the experimental group were higher than the score of the control group. In teaching descriptive text to the experimental group the writer used the hand puppets as the media where in the control group, the writer taught the students by using the conventional method.

The test could prove that teaching written descriptive text using hand puppets as the media to the eight grades students of Junior High School was more effective.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on the result of the study, the writer concludes that the use of hand puppets in teaching writing descriptive text could be an effective method. As the result, the students' progress during the treatment was good enough; means of experimental group was 72.30 and the means of control group was 65.61.

The result calculating using t- test obtained  $4.399 > 2.00$ . It means that there was significance difference in achievement between the students who were taught by using hand puppets and those taught using conventional technique in teaching written descriptive text for the eight graders. The means of pre-test of the experimental group was 60.48 and the post test of experimental group was 72.30.

By using media in the experimental class, the class situation was very enjoyable, the students freely communicated to each other and they were more enthusiastic when they were joining this class. The writer had observed that the writing scores of the experimental class were higher than those of the students who were taught by using the conventional method or without by using hand puppets as the media.

The result above showed that hand puppets could be implemented in improving students' writing skill of the eighth grades. Hand puppets were a good

medium in teaching and learning written descriptive text and it should be regularly and continually given.

## 5.2 Suggestions

Based on the conclusions above, the writer would like to offer some suggestions:

- (1) Hand puppets are an interesting media in teaching writing to children. That is why they should use it as one of media in teaching writing to make students more motivated to write English because children need enjoyable and playful learning experiences.
- (2) Based on the result of the test, the English teacher should encourage the students to improve their ability in writing by giving exercises.
- (3) The students should improve their mastery of the schematic structure and the descriptive text, so they can describe an object in the correct form.
- (4) There are still many models of puppets which have been tried yet, the writer expected for the next researcher to conduct deeper research by developing the other models of puppet, for example, as one of traditional Indonesian culture wayang can be used as media in teaching learning process, and the teachers can improve the models with their own creativity.

From the conclusions and suggestions above, the researcher concludes that using hand puppets can be an alternative media to improve students' written descriptive text.



## REFERENCES

- Best, J.W. 1981. *Research in Education*. New Jersey: Prentice-Hall, Inc.
- Boardman., C. A and F Jia. 2002. *Writing to Communicate Paragraphs and Essay. Second Addition*. New York: Longman.
- Brown, J.W., R.B Lewis, F.F. hareleroad. 1977. *Ave Instruction Technology, Media and Methodes*. New York: Mc Grow- Hill Company.
- Celce-Murcia. 2001. *Teaching English as A Second or Foreign Language*. Boston: Heinle and Heinle.
- Christensen, L.B. 2001. *Experimental Methodology*. New York: A Pearson Education Company
- Departemen Pendidikan Nasional. 2004. *Modul dan Kurikulum Bahasa Inggris SMP / MTs 2004*. Jakarta.
- Harmer, J. 2001. *The Practice of English Language Teaching*. New Jersey: Longman Essex.
- Harmer, J. 2001. *How to Teach English: An Introduction to the Practice of English Language Teaching*. New Jersey: Longman.
- Harris, D.P. 1969. *Testing English as a Second Language*. New York: Mc Graw-Hill Company Ltd.
- Heaton, J.B. 1975. *Writing English Language Text*. London: Longman Group Limited.
- Hornby. 1995. *Oxford Advanced Learner's Dictionary*. Oxford University Press
- Hyland, Ken. 2004. *Genre and Second Language Writing*. Michigan: The University of Michigan Press.
- Key: <http://www.Okstate.Edu/>
- Linderman, W.E, and Marlene M. Linderman. 1984. *Arts and Crafts for the Classroom: Second Edition*. New York. Macmillan Publishing Company.
- Linse, T.C. 2006. *Practical English Language Teaching: Young Learners*. New York: The McGrawHill, Inc.
- Longman. 2003. *Dictionary of Contemporary English*. Pearson Education Limited.

Martin, et.al. 2004. *Exploring American English: Writing Skills for Classroom and Career*. Mac Millan: New York.

Meyers, A. 2005. *Gateways to Academic Writing: Effective Sentences, Paragraphs and Essays*. New York: Pearson Education, Inc.

Ramelan. 1992. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press.

