THE EFFECT OF APPLYING PROCESS AND PRODUCT APPROACHES ON THE STUDENTS' COMPETENCY IN WRITING DESCRIPTIVE TEXT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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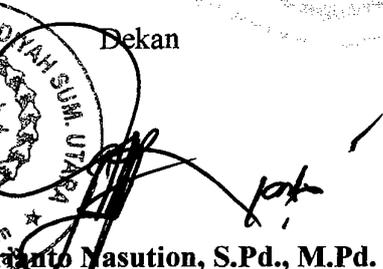
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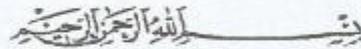
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ABSTRACT

Rini Rahmadhani Nasution. 1402050210. *The Effect of Applying Process and Product Approaches on the Students' Competency in Writing Descriptive Text* **: Skripsi. English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, (UMSU). Medan. 2018.**

The objective of this research was to investigate the effect of applying process and product approaches on the students' competency in writing descriptive text. This research was conducted at MTs. Islamiyah Medan, Jalan Suluh No. 71 D Kec. Medan Tembung. The population of this research was the eighth grade students of the academic year 2017/2018. The sample consisted of 62 students were taken by using cluster random sampling technique. The experimental group which consisted of 30 students taught by applying process approach and the control group consisted of 32 students by using lecturing method. Written test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (17.36) was higher than t-table (2.00) and degree of freedom (df) was 60. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying process and product approaches on the students' competency in writing descriptive text.

Keywords : process and product approaches, writing, descriptive text

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah S.W.T, the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah who had given her chance to finish her study. Secondly, may bless and peace be upon to our beloved prophet Muhammad, the last prophet who has brought people from the darkness into the light.

The title of this study was *"The Effect of Applying Process and Product Approaches on the Students' Competency in Writing Descriptive Text"* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Therefore, the researcher would like to express her grateful feeling especially for her dearest father ASMUDDIN NASUTION, S.Sos and dearest mother SARI HARTATI that had given prayer, strength, support, material and motivation during her education process.

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The Researcher

Rini Rahmadhani Nasution

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In English learning, there are four language skills that need to be mastered by the students namely listening, speaking, reading and writing. According to Miller (1998) as cited in Cahyono and Widiati (2011), among all the language skills, writing has a special status in communication activity. It plays an important role in the processes of language learning. It is viewed as a basic communication skill and a unique asset in the process of learning a second language. Writing is considered as a wing of literacy and plays a very important role in today's world. Through writing, one can communicate a variety of message to a close or distant and to known or unknown reader/s. This is used as a medium to exchange the information around the world. In addition, writing also provides students with opportunity to support other learning experiences, as means of recording, reformulating knowledge, developing and working through his or her own ideas. In other words, writing can be a means of personal discovery, of creativity and self-expression. Writing is also said as an important learning tool because it helps students to understand ideas and concept better.

Considering the importance of writing for language learners, it needs to be encouraged and nurtured during the language learner course of study. In this case, teachers should be able to choose the most appropriate writing technique for their students.

English program in Junior High School focuses on developing the four language skills. The syllabus contains standard competency of each of the skills. Based on the competencies the students are expected to be able to write descriptive text.

In fact, it is not easy to help the students to achieve these writing competencies. In reality, the eighth grade students of Junior High School MTs. Islamiyah Medan faced many difficulties in writing. From the result of observations, it was found out that the ability to express ideas in writing reasonable was the major challege for most of the students. Besides that, the students it took them a long time to find ideas for their writing. In addition, once they got ideas for their writing, the students were still struggling in putting these ideas in reasonable. Problems still occurred in terms of vocabularies. Moreover, writing had a less attention than other skills where it tends to be cut back or relegated to the end of teaching unit or to homework. This was due to the fact that the teacher did not put too much focus on writing since it would not occur on the test. According to the teacher, the writing techniques or the processes were not really introduced. There was no clear guidance from the teacher. The students only had a model of text from the previous meeting and a writing topic. There was no brainstorming or other process that could help the students to produce a good writing. The teacher only focuses on the result of the students' writing without paying too much attention on the process. From this fact, it can be concluded that the teacher prefers to use product oriented approach in writing.

Process in writing is very important for the students. Through the process, the students can maximize their writing potential to produce a good writing, process approach is an approach to writing, where students focus on the process by which they produce their written products rather than on the products themselves, (Onazawa, 2010). In this approach, the students are allowed to manage their own writing by giving them chance to think as they write.

Brown (2001) claims that the process approach is advantageous to students in language learning because students' intrinsic motivation is valued here where they can focus on the content and mesage of their writing deeper. Language skills are best learned when students have their own intrinsic motivation. Process approach is also beneficial for students as a process of discovering new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities.

Based on the basic competence in writing above, the students are oriented to be able to produce text such as descriptive text. Teaching descriptive text is very useful in learning English. Students will learn text characteristics where these can enrich the students' knowledge on the language. In order to teach these descriptive text successfully, teachers should be able to choose the most appropriate teaching approach and method. Product approach is widely used in teaching these descriptive text in MTs. Islamiyah Medan. From the result of the interview and observation, the teachers preferred to use this approach than others since it is the only approach that they know. In fact, there is another approach which is effective in teaching writing according to some researchers, process

approach. However, this approach is not familiar enough to the teachers. Therefore, there is a need to do a research to find out whether this approach is appropriate to be applied in writing descriptive text.

Based on the phenomena above, the researcher decided to conduct a study on investigating the significant effect of applying Process Approach to the students' writing competency especially for eighth grade of Junior High School MTs. Islamiyah Medan. Furthermore, this research also aims at finding the effectiveness of this writing approach when it is implemented to teach descriptive text.

B. The Identification of the Problem

Based on the background of study, the problem were identification as follow:

1. The students it took them a long time to find ideas for their writing.

2. The students were still struggling in putting these ideas in reasonable.

3. The students has less vocabulary.

C. The Scope and Limitation

The scope of the study was focused on the students competency in writing and the researcher limits in writing descriptive text

D. The Formulation of Problem

Based on the Identification of study above, the problem were formulated as follow, "Is there any effect of applying Process and Product Approaches on the students' competency in writing descriptive text?

E. The Objective of the Study

The Objective of study was expected to find out the significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text.

