

# **THE EFFECTIVENESS OF USING STORY CIRCLES IN TEACHING WRITING AT SEVENTH GRADE OF STATE JUNIOR HIGH SCHOOL 1 MERLUNG**

**THESIS**



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**ENGLISH EDUCATION STUDY PROGRAM**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
**THE STATE ISLAMIC UNIVERSITY OF SULTHAN THAHA SYAIFUDDIN**  
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# THE EFFECTIVENESS OF USING STORY CIRCLES IN TEACHING WRITING AT SEVENTH GRADE OF THE STATE JUNIOR HIGH SCHOOL 1 MERLUNG

## THESIS

*Submitted as Pratial Fulfillment of Requirement to Obtain Undergraduate (S1) Degree at English Education Program Faculty of Tarbiyah and Teacher Training*



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Student's Number : 205180024  
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## ORIGINALITY THESIS STATEMENT

I who signed below statement that the thesis that I arrange as a requirement to get under graduate degree which is entitled **“The Effectiveness of Using Story Circles in Teaching Writing on Seventh Grade of the State Junior High School 1 Merlung”** is originally and truly my own work. As certain parts of the thesis I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, and ethics of scientific writing.

If later found that some parts the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the sequences in accordance with the rules and regulation preveil. Therefore, in writing this statement I am in good helth and mind.

Jambi, 25 Januari 2023



Marti Suhana

205180024

## DEDICATION

Thanks to Allah subhanahu wata'ala, The most Gracious, the most Merciful, the Creator of the Universe for giving the blessing and leading me, hence, I could finally finish writing this thesis. Sholawat to the Prophet Muhammad Shallallahu „alaihi wasallam. His presence really change the world.

I fully dedicate this thesis to two great people in my life, my father Jamari and, the late my mother Gardeni. Both of them have made everything possible so that I can reach the stage where this thesis is finally finished. Thank you for all the sacrifices, advice and good prayers that you never stop giving me. I am forever grateful for having you as my parents.

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## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*Verily, with every difficulty there is ease.*

*(Al-Insyirah:6)*

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The researcher realized that this thesis would have been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following parties for their contribution:

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It is expected that this thesis will give contribution to the Students of English Education Program especially in learning process. Then, the researcher realized that this thesis is still far from being perfect.

For that reason, the researcher hopes constructive critics and suggestion from readers for the perfection of this thesis. May Allah SWT always gives guidance and blessing to us. *Amin Ya Rabbal Alamin.*

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## ABSTRACT

Name : Marti Suhana  
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Title : The Effectiveness of Using Story Circles in Teaching Writing At Seventh Grade of the State Junior School 1 Merlung.

This study aims to determine the effect on the writing achievement of class VII students of SMP Negeri 1 Merlung. In addition, this study aims to find significant differences between students who are taught using the Story Circles technique and students who are not taught using the techniques taught by the teacher. This research is a quantitative research with a quasi research design. Subjects The population of this study was 60 students consisting of 30 students in the experimental class and 30 students in the control class. By using the purposive sampling method, researchers must find information about the population and determine research objectives so that the research sample is relevant. Therefore, researchers chose these two categories as research samples based on several criteria; they have the same characteristics and abilities in English subject, the number of students in each class is the same, they are in the same class. The data analysis used was a written test. The results of this study indicate that the application of the Story Circles technique has an effect on students' writing achievement. Independent samples and paired t test results. The average result of the same group that was taught using Story Circles got a value of 0.000 which can be seen from the hypothesis criteria if the result is less than 0.05 it means that  $H_0$  is accepted. And the results of the independent sample t-test showed an average difference of 9.26580 and a significant 2-tailed  $\leq 0.05$  ( $0.001 \leq 0.05$ ). It can be concluded that there is a significant difference in the effect on students' writing abilities between students who are taught using the Story Circles technique and students who are taught with conventional techniques or from teachers at SMPN 1 Merlung.