Suharsimi, A. 2006. *Manajemen Penelitian*. Jakarta: Rineka Cipta

Suharsimi, A. 2002. *Prosedur Penelitian*. Jakarta: Rineka Cipta

Wright, Andrew. 1976. *Visual Materials for the Language Teacher*. London: Longman Group Ltd.

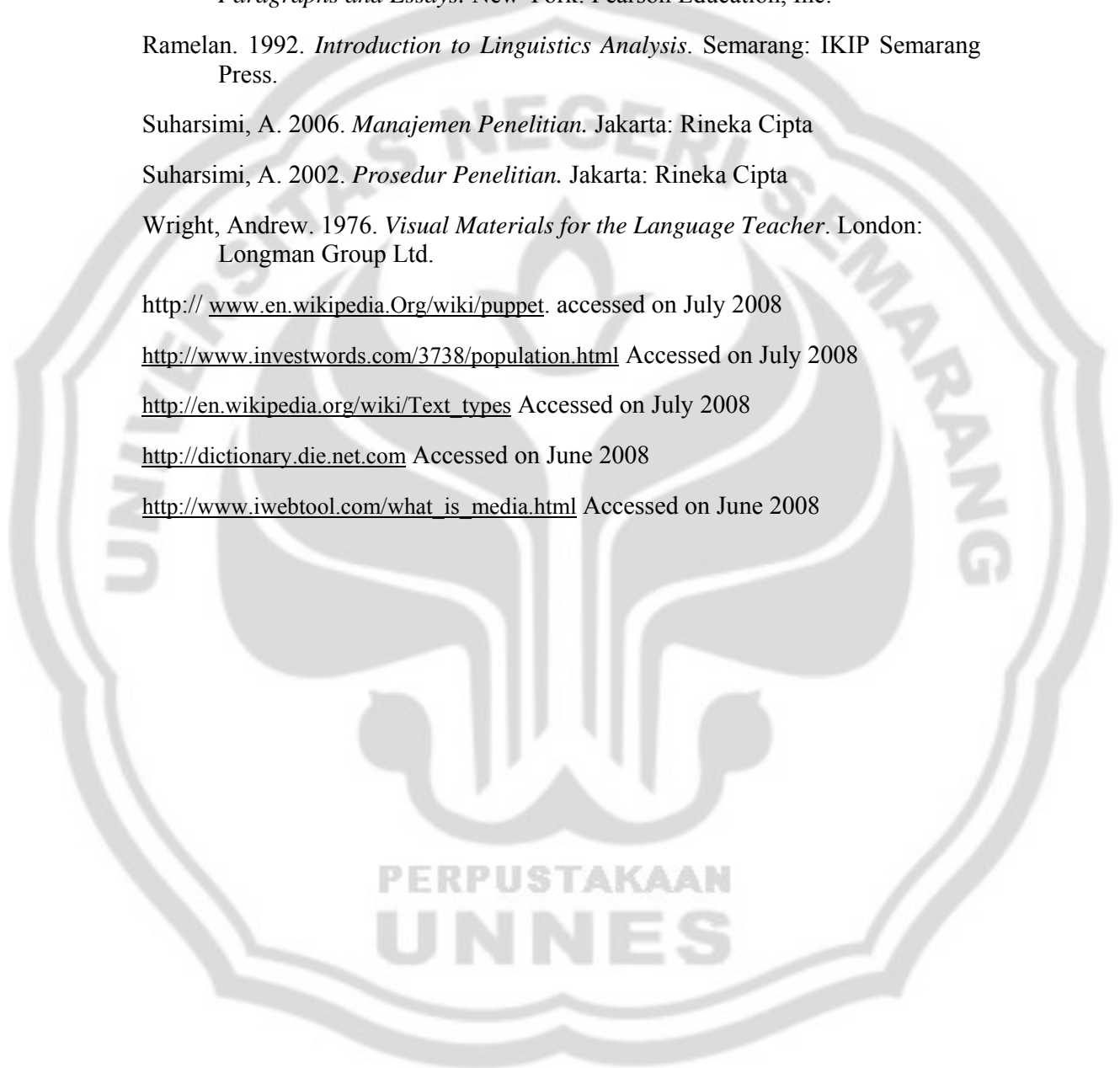
[http:// www.en.wikipedia.org/wiki/puppet](http://www.en.wikipedia.org/wiki/puppet). accessed on July 2008