F. The Significance of the Study

The findings of the study were expected to be useful in :

a. Theoretically

The result of this study were expected to find out the effect of increasing students writing skill through the descriptive text.

b. Practically

1. For the students, to increase their ability in writing.

2. For the teachers, to use various approach in teaching writing like using Process Approach.

3. For the Researcher, this research can use the result of this study to be references and to develop the researcher's knowledge of other text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are need to explain some concepts or terms applied in the research concerned. some terms used in this study and they need to be theoretically explained.

1. The Description of Writing

Writing is one of the four skills in English. And it is very important, because through writing we can share our knowledge or ideas to the others (in this case to the readers)' through the written text, from generation to the generation. We can know what happened in many years ago through writing, and most of us learn many things through written text. Byrne (1979 ;1) states that writing is a process of communication that uses graphic symbol; that is, letters or combination of letters which relate to the sound we make when we speak. This means that we need to arrange the symbols to form the meaningful sentences. According to Weigle (2002 : 1) Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather that as an object of study which have taken hold in both second and foreign language setting. Writing convey the writers though in the written form.

1.1 The Process of Writing

According to Harmer (2004:4 – 5) is producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing. There are four elements of writing process, They are:

a. **Planning**

Experienced writers plan what they are going to write. Before starting to write or type, they are to try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought at some level of consciousness about what food is needed before writing it on the piece of paper.

b. **Drafting**

We can refers to the first version of a piece of writing as a **draft**. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. **Editing (reflecting and revising)**

Once writers have produced a draft they than, usually read through what they have writen to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps they way something is written is ambiguous or confusing. Then may then move paragraphs around or write

a new introduction. Then may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general maning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The letter two are, of course, important and are often dealt with later in the process.

d. Final Version

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

1.2 The Types of Writing

Writing skill is one of the most important and essential factor of communication in this world. Simply, a good writing skill/ ability has dependably been an effective skill of an individual. Types of writing divided into 4 types of skills :

a. Expository Writing

The word expository contains the word expose, so the reason expository is an apt descriptor for this type of writing is that it exposes, or sets forth facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and

laid out in a logical order without reference to the author's personal opinions.

b. Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with him or her.

c. Descriptive Writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might describe the scene in terms of all five sense. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does.

d. Narrative Writing

The purpose of narrative writing is to tell a story, whether that story is real or imaginar. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue.

2. Descriptive Text

2.1 Definition of Descriptive Text

Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004:214). Hyland explains more about

description that it tends to use present tense, and description make use of "be" and "have".

There are three stages within a descriptive text:

a. Identification: has purpose to define, to classify or generalize about phenomenon.

b. Aspect: has purpose to describe attributes of each category of the phenomenon.

c. Conclution: has purpose to sum up the description.

Harwell and Dorril (1976:19) explain that the twofold purpose of description is to share sense impreesions and to record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpertation of that data.

Furthermore, he continues that a descriptive paragraph shares its writer's sense impressions. This method, relying heavily on visual details, begin by establishing the perspective from which something is seen and then guides a reader's eyes from this point to other points. The movement may be from top to bottom, bottom to top, near to far, far to near, or the like.

A description is a drawing in words. If the aim of narration is to help your readers experience an incident, then the aim of description is to help your readers see the objects, person, and sensation you present (White, 1986:61).

A narrative paragraph moves through times while a descriptive one through space.

Another use of the descriptive method involves making an abstraction concrete. A descriptive paragraph of this sort resembles a definition, for through description an unknown is clarified.

A paragraph developed by decription observes these guidelines:

a. Present your sense impressions as forcefully as possible.

b. Establish a perspective recognizable to the reader.

c. Include markers to guide the reader through spaces.

d. Use spesific details that contribute to an implied topic sentence or support a stated one.

2.2 Types of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, place, or things. So, it normally takes on three forms, they are:

a. Decription of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "what's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight,

age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

b. Description of a place

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being decribed. And the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns,* which, as we know, are the names of particular persons, places, and things.

For examples; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more spesific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verbs *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

3. Process and Product Approaches

3.1 Definition Process and Product Approaches

a. Process Approach

Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing.

Brown (2001) claims that the process approach is advantageous to students in language learning because students' intrinsic motivation is valued here where they can focus on the content and mesage of their writing deeper. Language skills are best learned when students have their own intrinsic motivation. Process approach is also beneficial for students as a process of discovering new ideas and new language forms to express those ideas. In addition, the approach is beneficial

to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques. Nunan (1991) also affirms that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

In the process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written massages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

b. Product Approach

The product approach focuses on writing tasks in which the learner imitates, it focuses on the steps involved in creating a piece of work.

The product approach is a traditional approach to teaching writing. In fact, this approach has been around since the 17th century. In order to minimize students' difficulties in writing, this approach assumes it is best to get them to start writing from a very controlled basis. Typically the students are given a model text which they study and analyze. They then imitate the model by writing a similar text.

There are four main steps in applying the product approach to writing.

Stage1

Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage2

This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practise the language used to make formal requests, practising the 'I would be grateful if you would…' structure.

Stage3

Organisation of ideas. This stage is very important. Those who favour this approach believe that the organisation of ideas is more important than the ideas themselves and as important as the control of language.

Stage4

The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.

3.2 Process Approach Versus Product Approach

Virtually all current composition theorist make a distiction between process-oriented and product-oriented writing. **James McCrimmon** sees it as the difference between writing as a way of knowing (process) and wring as a way of telling (product). **Linda Flower** sees it as the difference between writer-based and reader-based prose. **Nunan(2001)** clearly states how very different this 'process' approach is from the traditional product-oriented approach. whereas the product approach focuses on writing task in which the learner imitates, copies and transforms teacher supplied models, the process approach focuses on the steps involved in creating a piece of work. the primary goal of product writing is an error-free coherent text. process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. though these theorists differ in their explanations of the distinction between process- and product oriented writing, there is one important point upon which they all agree: good product depends on good process.

3.3 Advantages of Process Approach and Product Approach

Since the 1980s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The effectiveness of the process approach can vary in many ways. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast,

stresses the process that writers go through in composing texts (Nunan, 1991). Brown (2001) states that (in the product oriented approach) a great deal of attention was placed on 'model' composition that students would emulate and how well a student's final product measured up against a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (p.335). The process approach, on the other hand, lets students manage their own writing by giving students a chance to think as they write (Brown, 2001, p. 336). That is, students convey their massages to the readers in written form through the complex writing process: prewriting, drafting, revising, and editing.