**Keywords:** Story Circles Technique, Writing Achievement, Descriptive Text



## ABSTRAK

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Jurusan : Pendidikan Bahasa Inggris  
Judul : Keefektifan Penggunaan Story Cricles dalam Mengajar Menulis  
Di kelas VII SMP Negeri 1 Merlung

Penelitian ini bertujuan untuk mengetahui pengaruh terhadap prestasi menulis siswa kelas VII di SMP Negeri 1 Merlung. Selain itu, penelitian ini bertujuan untuk menemukan perbedaan yang signifikan antara siswa yang diajar menggunakan teknik Story Circles dan siswa yang tidak diajar menggunakan teknik diajarkan oleh guru. Penelitian ini merupakan penelitian kuantitative dengan desain penelitian semu. Subjek Populasi penelitian ini berjumlah 60 siswa yang terdiri dari 30 siswa kelas eksperimen dan 30 siswa kelas kontrol. Dengan menggunakan metode purposive sampling, peneliti harus mencari informasi tentang populasi dan menentukan tujuan penelitian agar sampel penelitian relevan. Oleh karena itu, peneliti memilih kedua kategori tersebut sebagai sampel penelitian berdasarkan beberapa kriteria; mereka memiliki karakteristik dan kemampuan yang sama dalam mata pelajaran bahasa Inggris, jumlah siswa di setiap kelas sama, mereka berada di kelas yang sama. Analisis data yang digunakan adalah tes tertulis. Hasil penelitian ini menunjukkan bahwa penerapan teknik Story Circles berpengaruh terhadap prestasi menulis siswa. Hasil uji Independent Samples dan Paired t test. Hasil rata-rata kelompok yang sama yang diajar menggunakan Story Circles mendapat nilai 0,000 yang dapat dilihat dari kriteria hipotesis jika hasilnya kurang dari 0,05 berarti  $H_0$  diterima. Dan hasil independent sample t-test menunjukkan perbedaan rata-rata 9,26580 dan signifikan 2-tailed  $\leq 0,05$  ( $0,001 \leq 0,05$ ). Dapat disimpulkan bahwa ada perbedaan pengaruh yang signifikan terhadap kemampuan menulis siswa antara siswa yang diajar dengan teknik Story Circles dan siswa yang diajar dengan teknik konvensional atau dari guru di SMPN 1 Merlung.

**Kata kunci:** Teknik Story Circles , Pencapaian Menulis, Descriptive Text



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## CHAPTER I INTRODUCTION

### A. Background of the Study

Writing is one of the four skill that taught in teaching English. Through writing, students can express their feeling and express what they want to say to the reader in written form. It also gives the students a chance to give some information, influence thoughts, ideas, and opinions with others. Writing activity begins by thinking about what is going to be written and collecting ideas both formally and informally. According to Fawcett (2012), writing is a life skill that can be learned. Learning it requires a process because writing is not a magical ability that only some people have. It means to have skill in writing, we must go through a process because writing is a productive skill.

Spratt, Pulvernes, and Williams (2011) statet that writing is a productive skill that means it involves producing language rather than receiving it. According to them, writing is communicating a message by making signs on a page that uses letters and words that are combined to make a sentence or series of sentences that connect and to communicate the message in such a way as to convey our message. This definition shows that writing is a skill for conveying message through written text. In other words, writing is communication between the writer and the reader with the use of printed symbols that uses letters and words to make series of sentences.

Writing is also the key to success in school, college, and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign companies need people with high writing skill level to help them makes contracts or documents in English.





Currently, The low writing ability of students in Indonesia can be seen from the small number of young writers in Indonesia. Most books published in Indonesia are written by adults. According to (Erni 2018) in organizing literacy forms about increasing writing motivation for the younger generation. In 2019, the United Nations Educational, Scientific and Cultural Organization (UNESCO) identified writing skills as the basic skills needed for communication, future learning, full participation in the economy, as well as political and social life and various other aspects of everyday life. Not only that, the weakness factor of students' competence in writing can be seen from the results of the Program for International Student Assessment (PISA) survey issued by the Organization for Economic Cooperation and Development (OECD) in 2015 which found that improving the writing competence of Indonesian children was ranked 60<sup>th</sup>.

Writing is not an easy way to learn because writing is one of the most complicated skills to learn because it contains some aspects such as grammar competence, vocabulary and the generic structure of the text. Some of language learners get some difficulties in writing process. Most of the English learners might agree that writing is the most difficult skill to master Brain (2009). Students also should know about their problems in writing especially when they want to construct the word and determine about the text that they want to write. It is very important when the students know about the text. So it will be easier for them to construct the word.