<http://www.investwords.com/3738/population.html> Accessed on July 2008

[http://en.wikipedia.org/wiki/Text\\_types](http://en.wikipedia.org/wiki/Text_types) Accessed on July 2008

<http://dictionary.die.net.com> Accessed on June 2008

[http://www.iwebtool.com/what\\_is\\_media.html](http://www.iwebtool.com/what_is_media.html) Accessed on June 2008



## APPENDIX 1

### RESEARCH SCHEDULE

No.	Day and Date	Activity
1.	Friday, March 13 <sup>th</sup> 2009	The researcher went to SMP N 2 Mayong and met the Headmaster of SMP N 2 Mayong and the English teacher.
2.	Saturday, March 14 <sup>th</sup> 2009	The researcher conducted try – out.
3.	Monday, March 16 <sup>th</sup> 2009	The researcher conducted pre test ( control group and experimental group)
4.	Tuesday, March 17 <sup>th</sup> 2009	The researcher gave the first treatment (control group and experimental group)
5.	Thursday, March 19 <sup>th</sup> 2009	The researcher gave the second treatment on the experimental group.
6.	Friday, March 20 <sup>th</sup> 2009	The researcher gave the second treatment on the control group.
7.	Saturday, March 21 <sup>st</sup> 2009	The researcher carried the post test both two groups.

**APPENDIX 2**

**THE LIST OF VIII GRADE STUDENTS OF  
SMP N 2 MAYONG  
TAHUN PELAJARAN 2008/2009  
Control group**

<b>No.</b>	<b>Name</b>	<b>L / P</b>	<b>Student's Code</b>
1	ADELA AYU LESTARI	P	S-01
2	AGUS PUJIANTO	L	S-02
3	AGUSTIAN H	L	S-03
4	AHMAD HERMAWAN	L	S-04
5	AHMAD NOOR ZAKARIA	L	S-05
6	AHMAD SYAIFUDIN	L	S-06
7	ALI AKROMIN	L	S-07
8	CHOLIFATUN NIKMAH	P	S-08
9	DWI ARINA SARI	P	S-09
10	EKO NUR ARIF	L	S-10
11	FAHRIZAH	P	S-11
12	FAROQ ZULIA S	P	S-12
13	FELES RIA P	P	S-13
14	FERNANDA SEPTI P	P	S-14
15	HAMIDUN	L	S-15
16	HARTADI	L	S-16
17	HENDRIK MULYONO	L	S-17
18	IBNU FAJAR	L	S-18
19	JAWAHIR	L	S-19
20	KASMAH	P	S-20
21	KHOIRUL ULFA	P	S-21
22	LARAS ATI	P	S-22
23	MUHAMMAD TUKUL	L	S-23
24	NORMA ANDIKA	L	S-24
25	NOVITA LUTFA M	P	S-25
26	NUR HUDA	L	S-26
27	NUR KHOIR	L	S-27
28	RINA WIDYA ASTUTI	P	S-28
29	ROSI INDRIYANA R	P	S-29
30	RUBAEDAH	P	S-30
31	SELAMET ROHMAN	P	S-31
32	SEPTIANA ANGGRAENI	P	S-32
33	SITI FATIMAH	P	S-33
34	TUTIK MULYANI	P	S-34

35	USWATUN KHASANAH	P	S-35
----	------------------	---	------

### APPENDIX 3

**THE LIST OF VIII GRADE STUDENTS OF  
SMP N 2 MAYONG  
TAHUN PELAJARAN 2008/2009  
Experimental group**

No.	Name	L / P	Student's Code
1	AFRIDA LIS CAHAYANI	P	S-01
2	AHMAD ARIF F	L	S-02
3	AHMAD MIFTAHUL A	L	S-03
4	AHMAD SYAIFUDIN	L	S-04
5	AMIN KHOIRUDIN	L	S-05
6	ANDI NOVIWAN	L	S-06
7	ARINTA DEWI SEPTI Y	P	S-07
8	AFIF MUHLISIN	L	S-08
9	DWI ARI ULISANAH	P	S-09
10	ENI SULIYATI	P	S-10
11	INTAN LESTARI	P	S-11
12	MAIMUN	P	S-12
13	MASKUN	L	S-13
14	MASRIKO	L	S-14
15	MIFTAKHUL ARIF	L	S-15
16	M. KHOIRUL ULUM	L	S-16
17	M. VERY SUSANTO	L	S-17
18	MUSRIYAH	P	S-18
19	NITA SEPTIYANTI	P	S-19
20	NOR CHAFIDIN AMIN	L	S-20
21	NOVIANA NOR A	P	S-21
22	NUR AFIFAH	P	S-22
23	NUR FANDIKAH	P	S-23
24	NURUL ISTIQOMAH	P	S-24
25	PUJI LESTARI	P	S-25
26	RUMANI	L	S-26
27	SELLY ISMA FIANTIKA	P	S-27
28	SHOLIKUL KHAFID	L	S-28
29	SINTA EKA DEWI	P	S-29
30	SITI MILASIFA	P	S-30
31	SITI UMAMI	P	S-31