The second point is related to what learners have internally. Brown (2001) claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intristic motives are valued (p.335). Language skill are best learned when learners have their own intrinsic motives. Raimes (1983) indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition...rather, they explore a topic through writing (p.10). She goes on to say that through the process approach teachers find that the writing process is a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including

'conferencing', have emerged from the process approach to writing (Nunan, 1991, pp. 86-87). When various group activities are utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. Nunan (1991) also affirms that the (process) approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

B. Relevant Study

Previous study is the result of research from the researcher before. This study covers about applying approach in writing can help the reader in understanding to write the text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying approach in writing.

The first is the research by Parastou Ghoulami Pasand (2013) *"Process-Product Approach to Writing: The Effect of Model Essays on EFL Learners' Writing Accuracy"* Australia: Australian International Academic Centre. This research was intended to find the effect of applying a model text on students writing accuracy in an EFL writing classrooms based on process-product approach. The second is the research by Hossein Hashemnezhad and Nasrin Hashemnezhad (2012) *"A Comparative Study of Product, Process, and Post-process Approaches in Iranian EFL Students' Writing Skill"* Iran: Islamic Azad University. This research was intended to find there are significant differences

among iranian EFL learners' writing ability in terms of product, process, and post process writing approaches.

C. Conceptual Framework

Writing is one of four basic elements skill for students to be learning English. To increase the students' competency in writing the teacher have to apply the approach of teaching that can make the students interest and motivate to write. Process approach is one of the approach that can be used to increase the students' competency in writing. This study is intended to find out the effect of teaching writing by applying process approach on the students' competency in writing descriptive text.

Teaching writing descriptive text by applying process approach is very helpful for the students. By applying this approach, the students are able to produce descriptive text. it would improve the students competency in writing and make them easy to write the text.

D. Hypothesis

The hypothesis of the study as follow:

Ha:"There is significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The location of this research was conducted at MTs. Islamiyah Medan at Jl. Suluh No. 71 D, Medan Tembung. The research was conducted during the academic years 2017/2018. The reason for choosing this school because the researcher found out some problem in this school, the students had problems in writing descriptive text.

B. Population and Sample

1. Population

The population of this research was conducted in eighth grade students of MTs. Islamiyah Medan which consist of three classes. They are VIII-1, VIII-2, and VIII-3. There are 32 students in VIII-1, 30 students in VIII-2 and 23 students in VIII-3, so the total number of population are 85 students.

Table 3.1

Population

No	Class	Population
1.	VIII-1	32
2.	VIII-2	30
3.	VIII-3	23
Total		85

2. Sample

In this research, the researcher use cluster random sampling. It is cluster random sampling because the researcher choose two classes as sample in this research, they are class VIII-2 consist of 30 students and VIII-1 consists of 32 students.

Table 3.2

Sample

No.	Class	Sample
1.	VIII-2 (A)	30
2.	VIII-1 (B)	32
Total		62

C. Research Design

In this research, the researcher uses an experimental research. It deals with quantitative research. There are two different groups namely experimental group and control group. The experimental group by applying Process Approach while control group taught by lecturing method. The design presented as follow :

Table 3.3

Research design for experimental group and control group

Group	Pre-test	Treatment	Post-test
A (Experimental)	√	Applying Process Approach	√
B (Control)	√	Lecturing Method	√

The researcher designed two kinds of test namely pre-test and post-test for experimental group and control group. Both of groups was given the same test in the pre-test and post-test. The procedure in administrating the test showed below :

a. Pre test

Before treatment of research by applying Process Approach, a pre test administrated to the sample, the experimental and control group. The pre test used to measure the students homogeneity getting treatment.

b. Treatment

Treatment is a certain strategy that is used to help the students in solving their problem. The experimental and control group are taught by using same skill, that writing skill but they was different in treatment. In meant that in experimental group taught by applying Process Approach while in the control group taught by Lecturing method.

c. Post Test

After having treatment, the post test given to the students. The post test is the same as the pre test. The post test was final test in this research, especially in measuring the treatment, whether it is significant or not. It is meant to know whether the treatment give effect of not the students competency in writing skill.

D. The Instrumen of Research

In the collecting data need, the instrument of the research is written test. The students are asked to write a descriptive text.

To describe the students competency in writing, there are some criteria consider. Hughes (2003:104) "there are five scores components scales namely : content, organization, vocabulary, language use, and mechanism". The explanation for each component are described below:

1. Content

The scoring of the content depends on the students capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given bellow :

30-27	Excellent to very good : for the students with some knowledge of subject adequate or range limited development. Mostly relevant of topic sentences but lack of details.
26-22	Good to average : for students with some knowledge of subject adequate range omitted but lack details.
21-17	Fair to poor : when a student with limited some knowledge of subject, little substance inadequate development of subject.
16-13	Very poor : a student does not show knowledge of subject, non substantive not pertinent or not enough to evaluate.

2. Organization

The organization refers to the students ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good : where a student is ready to provide fluent expression, idea clearly state, sentences are organize logical

	sequence cohesive.
17-14	Good to average : somewhat choppy, organize but that main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor : non-fluent ideas, confused or disconnect, lack logical sequence and development.
9-7	Very poor : not communicate, no organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary was given as follows :

20-18	Excellent to very good : a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to average : adequate range, occasionally error, meaning is obscured.
13-10	Fair to poor : limited range, frequent errors of words, choice, usage, meaning confused or obscured.
9-7	Very poor : lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

4. Language Use

Language use refers to the students ability in writing the sentences simple, complex or compound correctly and logically. It also refers to the ability to

develop agreement in the sentences and more other words, such as nouns, adjectives, verbs and time signals.

25-22	Excellent to very good : Effective complex sentence contruction, few faults in the using of grammar.
21-18	Good to average : Effective simple sentence, few faults complex construction, but does not distrub the meaning.
17-11	Fair to poor : Serious fault in the construction of the sentence, bias meaning and confusing.
10-5	Very poor : Does not master the syntaxes' role, so many faults and incommunicative.