Research observations on January 31, 2022, inquired about problems in writing or writing descriptive text problems that occurred at school. What has been conveyed by the teacher can be concluded. Problems faced by class VII students of SMP N 1 Merlung. Students feel that writing is a difficult subject. It is because lack of mastery of grammar and vocabulary, not only that students have to express their ideas for brains on paper to write, this makes them less interested in learning English. The most common problems are found in writing, finding the right vocabulary, and they feel bored. Most do not know how to start writing because they feel confused. The factor is due to the lack of learning English in elementary schools and the absence of learning at home.



Story circle is collaborative works that begin by the teacher as the trigger in this activity. The students write and support each other in this activity. According to Harmer (2007), story circle as a writing activity in which each student in the group has a piece of paper on which they write the first line of a story which the teacher dictates them. Moreover, the story circle is useful to build community within a group and explore the social sense of the learners.

Specific problems faced by students during the practice of writing descriptive texts can be influenced by several factors. The first problem is in the pre-writing phase, students have difficulty in generating ideas. Second, students feel writing descriptive texts in English is a challenge because they lack vocabulary, so they face difficulties in translating their ideas into English. Third, students' lack of knowledge about grammar, which makes it difficult for students to arrange words in the right way. Fourth, students have difficulty in conceptualizing their ideas into written form that is in accordance with the general structure of the descriptive text.

Based on the explanation and the problem, the researcher is interested in conducting a research entitled " **The Effectiveness of Using Story Circles in Teaching Writing at Seventh Grade of the State Junior School 1 Merlung**".

### **B. Identification of problems**

Based on the background described above, it can be identified the problems of writing skills contained in this study in grade VII students of SMPN 1 Merlung. Students usually write texts without understanding the whole way of writing. This can be caused by factors, lack of understanding of grammar and vocabulary, or lack of insight in developing an idea in writing. Students feel that writing skills are difficult and boring.

### **C. Limitation of the problem**

Based on the identification of existing problems, the writing limits the problem to be more focused, so this research is only limited to the problem of whether there is an increase in learning interest in using the story circle method in learning English at State Junior High School 1 Merlung.



#### D. Formulation of the Problem

Based on the background of the problem above, the problems raised in this study are:

- 1) Is there any significant effect of story circles method on descriptive text writing skills of seventh graders at SMP Negeri 1 Merlung?
- 2) Is there any significant different between use who are taught by story circle and those by teacher's method who are not ?

#### E. Objectives of the Research

- 1) Knowing the differences in the abilities of students who take part in learning writing descriptive texts, between students who take part in learning using the story circle method, with students following learning without using the writing method using story circles at SMPN 1 Merlung.
- 2) Knowing the effectiveness of learning to write descriptive texts for students compared to students without the application of the story circle writing method at SMPN 1 Merlung.

#### F. The Significance of the Research

The significance of the research are:

##### 1. Researchers

Researchers as prospective English teachers become more understanding about the problems that occur in learning to write, especially writing descriptive text. Therefore, the researchers applied writing method by way of story circle in learning to write descriptive text.

##### 2. Teachers

This research provides input to improve the ability of students in the field of writing, especially in learning to write descriptive texts by applying the story circle method.

##### 3. For students

The results of this study are expected to provide good theoretical knowledge as well as the application and practice of writing descriptive texts through the method of writing story circles, as well as being a stimulus in



motivating students to develop and increase their creativity in pouring ideas into descriptive texts.

### G. Operational Definitons

#### a. Story Circle

Story circle is a technique used to examine the improvement of writing skills of junior high school and high school students, this technique is used to make it easier for students to express their ideas for writing.

#### b. Writing

Writing is a skill that is used as a complete ability in the form of understanding words, grammar, and sentences. To make writing more understandable.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Review

#### 1. Definition of Writing

Writing is one of the skills that are difficult for students to understand. According to Maggie Sokolik, writing is an emotional process to generate ideas and thoughts about presenting effectively in written form (Nunan, 2015, p.78). That is, writing is an activity that is difficult for every student to do. Learners need the ability to manage their ideas and thoughts about how to express them in written form. According to Jozsef, writing is a complex person's activity that involves developing ideas, capturing knowledge and experiences with the subject (Jozsef, P.5).