32	SRI RAHAYU	P	<b>S-32</b>
33	YUSUF PRASETYO N	L	<b>S-33</b>

#### APPENDIX 4

##### The List of Try – Out Students

No.	Name	Student's Code
1.	AMINUDDIN YAHYA	<b>T-1</b>
2.	ANIK FITRIYATI	T-2
3.	DEWI KHOIRIYAH	T-3
4.	FAIQ AMINUDDIN	T-4
5.	FINA IKHYANATUL H	T-5
6.	M. FATKHUR ROFIQ	T-6
7.	MAMIK JAILANI	T-7
8.	MUFARIKHATUL J	T-8
9.	M. MASRUDI	T-9
10.	MUSA ABIDIN	T-10
11.	NANIK FUJIARTI	T-11
12.	NISA ULFAH	T-12
13.	SITI AINUR R	T-13
14.	USWATUN HASANAH	T-14
15.	ZAIROH ULFAH	T-15

## APPENDIX 5

### The Computation of Item Validity Test

No.	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	T-01	18	69	342	4761	1242
2	T-02	17	67	289	4489	1139
3	T-03	18	67	324	4489	1206
4	T-04	16	65	256	4225	1040
5	T-05	18	65	324	4225	1170
6	T-06	18	65	324	4225	1170
7	T-07	15	64	225	4096	960
8	T-08	17	64	289	4096	1088
9	T-09	15	64	225	4096	960
10	T-10	18	64	324	4096	1152
11	T-11	15	63	225	3969	945
12	T-12	17	63	289	3969	1071
13	T-13	17	62	289	3844	1054
14	T-14	14	57	196	3249	798
15	T-15	12	52	144	2704	624
□	□	245	951	4047	60533	15619

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} \{N\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(15 \times 15619) - (245 \times 951)}{\sqrt{\{(15 \times 4047) - (245)^2\} \{(15 \times 60533) - (951)^2\}}}$$

$$r_{xy} = 0.8252$$

## APPENDIX 6

### The Computation of Item Reliability Test

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	34	35	1156	1225	1190
2	32	35	1024	1225	1120
3	34	33	1156	1089	1122
4	34	31	1156	961	1054
5	34	31	1156	961	1054
6	34	31	1156	961	1054
7	31	33	961	1089	1023
8	33	31	1089	961	1023
9	31	33	961	1089	1023
10	34	30	1156	900	1020
11	30	33	900	1089	990
12	32	31	1024	961	992
13	33	29	1089	841	957
14	29	28	841	784	812
15	26	26	676	676	676
□	481	470	15501	14812	15110

$$r_{11} = \frac{2xr^{\frac{1}{2}} \frac{1}{2}}{1+ r^{\frac{1}{2}} \frac{1}{2}}$$

$$r_{11} = \frac{2 \times 0.477}{\sqrt{1+0.48}}$$

$$r_{11} = 0.646$$

Before applying the formula above we should find out the  $r_{xy}$

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum Ny^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(15 \times 15110) - (481 \times 470)}{\sqrt{\{(15 \times 15501) - (481)^2\}\{(15 \times 14812) - (470)^2\}}}$$