5. Mechanism

Mechanism refers to the students ability in using words appropriately : using function correctly, the text can be read correctly. The criteria of scoring the mechanism are given below :

5	Excellent to very good : demonstrated mastery of convention, few errors in spelling, punctuation and capitalization and paragraphing.
4	Good to Average : occasionally errors in spelling, punctuation, capitalization, paragraphing but meaning is obscured.
3	Fair to poor : frequent errors of spelling, punctuation and capitalization, writing sentences.
2	Very poor : no mastery of conventional dominated by errors of

	spelling, punctuation and capitalization, paragraphing hand writing illegible or not enough to evaluate.

Based on these indicators, then the students ability in writing descriptive text using chronological order were classified in quantitative and qualitative systems. The scales are as follows :

Table 3.4

The Quantitative and Qualitative System

SKILL	SKILL
Quantitative form	Qualitative form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E. Technique of Collecting data

In collecting the data, some steps were applied as follows :

1. Giving pre-test to both of the groups.

2. Treatment in experimental group by applying Process Approach in writing descriptive text.

3. Treatment in control group by applying Lecturing Method in writing descriptive text.

4. Giving post-test to both of the group.

F. Technique of Analyzing Data

In this research, some steps were applied in analyzing the data, they are :

1. Reading the students' answer sheet

2. Identifying the students' answer sheet

3. Scoring the students' answer sheet

4. Listing the score into tables, first for experimental group scores and second for control group sources.

5. Calculating the total score of pre-test and post-test in experimental group and control group

6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)

7. Finding the standard of deviation (Sudijono, 2009)

8. Testing hypothesis by applying T-test (Sudijono, 2009)

The Formulas used in analyzing data as follows:

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

   a. Mean of variable X (variable 1)

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

(Sudijono, 2009)

   b. Mean of variable Y (variable 2)

$$M_{Y=\frac{\sum Y}{N}}$$

(Sudijono, 2009)

2. Formula to find the standard of deviation by using formula:

   a. Standard Deviation (SD) for variable X (variable 1)

   $$SD = \sqrt{\frac{\sum x^2}{N}}$$

   (Sudijono, 2009)

   b. Standard Deviation (SD) for variable Y (variable 2)

   $$SD = \sqrt{\frac{\sum y^2}{N}}$$

   (Sudijono, 2009)

   c. Standard Error of mean of variable 1

   $$SE\,M_1 = \frac{SD_1}{\sqrt{N^2-1}}$$

   (Sudijono, 2009)

   d. Standard Error of mean of variable 2

   $$SE\,M_2 = \frac{SD_2}{\sqrt{N^2-1}}$$

   (Sudijono, 2009)

   e. The differences of standard error between mean of variable 1 and mean of variable 2

   $$SE\,M_1\text{-}M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

   (Sudijono, 2009)

3. Testing Hypothesis by applying T-test

   $$t_o = \frac{M1 - M2}{SEM1 - M2}$$

   (Sudijono, 2009)

   Notes :

   Mx   = mean for variable 1 or X

   My   = mean for variable 2 or Y

   $\sum X$ = total of students' score

$\sum Y$	= total of students' score
N1	= number of cases for variable 1
N2	= number of cases for variable 2
SDx	= standard deviation for variable x
SDy	= standard deviation for variable y
$\sum X^2$	= the square of total students' score
$\sum Y^2$	= the square of total students' score
$SE\ M_1 - M_2$	= standard error between M1 and M2
t_o	= t observed

G. Statistical Hypothesis

Ha : There was significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text. (The hypothesis would be accepted)

Ho : There was not significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text. (The hypothesis would be rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the students a written test. In this research described the condition of students before being given treatment in learning English is the lack of conducting discussion activities seriously, does not show a high motivation to engage in learning activities, lack of understanding what the meaning of words they write, the lack of communication by using good language both orally and in writing, lack of serious evaluation, less directly asking for guidance from the teacher in case of difficulty, while the classroom condition of learning is the lack of developing the classroom as an interesting learning environment.

In this research the sample devided into two groups, the experimental and control group. Each group was given a pre-test and post-test. the test was treated to experimental and control group in two stages. The first stages was treated before giving treatment and the second was treated after giving treatment. The students in experimental group were though by applying process approach while students in control group were taught by using lecturing method.

The students' score pre-test and post-test from both groups indicated that there many variation of different score in which experimental group was significantly affected by applying process approach. And the data can be seen clearly in the following tables.

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1. **The Scores of Experimental Group**

Table 4.1

The scores of Pre-Test and Post-Test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)
1	AF	52	93
2	APH	56	89
3	AYR	55	89
4	AS	49	91
5	ASS	59	86
6	CAKD	57	91
7	CK	55	89
8	FR	48	93
9	FRY	56	89
10	HAH	52	93
11	HK	59	92
12	KI	57	91
13	KYN	60	87
14	LA	60	90
15	MZM	58	92
16	MZA	50	89
17	MSR	60	93
18	MIS	58	89
19	MRM	57	89
20	NAK	61	93
21	RAH	54	91
22	RR	58	90
23	RMR	44	85
24	SF	56	94
25	SK	44	91
26	SH	58	86
27	SN	56	90
28	TS	55	86
29	WR	49	83
30	HH	50	89
Total		**1643**	**2693**

Table 4.1 it showed that the total score of pre-test was 1643. With the lowest

44 and the highest one was 61. Meanwhile, the total score of post-test 2693. With

the lowest 83 and the highest score was 94.

2. The Scores of Control Group

Table 4.2

The scores of Pre-Test and Post-Test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AS	39	56
2	ARS	51	61
3	AW	46	61
4	CWH	36	55
5	CAS	36	58
6	CL	51	66
7	DCS	37	61
8	FA	59	70
9	GR	45	69
10	IZ	55	65
11	JPQP	39	61
12	MAR	56	64
13	RCS	55	62
14	MYK	48	60
15	MWS	51	64
16	MAK	54	68
17	MRW	50	66
18	MVA	50	61
19	MRH	49	64
20	NA	57	70
21	NA	49	68
22	NBL	47	62
23	RN	47	63
24	RSP	38	53
25	RA	38	51
26	AAD	57	69
27	SS	53	65
28	TNR	56	67
29	PW	53	68
30	WA	50	67
31	YF	57	69
32	ZH	55	70
	TOTAL	**1564**	**2034**

Table 4.2 it showed that the total score of pre-test was 1564 with the lowest 36 and the highest one was 59. Meanwhile, the total score of post-test 2034 with the lowest 51 and the highest score was 70. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' competency in writing after receiving the treatment.

B. Data Analysis

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect of applying Process Approach on the Students' Competency in Writing Descriptive Text by calculating the followings.

1. **Mean of Variable X (Variable 1)**

Table 4.3

The Differences Scores of Pre-test and Post-test of Experimental

Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AF	53	93	41
2	APH	56	89	33
3	AYR	55	89	34
4	AS	49	91	42
5	ASS	59	86	27
6	CAKD	57	91	34
7	CK	55	89	34
8	FR	48	93	45
9	FRY	56	89	33
10	HAH	52	93	41
11	HK	59	92	33
12	KI	57	91	34
13	KYN	60	87	27
14	LA	60	90	30

15	MZM	58	92	34
16	MZA	50	89	39
17	MSR	60	93	33
18	MIS	58	89	31
19	MRM	57	89	32
20	NAK	61	93	32
21	RAH	54	91	37
22	RR	58	90	32
23	RMR	44	85	41
24	SF	56	94	38
25	SK	44	91	47
26	SH	58	86	28
27	SN	56	90	34
28	TS	55	86	31
29	WR	49	83	34
30	HH	50	89	39
Total		**1643**	**2693**	**1050**

Based on the table above, the mean scores of experimental class was calculated as follow:

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

$$= \frac{(1050)}{(30)}$$

$$= 35$$

Which:

M_X : The mean score of experimental group

$\sum X$: The score of X2-X1

N   : The sample of experimental group

2. **Mean of Variable Y (Variable 2)**

Table 4.4

The differences Scores of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
1	AS	39	56	17
2	ARS	51	61	10
3	AW	46	61	15
4	CWH	36	55	19
5	CAS	36	58	22
6	CL	51	66	15
7	DCS	37	61	24
8	FA	59	70	11
9	GR	45	69	24
10	IZ	55	65	10
11	JPQP	39	61	22
12	MAR	56	64	8
13	RCS	55	62	7
14	MYK	48	60	12
15	MWS	51	64	13
16	MAK	54	68	14
17	MRW	50	66	16
18	MVA	50	61	11
19	MRH	49	64	15
20	NA	57	70	13
21	NA	49	68	19
22	NBL	47	62	15
23	RN	47	63	16
24	RSP	38	53	15
25	RA	38	51	13
26	AAD	57	69	12
27	SS	53	65	12
28	TNR	56	67	11
29	PW	53	68	15
30	WA	50	67	17
31	YF	57	69	12
32	ZH	55	70	15
	TOTAL	**1564**	**2034**	**470**

Based on the table above, the mean scores of control class was calculated as follow:

$$M_{Y=\frac{\sum Y}{N}}$$

$$= \frac{(470)}{(32)}$$

$$= 14.68$$

Which:

M_Y: The mean score of control group

$\sum Y$: The score y2-y1

N : The sample of control group

3. **Standard Deviation (SD) of Variable X (Variable 1)**

Table 4.5

The Calculation of Standard Deviation in Experimental Class

No	Students' Initial Name	X (X2-X1)	X= (X-Mx)	$(X - Mx)^2$
1	AF	41	6	36
2	APH	33	-2	4
3	AYR	34	-1	1
4	AS	42	7	49
5	ASS	27	-8	64
6	CAKD	34	-1	1
7	CK	34	-1	1
8	FR	45	10	100
9	FRY	33	-2	4
10	HAH	41	6	36
11	HK	33	-2	4
12	KI	34	-1	1
13	KYN	27	-8	64
14	LA	30	-5	25

15	MZM	34	-1	1
16	MZA	39	4	16
17	MSR	33	-2	4
18	MIS	31	-4	16
19	MRM	32	-3	9
20	NAK	32	-3	9
21	RAH	37	2	4
22	RR	32	-3	9
23	RMR	41	6	36
24	SF	38	3	9
25	SK	47	12	144
26	SH	28	-7	49
27	SN	34	-1	1
28	TS	31	-4	16
29	WR	34	-1	1
30	HH	39	4	16
	TOTAL			**730**

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SD_X = \sqrt{\frac{730}{30}} = \sqrt{24.33} = 4.93$$

4. **Standard Deviation (SD) for Variable Y (Variable 2)**

Table 4.6

The Calculation of Standard Deviation in Control Class

No	Students' Initial Name	Y (Y2-Y1)	Y=Y-My	$(Y - My)^2$
1	AS	17	2.32	5.3824
2	ARS	10	-4.68	21.9024
3	AW	15	0.32	0.1024
4	CWH	19	4.32	18.6624
5	CAS	22	7.32	53.5824
6	CL	15	0.32	0.1024
7	DCS	24	9.32	86.8624
8	FA	11	-3.68	13.5424
9	GR	24	9.32	86.8624
10	IZ	10	-4.68	21.9024

11	JPQP	22	7.32	53.5824
12	MAR	8	-6.68	44.6224
13	RCS	7	-7.68	58.9824
14	MYK	12	-2.68	7.1824
15	MWS	13	-1.68	2.8224
16	MAK	14	-0.68	0.4624
17	MRW	16	1.32	1.7424
18	MVA	11	-3.68	13.5424
19	MRH	15	0.32	0.1024
20	NA	13	-1.68	2.8224
21	NA	19	4.32	18.6624
22	NBL	15	0.32	0.1024
23	RN	16	1.32	1.7424
24	RSP	15	0.32	0.1024
25	RA	13	-1.68	2.8224
26	AAD	12	-2.68	7.1824
27	SS	12	-2.68	7.1824
28	TNR	11	-3.68	13.5424
29	PW	15	0.32	0.1024
30	WA	17	2.32	5.3824
31	YF	12	-2.68	7.1824
32	ZH	15	0.32	0.1024
	TOTAL			**558.8768**

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$SD_Y = \sqrt{\frac{558.8768}{32}} = \sqrt{17.4649} = 4.17$$

Based on the calculation above shown the following facts were presented.