$$r_{xy} = 0.4772$$



## APPENDIX 7

TABLE OF THE EXPERIMENTAL GROUP

No	TEST CODE	PRE TEST	POST TEST	DIFFERENCES (x)	x <sup>2</sup>
1	E-01	62	74	12	144
2	E-02	68	73	5	25
3	E-03	69	74	5	25
4	E-04	57	75	18	324
5	E-05	55	74	19	361
6	E-06	54	73	19	361
7	E-07	57	75	18	324
8	E-08	61	72	11	121
9	E-09	69	69	0	0
10	E-10	63	72	9	81
11	E-11	61	64	3	9
12	E-12	57	63	6	36
13	E-13	67	70	3	9
14	E-14	59	66	7	49
15	E-15	58	62	4	16
16	E-16	61	68	7	49
17	E-17	60	74	14	196
18	E-18	59	74	15	225
19	E-19	65	70	5	25
20	E-20	57	73	16	256
21	E-21	59	72	13	169
22	E-22	59	72	13	169
23	E-23	65	75	10	100
24	E-24	55	76	21	441
25	E-25	60	77	17	289
26	E-26	65	74	9	81
27	E-27	62	77	15	225
28	E-28	60	75	15	225
29	E-29	55	76	21	441
30	E-30	54	77	23	529
31	E-31	58	70	12	144
32	E-32	63	75	12	144
33	E-33	62	75	13	169
	∑X	1996	2386	390	5762

$$\begin{aligned}M_x &= \frac{\sum X}{N_x} = \\ &= \frac{390.0}{33} \\ &= 11.8182\end{aligned}$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum x)^2}{N_x} \\ &= 5762 - \frac{(390)^2}{33} \\ &= 5762 - 4609.09 \\ &= 1153\end{aligned}$$



## APPENDIX 8\

TABLE OF THE CONTROL GROUP

No	TEST CODE	PRE-TEST	POST-TEST	(y)	y <sup>2</sup>
1	C-01	55	68	13	169
2	C-02	62	69	7	49
3	C-03	62	69	7	49
4	C-04	62	70	8	64
5	C-05	60	69	9	81
6	C-06	66	67	1	1
7	C-07	55	65	10	100
8	C-08	60	65	5	25
9	C-09	62	65	3	9
10	C-10	57	69	12	144
11	C-11	59	69	10	100
12	C-12	50	70	20	400
13	C-13	59	61	2	4
14	C-14	60	58	-2	4
15	C-15	60	61	1	1
16	C-16	60	59	-1	1
17	C-17	62	57	-5	25
18	C-18	66	70	4	16
19	C-19	58	64	6	36
20	C-20	60	68	8	64
21	C-21	66	68	2	4
22	C-22	58	70	12	144
23	C-23	66	65	-1	1
24	C-24	61	66	5	25
25	C-25	62	69	7	49
26	C-26	67	70	3	9
27	C-27	61	70	9	81
28	C-28	59	67	8	64
29	C-29	60	69	9	81
30	C-30	58	70	12	144
31	C-31	58	61	3	9
32	C-32	63	57	-6	36
33	C-33	64	50	-14	196
	∑X	1998	2165	167	2185

$$\begin{aligned} My &= \frac{\sum y}{Ny} \\ &= \frac{167}{33} \\ &= 5.06061 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{Ny} \\ &= 2185 - \frac{(167)^2}{33} \\ &= 2185 - 845.121 \\ &= 1339.88 \end{aligned}$$