SDx   = 4.93

SDy   = 4.17

N1   = 30

N2   = 32

X   = 1050

Y   = 470

Mx   = 35

My   = 14.68

(X-Mx)2   = 730

(X-My)2   = 558.8768

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD_1}{\sqrt{N^2-1}} = \frac{4.93}{\sqrt{30-1}} = \frac{4.93}{\sqrt{29}} = \frac{4.93}{5.38} = 0.91$$

b. Standard Error of Control Group:

$$SE\ M_2 = \frac{SD_2}{\sqrt{N^2-1}} = \frac{4.17}{\sqrt{32-1}} = \frac{4.17}{\sqrt{31}} = \frac{4.17}{5.56} = 0.75$$

c. The difference of Standard error

$$SE\ M_1\text{-}M_2 = \sqrt{SEM_1{}^2 + SEM_2{}^2}$$

$$= \sqrt{(0.91)^2 + (0.75)^2}$$

$$= \sqrt{0.8281 + 0.5625}$$

$$= \sqrt{1.3906}$$

$$= 1.17$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M1 - M2}{SEM1 - M2}$$

$$= \frac{35 - 14.68}{1.17}$$

$$= \frac{20.32}{1.17}$$

$$= 17.36$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{table} \geq t_{observe}$). Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned} df \quad &= (N1 + (N2 - 2) \\ &= (30 + (32 - 2) \\ &= 30 + 30 \\ &= 60 \end{aligned}$$

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 60 at level of significant 5% was at 2.00, while the critical value ($t_{observe}$) was 17.36. The result of computing indicated that the $t_{observe}$ was higher than t_{table} ($t_{observe} \geq t_{table}$: $17.36 \geq 2.00$). It means that hypothesis was accepted.

D. Research Finding

It was found that the applying Process Approach on the students' competency in writing descriptive text gave the significant effect. The students' that were taught by applying Process Approach receive significant changes such as engaging in serious discussion activities, showing high motivation to engage in learning activities, understanding what the words they write, being able to communicate using good language both orally and in writing, doing serious evaluation questions, asking for direct guidance from teachers when they find difficulties, developing classrooms as an attractive learning environment and got the higher score than those taught by using lecturing method. The result of the test showed that the $t_{observe}$ was higher than t_{table} ($17.36 \geq 2.00$). It means that the Process Approach gave the significant effect on the students' competency in writing descriptive text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that applying Process Approach significantly affects on the students competency in Writing Descriptive Text. It can be seen from the data which had obtained of pre-test and post-test in experimental group. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 17.36 was higher than t-table 2.00. It means that the alternative hypothesis Ha was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying Process Approach and after they were taught applying Process Approach. Therefore, the writer tries to give some suggestion as follow:

(1) The English teachers, especially for English teachers of MTs. Islamiyah, Medan. They can try the of Process Approach on students' writing descriptive text. Students are easier and motivated to learn English.

English should select technique that are not only interesting but also appropriate to the subject and the students need. So, teachers can use Prosess Approach as an active teaching technique in the class.

(2) The students, the students should be active in the classroom because in the Prosess Approach the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

(3) Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX 1

LESSON PLAN
(EXPERIMENTAL GROUP)

Name of School   : MTs. Islamiyah Medan

Subject   : English

Class   : VIII

Types of Text   : Descriptive Text

Skill   : Writing

Time allocation   : 2 x 40 Minutes

A. Competence Standard

Expressing the meaning in functional written text and simple short essay in form descriptive and recount to interact with the surroundings.

B. Basic Competence

Expressing the meaning and rhetoric step in simple short essay by using variety of written language accurately, fluently, and available for doing interaction with the nearest environment in form descriptive and recount text.

C. Indicator

1. Understanding definition of descriptive text.
2. Understanding types and the characteristic of descriptive text.
3. Write the descriptive text with the certain topic.

D. Learning Objectives

At the end of lesson, the students are expected to be able to :

1. Define sentences into meaningful text in the form of descriptive text.
2. Understanding types and characteristic of descriptive text.
3. Writing an essay in the form of decriptive text based on the topic.

E. Learning Material

1. Definition of descriptive text

   Descriptive text is a group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

2. The characteristics of descriptive text

   a. Generic Stucture
      - Identification : Identify phenomenon to be describe. It contains some information of name, occupation or special character of person, thing, animal and place.
      - Description : To describe the characteristics features of the subject. For example, physical appearance, habitual behavior.
   b. Social function : to describe a particular person, place, thing or animal.
   c. Language features :
      - Focus on specific participants.
      - Use of adjectives.
      - Use of simple present tense.

Example of Descriptive text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

F. Learning Method

Process Approach.

G. Teaching Learning Process

1. Pre activities

- Researcher gives greetings to students at beginning of class.
- Researcher asks students condition.
- Researcher leads to pray together.
- Researcher checks the presence of students.
- Researcher delivers the objectives of the learning.

2. Core activities

Eksploration

- Students are asked to explain the meaning of descriptive text.
- Researcher explain about the definition of descriptive text.
- Researcher explain about the characteristics of descriptive text.
- Researcher gives an example (My Mother).

- Students read the text.
- Students identified the generic structure which in the text.

Elaboration

- Students are divided into some groups.
- Researcher give exercise
- Researcher show a picture (Joko Widodo).
- Students are asked to describe the image.
- Students discussed to expand their ideas into notes.
- Students are asked to organize ideas into descriptive text.
- Students write the result of their discussion in the paper.

Confirmation

- After the students have finished discuss. The leader of groups are asked to presentation their result in front of the class.

3. Closing activities

- Researcher attracts the students to ask.
- Student conclude the material.
- Close the meeting

H. Learning Activity

Meeting 1 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher introduces herself. c. the researcher checks the attendance list.	10'

	d. the researcher delivers the objectives of the learning.	
Main	**Pre test activity** a. the researcher explains descriptive text. b. the researcher asks the students to make descriptive text about Joko Widodo. c. the researcher collect the answer sheet.	65'
Closing	a. the researcher greets the students.	5'

Meeting 2 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together. c. the researcher checks the attendance list.	10'
Main	**Treatment activity** a. the researcher explain more detail about descriptive text. b. the researcher explain about the generic structure of descriptive text. c. the researcher give example of descriptive text for example "my mother".	65'

Section	Learning Activities	Time Allocation
	d. the researcher ask the students to identify the generic structure of the text (my mother).	
Closing	a. the researcher greets the students.	5'

Meeting 3 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together. c. the researcher checks the attendance list.	10'
Main	**Treatment activity** a. the researcher review the last meeting the material about identify generic sturucture of descriptive text. b. the researcher explains about Process Approach. c. the researcher shows the picture (Joko Widodo). d. the researcher ask the students to make a group. e. the researcher ask the students to describe the picture and then students discussed to expand their ideas into notes. f. students are asked to organize ideas	65'

	into descriptive text.	
	g. After the students have finished discuss. The leader of groups are asked to presentation their result in front of the class.	
Closing	a. the researcher greets the students.	5'

Meeting 4 (2 x 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together. c. the researcher checks the attendance list.	10'
Main	**Post test activities** a. the researcher asks the students to make descriptive text about Joko Widodo, maximum 200 words. b. the researcher collect the answer sheet.	65'
Closing	a. the researcher greets the students.	5'

I. Learning Source

Text Book   : English in focus For Grade VIII Junior High School (SMP/MTs).

Picture   :https://www.google.com/search?q=jokowi&client=firefox-b-ab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiJ7bH-xdTZAhUbTo8KHX5_CiMQ_AUICigB&biw=1366&bih=664#imgrc=HYnnMl81mvM-fM:

J. Media and Tools :

- Media : Powerpoint Slide.
- Tools : Laptop, Projector, Marker.

K. Assessement

- Indicator :
    1. Understanding definition of descriptive text.
    2. Understanding the characteristic of descriptive text.
    3. Write the descriptive text with the certain topic.
- Technique   : Written.
- Instrument Form : Essay Test.
- Intrument Item   :

    Please write a descriptive text by the topic "Joko Widodo", maximum 200 words.

Assessment Score :

Maximum score of each element = 25

Maximum score = 100

Score = *scoring of the test* X 100

               maximum score

Rubric Assessement

Element	Score
Content	13-30
Organization	7-20
Vocabulary	7-20
Language	5-25
Mechanism	2-5

Standard of each element :

Excellent	21-25
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

Medan,   February 2018

English Teacher   Researcher

Abdan Ebin Purba S.Pd   Rini Rahmadhani Nasution

Headmaster of MTs Islamiyah Medan

Rustam Hasibuan S.Pd.I

LESSON PLAN
(CONTROL GROUP)

Name of School : MTs. Islamiyah Medan

Subject : English

Class : VIII

Types of Text : Descriptive Text

Skill : Writing

Time allocation : 2 x 40 Minutes

A. Competence Standard

Expressing the meaning in functional written text and simple short essay in form descriptive and recount to interact with the surroundings.

B. Basic Competence

Expressing the meaning and rhetoric step in simple short essay by using variety of written language accurately, fluently, and available for doing interaction with the nearest environment in form descriptive and recount text.

C. Indicator

1. Understanding definition of descriptive text.
2. Understanding types and the characteristic of descriptive text.
3. Write the descriptive text with the certain topic.

D. Learning Objectives

At the end of lesson, the students are expected to be able to :

1. Define sentences into meaningful text in the form of descriptive text.
2. Understanding types and characteristic of descriptive text.
3. Writing an essay in the form of decriptive text based on the topic.

E. Learning Material

1. Definition of descriptive text

   Descriptive text is group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

2. The characteristics of descriptive text

   a. Generic Stucture

   - Identification   : Identify phenomenon to be describe. It contains some information of name, occupation or special character of person, thing, animal and place.

   - Description   : To describe the characteristics features of the subject. For example, physical appearance, habitual behavior.

   b. Social function   : to describe a particular person, place, thing or animal.

   c. Language features   :

   - Focus on specific participants.
   - Use of adjectives.
   - Use of simple present tense.

Example of Descriptive text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

F. Learning Method
Lecturing Method.

G. Teaching Learning Process
1. Pre activities
- Researcher gives greetings to students at beginning of class.
- Researcher asks students condition.
- Researcher leads to pray together.
- Researcher checks the presence of students.
- Researcher delivers the objectives of the learning.

2. Core activities

Eksploration

- Students are asked to explain the meaning of descriptive text.
- Researcher explain about the definition of descriptive text.
- Researcher explain about the characteristics of descriptive text.
- Researcher gives an example (My Mother).

- Students identified the generic structure which in the text.

Elaboration

- Students are divided into some groups.
- Researcher give exercise and explains the instruction.
- Students make the descriptive text with the topic "Joko Widodo"
- Students write the result of their discussion in the paper.

Confirmation

- After the students have finished discuss. The leader of groups are asked to presentation their result in front of the class.

3. Closing activities

- Researcher conclude the material.
- Close the meeting

H. Learning Activity

Meeting 1 (2 x 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher introduces herself. c. the researcher checks the attendance list. d. the researcher delivers the objectives of the learning.	10'
Main	**Pre test activity** a. the researcher explains descriptive text.	65'

Section	Learning Activities	Time Allocation
	b. the researcher asks the students to make descriptive text about Joko Widodo. c. the researcher collect the answer sheet.	
Closing	a. the researcher greets the students.	5'

Meeting 2 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together. c. the researcher checks the attendance list.	10'
Main	**Treatment activity** a. the researcher explain more detail about descriptive text. b. the researcher explain about the generic structure of descriptive text. c. the researcher give example of descriptive text for example "my mother". d. the researcher ask the students to identify the generic structure of the text (my mother).	65'
Closing	a. the researcher greets the students.	5'

Meeting 3 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together. c. the researcher checks the attendance list.	10'
Main	**Treatment activity** a. the researcher review the last meeting the material about identify generic structure of descriptive text b. the researcher ask the students to make a group c. Students make the descriptive text with the topic "Joko Widodo" d. After the students have finished discuss. The leader of groups are asked to presentation their result in front of the class.	65'
Closing	a. the researcher greets the students.	5'

Meeting 4 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students. b. the researcher leads to pray together.	10'

	c. the researcher checks the attendance list.	
Main	**Post test activity** a. the researcher asks the students to make descriptive text about Joko Widodo, maximum 200 words. b. the researcher collect the answer sheet.	65'
Closing	a. the researcher greets the students.	5'

I. Learning Source

Text Book : English in focus For Grade VIII Junior High School (SMP/MTs).

J. Media and Tools :

- Media : Powerpoint Slide.
- Tools : Laptop, Projector, Marker.

K. Assessement

- Indicator :
  1. Understanding definition of descriptive text.
  2. Understanding the characteristic of descriptive text.
  3. Write the descriptive text with the certain topic.
- Technique : Written.
- Instrument Form : Essay Test.
- Intrument Item :
  Please write a descriptive text by the topic "Joko Widodo", maximum 200 words.