## APPENDIX 9

TABLE OF X<sup>2</sup> AND Y<sup>2</sup> FOR COMPUTING T-TEST

No	TEST CODE	PRE-TEST	POST-TEST	(x)	x <sup>2</sup>	TEST CODE	PRE-TEST	POST-TEST	(y)	y <sup>2</sup>
1	E-01	62	74	12	144	C-01	55	68	13	169
2	E-02	68	73	5	25	C-02	62	69	7	49
3	E-03	69	74	5	25	C-03	62	69	7	49
4	E-04	57	75	18	324	C-04	62	70	8	64
5	E-05	55	74	19	361	C-05	60	69	9	81
6	E-06	54	73	19	361	C-06	66	67	1	1
7	E-07	57	75	18	324	C-07	55	65	10	100
8	E-08	61	72	11	121	C-08	60	65	5	25
9	E-09	69	69	0	0	C-09	62	65	3	9
10	E-10	63	72	9	81	C-10	57	69	12	144
11	E-11	61	64	3	9	C-11	59	69	10	100
12	E-12	57	63	6	36	C-12	50	70	20	400
13	E-13	67	70	3	9	C-13	59	61	2	4
14	E-14	59	66	7	49	C-14	60	58	-2	4
15	E-15	58	62	4	16	C-15	60	61	1	1
16	E-16	61	68	7	49	C-16	60	59	-1	1
17	E-17	60	74	14	196	C-17	62	57	-5	25
18	E-18	59	74	15	225	C-18	66	70	4	16
19	E-19	65	70	5	25	C-19	58	64	6	36
20	E-20	57	73	16	256	C-20	60	68	8	64
21	E-21	59	72	13	169	C-21	66	68	2	4
22	E-22	59	72	13	169	C-22	58	70	12	144
23	E-23	65	75	10	100	C-23	66	65	-1	1
24	E-24	55	76	21	441	C-24	61	66	5	25
25	E-25	60	77	17	289	C-25	62	69	7	49
26	E-26	65	74	9	81	C-26	67	70	3	9
27	E-27	62	77	15	225	C-27	61	70	9	81
28	E-28	60	75	15	225	C-28	59	67	8	64
29	E-29	55	76	21	441	C-29	60	69	9	81
30	E-30	54	77	23	529	C-30	58	70	12	144
31	E-31	58	70	12	144	C-31	58	61	3	9
32	E-32	63	75	12	144	C-32	63	57	-6	36
33	E-33	62	75	13	169	C-33	64	50	-14	196
	□X	1996	2386	390	5762	□X	1998	2165	167	2185

**LESSON PLAN FOR EXPERIMENTAL CLASS**

(First Meeting)

Sekolah : SMPN 2 Mayong

Mata Pelajaran: Bahasa Inggris

Kelas/ Semester : VIII ( Delapan)

Alokasi Waktu: 2 x 40 menit

**A. Standar Kompetensi**

Mengungkapkan makna dalam text tulis fungsional dan essay pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

**C. Indikator**

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

**D. Aspek / Skill : Writing****E. Media : Puppets****Teaching Method:****I. Kegiatan pembuka**

1. Teacher greets students.
2. Teacher asks students what she brings.
3. Teacher shows the puppet of animal
4. Teacher asks the students about things related to the puppet
  - a. What the puppet is it?
  - b. Do you have pet at home?
  - c. What are they?
  - d. Do you ever to care them?
  - e. What the name of this animal?

- f. Tell me how is your pet?

## II. Kegiatan Inti

1. Teacher explains about descriptive text.
2. Teacher explains about the social function, schematic structure and significant grammatical pattern of descriptive text.
  - a. Social function  
To describe a particular person place or thing
  - b. Schematic Structure
    - a) Identification: Identifies the person, place or thing to be described.
    - b) Description : describe parts, qualities, and characteristic.
  - c. Significant grammatical pattern
    - a) Focus on specific rather than generic structure
    - b) Using simple present tense
    - c) Using verbs of being and having
    - d) Using descriptive adjectives to build up long nominal groups
3. Teacher asks students about the explanation she has given.
4. Teacher asks students if they still do not understand about the material.
5. Teacher asks students to make simple sentences.
6. Teacher asks them to write in blackboard.
7. Teacher corrects the students' answer.
8. Teacher asks students whether they find difficulties in making sentences.
9. Teacher asks students about the structure used in the text.

## III. Kegiatan Penutup

1. Teacher asks students to prepare a sheet of paper.
2. Teacher asks students to see the puppet she has given.
3. Teacher asks students to imagine that the puppet is their pet.
4. Teacher asks students to make a descriptive text.

**LESSON PLAN FOR CONTROL CLASS**

(First Meeting)

Sekolah : SMPN 2 Mayong

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester: VIII ( Delapan)

Alokasi Waktu : 2 x 40 menit

**A. Standar Kompetensi**

Mengungkapkan makna dalam text tulis fungsional dan essay pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

**C. Indikator**

1. Menulis teks fungsional pendek berbentuk deskriptif
2. Menulis teks fungsional pendek deskriptif dengan benar

**D. Aspek / Skill : Writing****Teaching Method:****I. Kegiatan pembuka**

1. Teacher greets students.
2. Teacher asks students about their pet at home
3. Teacher asks students to imagine about their pet
4. Teacher asks the students some questions:
  - (1) What is the animal?
  - (2) Do you have pet at home?
  - (3) What are they?
  - (4) Do you ever to care them?
  - (5) Tell me how is your pet?