Assessment Score :

Maximum score of each element = 25

Maximum score = 100

Score = *scoring of the test* X 100

           maximum score

Rubric Assessement

Element	Score
Content	13-30
Language use	2-25
Organization	7-20
Vocabulary	7-20
Mechanism	2-5

Standard of each element :

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Very Good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

Medan,   February 2018

English Teacher   Researcher

Abdan Ebin Purba S.Pd   Rini Rahmadhani Nasution

Headmaster of MTs Islamiyah Medan

Rustam Hasibuan S.Pd.I

APPENDIX 3

INSTRUMENT OF RESEARCH
WRITTEN TEST

A. Pre-Test and Post-Test for Experimental Group

Instruction :

1. Please write a Descriptive text by the topic "Joko Widodo", maximum 200 words.

B. Pre-Test and Post-Test for Control Group

Instruction :

1. Please write a Descriptive text by the topic "Joko Widodo", maximum 200 words.

APPENDIX 5

ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO.	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Al-Fiyan				
2	Adinda Puspita Hati				
3	Adisty Yulia Rangkuti				
4	Adriyani Safa Simatupang				
5	Amirah Syarifah Sirait				
6	Cut Asma Kesuma Dani				
7	Cut Asmi Kesuma Dani				
8	Fitriani Ritonga				
9	Fania Rahma Yunanda				
10	Hakila Khairunnisyah				
11	Hanif Hasibuan				
12	Heppy Ariani Harahap				
13	Khairil Ikhsan				
14	Karini Yohana Nasution				
15	Lala Amanda				
16	Mhd. Zaldy Marshando				
17	Mhd. Zaki Abdullah				

No	Name				
18	Mhd. Surya Ritonga				
19	Mhd. Irham Siregar				
20	Mhd. Ravi Maulana				
21	Nia Azania Khairani				
22	Ricky Andika Harahap				
23	Roiseihan Rambe				
24	Rabiul Marzuki Ritonga				
25	Sofia				
26	Sukma Kencana				
27	Sakinah				
28	Syahira Nadira				
29	Tissya				
30	Wahyu Ramadhan				

Medan,   February 2018

The Headmaster of MTs. Islamiyah Medan   The Researcher

(Rustam Hsb, S.Pd.I)   (Rini Rahmadhani Nst)

APPENDIX 6

ATTENDANCE LIST OF CONTROL GROUP

No.	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Ariya Sahputra				
2	Aidil Rizki Sitanggang				
3	Amelia Wahyuni				
4	Chandra Wira Harahap				
5	Citra Ayu Senada				
6	Chintami Larasati				
7	Dinda Chairani Syahputri				
8	Fasa Albani				
9	Gilang Ramadhan				
10	Indana Zulfa				
11	Jesika Putri Qori Pohan				
12	Mhd. Alfa Ressa				
13	Randi Chadirsyah Srg				
14	Mhd. Yunus Khoir				
15	Mhd. Wahyu Solihin				
16	Mhd. Akbar Kurniawan				
17	Mhd. Raihan Wiratama				

No	Name				
18	Mhd. Vicky Azhari				
19	Mhd. Raihan Hadiansyah				
20	Nadila Ariani				
21	Naila Ananda				
22	Nazwa Balkis Lubis				
23	Rizky Nugraha				
24	Roy Syahputra Panggabean				
25	Rifli Ananda				
26	Amruh Azhari Daulay				
27	Salsabillah				
28	Tengku Noval Ramadhan				
29	Putri Wulandari				
30	Wahyu Ananda				
31	Yofan Febryan				
32	Zhafira Handayani				

Medan,   February 2018

The Headmaster of MTs. Islamiyah Medan   The Researcher

(Rustam Hsb, S.Pd.I)   (Rini Rahmadhani Nst)

APPENDIX 7

The scores of Pre-Test and Post-Test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)
1	AF	52	93
2	APH	56	89
3	AYR	55	89
4	AS	49	91
5	ASS	59	86
6	CAKD	57	91
7	CK	55	89
8	FR	48	93
9	FRY	56	89
10	HAH	52	93
11	HK	59	92
12	KI	57	91
13	KYN	60	87
14	LA	60	90
15	MZM	58	92
16	MZA	50	89
17	MSR	60	93
18	MIS	58	89
19	MRM	57	89
20	NAK	61	93
21	RAH	54	91
22	RR	58	90
23	RMR	44	85
24	SF	56	94
25	SK	44	91
26	SH	58	86
27	SN	56	90
28	TS	55	86
29	WR	49	83
30	HH	50	89
Total		**1643**	**2693**

APPENDIX 8

The scores of Pre-Test and Post-Test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AS	39	56
2	ARS	51	61
3	AW	46	61
4	CWH	36	55
5	CAS	36	58
6	CL	51	66
7	DCS	37	61
8	FA	59	70
9	GR	45	69
10	IZ	55	65
11	JPQP	39	61
12	MAR	56	64
13	RCS	55	62
14	MYK	48	60
15	MWS	51	64
16	MAK	54	68
17	MRW	50	66
18	MVA	50	61
19	MRH	49	64
20	NA	57	70
21	NA	49	68
22	NBL	47	62
23	RN	47	63
24	RSP	38	53
25	RA	38	51
26	AAD	57	69
27	SS	53	65
28	TNR	56	67
29	PW	53	68
30	WA	50	67
31	YF	57	69
32	ZH	55	70
	TOTAL	**1564**	**2034**

APPENDIX 9

DOCUMENTATION
(EXPERIMENTAL CLASS)

When the Researcher give Pre-Test

When the Researcher Applying Process Approach

When the Researcher give Post-Test

APPENDIX 21

CURRICULUM VITAE

Name   : Rini Rahmadhani Nasution

Place and Date Birth : Medan, 26 January 1997

Age   : 21 Years Old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital Status   : Not Married

Adress   : Jl. Mesjid Taufiq Gg. Pelita b No. 10 Kel. Tegal Rejo,

                                        Kec. Medan Perjuangan

Phone Number   : 082370062009

Email   : Rininasution58@gmail.com

Parents' Name

Father   : Asmuddin Nasution, S.Sos

Mother   : Sari Hartati

Education

2002-2008   : SD Muhammadiyah 21 Medan

2008-2011   : SMP Muhammadiyah 49 Medan

2011-2014   : SMK Josua Medan

2014-2018   : Student of English Department of FKIP, UMSU 2018

until Reaching the Degree of Sarjana