## II. Kegiatan Inti

1. Teacher explains about descriptive text.
2. Teacher explains about the social function, schematic structure and significant grammatical pattern of descriptive text.
  - a. Social function  
To describe a particular person place or thing
  - b. Schematic Structure
    - c) Identification: Identifies the person, place or thing to be described.
    - d) Description : describe parts, qualities, and characteristic.
  - c. Significant grammatical pattern
    - a) Focus on specific rather than generic structure
    - b) Using simple present tense
    - c) Using verbs of being and having
    - d) Using descriptive adjectives to build up long nominal groups
3. Teacher asks students about the explanation she has given.
4. Teacher asks students if they still do not understand about the material.
5. Teacher asks students to make simple sentences.
6. Teacher asks them to write in blackboard.
7. Teacher corrects the students' answer.

## III. Kegiatan Penutup

1. Teacher asks students to prepare a sheet of paper.
2. Teacher asks students to imagine their pet or the animal which they have seen.
3. Teacher asks students to make a descriptive text.

**LESSON PLAN FOR EXPERIMENTAL CLASS**

(Second Meeting)

Sekolah : SMPN 2 Mayong

Mata Pelajaran: Bahasa Inggris

Kelas/ Semester : VIII ( Delapan)

Alokasi Waktu: 2 x 40 menit

**A. Standar Kompetensi**

Mengungkapkan makna dalam text tulis fungsional dan essay pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

**C. Indikator**

3. Menulis teks fungsional pendek berbentuk deskriptif
4. Menulis teks fungsional pendek deskriptif dengan benar

**D. Aspek / Skill** : Writing**E. Topic** : writing descriptive text**F. Media** : Puppets**Teaching Method:****I. Kegiatan pembuka**

1. Teacher greets students.
2. Teacher asks students about the last material she given.
3. Teacher asks students do they still remember about it.
5. Teacher show the picture of puppet.
6. Teacher asks the students related to the puppet.
  - g. What the puppet is it?
  - h. Do you have pet at home?
  - i. What are they?

- j. Do you ever to care them?
  - k. What the name of this animal?
  - l. Tell me how is your pet?
7. Teacher asks to write their answers in their books.
  8. Teacher asks students to write their answers in the blackboard
  9. Teacher corrects students' answers.

## **II. Kegiatan Inti**

1. Teacher asks students to see the puppet she has given.
2. Teacher asks students to answer what is the name of this puppet.
3. Teacher asks the students to imagine that the puppet is their pet.
4. Teacher asks students to make simple sentences by using that puppet.
5. Teacher asks the students about the structure used in the text.
6. Teacher asks students whether they find difficulties in making sentences.
7. Teacher corrects their right answer.

## **III. Kegiatan Penutup**

1. Teacher gives the students a sheet of paper.
2. Teacher asks students to make a descriptive text based on the puppet.

**LESSON PLAN FOR CONTROL CLASS**

(Second Meeting)

Sekolah : SMPN 2 Mayong

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII ( Delapan)

Alokasi Waktu : 2 x 40 menit

**A. Standar Kompetensi**

Mengungkapkan makna dalam text tulis fungsional dan essay pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

**C. Indikator**

3. Menulis teks fungsional pendek berbentuk deskriptif
4. Menulis teks fungsional pendek deskriptif dengan benar

**D. Aspek / Skill** : Writing**E. Topic** : writing descriptive text**Teaching Method:****I. Kegiatan pembuka**

1. Teacher greets students.
2. Teacher asks students about the last material she given.
3. Teacher asks students do they still remember about it.
4. Teacher asks students about their pet
5. Teacher asks students to imagine about their pet
6. Teacher asks the students some questions:
  - (1) Do you have pet at home?
  - (2) What are they?
  - (3) Do you ever to care them?

(4) Do you ever to feed them?

(5) Tell me how is your pet?

## **II. Kegiatan Inti**

1. Teacher asks students to imagine the animal which have seen.
2. Teacher asks students to answer what is the name of the animal/ pet.
3. Teacher asks the students to imagine that the animal is their pet.
4. Teacher asks students to make simple sentences by using that animal.
5. Teacher asks the students about the structure used in the text.
6. Teacher asks students whether they find difficulties in making sentences.
7. Teacher corrects their right answer.

## **III. Kegiatan Penutup**

4. Teacher gives students a sheet of paper.
5. Teacher asks students to imagine their pet or the animal which they have seen before.

Teacher asks students to make a descriptive text.