In addition. According to Richard, writing is a difficult skill to master in second language learning in assembling grammatically correct sentences. In addition, Hoover also emphasized that writing is related to three skills, namely reading, listening and speaking. That is, writing is a way to convey ideas in written form. (Hoover 2008, p.1). From all the definitions above, it can be concluded that writing is a process to express an idea in written form effectively.

#### 2. Genres in Writing

According to Applagate (2019), stated the there are 5 types genre in writing:

##### 1) Expository writing

Expository or biographies is the types of writing to explain things, commonly found in the school. This genre has purpose to explain a person, place, things or idea in a way to give reader understand with the topic.

##### 2) Journal and letter writing

This genre different with expository, this type explain something and is more personal than older forms.

##### 3) Narrative writing

Narrative writing is usually work as well as autobiographies and histories





#### 4) Persuasive writing

This genre has more pointed purpose, this genre always attempts to lead the readers to do what writer request of him.

#### 5) Descriptive writing

Sometimes writing is performed imply to express emotion, display feeling or merely as fun exercise. Writing as art encompasses many topics and may or not may have a deep meaning or purpose. This genre can spill in the other genres but will typically look much different in the process.

### 3. Writing Proses

According to Walter, The writing process is a learning approach that engages in writing even while developing reading and speaking literacy skills (Walter 2004, p.78). There are four stages in the writing process, namely pre-writing, drafting, revision, and editing (Renandya 2002, p.316).

#### a. Pre-Write

At this stage, students will be given a stimulus to get ideas. There are several steps in this stage to start writing, namely Group Bainstorming, Clustering, Rapid Free Writing, and WH – Questions. First, students will be divided into several groups. Each group gives an idea about the topic given by the teacher. Second, students will be given the form of words related to the topic given by the teacher. Then the words are circled and connected with a line. Third, students are only given 1 to 2 minutes, each student is given the freedom to write quickly and write words about the topics that have been given. Finally, students must make a question that is what, who, where, when, why and how about a topic.

#### b. draw

Drawing is a topic concept that directs students in the writing process. An arrangement that contains the most important points or main ideas in a topic. At this stage students are focused on writing fluency.



c. Revise

At this stage, students revise the writing they have done each. This stage not only checks for language errors but also improves the global content and organization of ideas so that students' writing becomes clearer to the reader. According to Barnet, this stage gives writers to find out students' weaknesses in writing. The best way to write is to revise it a few days later (Barnet, p.25) Because by revising the parts where there are errors we can find out. This process students are involved in tidying up their writing. In the editing stage, students can edit either alone or with friends for grammar, spelling, punctuation, sentence structure and others.

#### 4. The Importance of Writing

According to Chappell (2011), stated that writing is essential it brings a lot of advantages. It is really easy to find what the advantages of writing. In education, communication, states that the more cultivated and more technologically is the more use he will make the written language. This means that writing play very important role in a modern society. writing is another way of conveying ideas, examples that are around us such as many writings such as books and newspapers or journals. In addition to examples of writing that we can find the importance of writing can also be seen everyday in the field of education and business.

Based in information above shows writing is a complex activity but also important (Yinger, Robert, 1985) writing and learning and suggests that involving children and adults with meaningful writing occasions such as journal writing may be one method to communicate the importance of writing, not only as a fundamental communicative skill, but also as a means for personal learning and development.

The third importance of quality writing skill (Klimova,2012) has already shown us that written product is often the result of thinking, drafting, and revising. The researcher should focus on students in generating ideas, how to organize them coherently, how to use discourse markers to put them cohesively into a written



text. And also how to revise text for clear meaning, how to edit text for appropriate grammar, and how to produce.

Academicians and business people see that writing skills are crucial. For academics writing skills can be a ticket for him to enter a good university and get good academic scores. From the statement above research conclude that writing is very important as one media of communication that can help people have a good socialization, can express idea, feeling and opinion so that they can have a good interaction with their society, for example when they write letter application letter, or business transaction.

### 5. The Problem Writing

Student problem in writing occur mainly in how to write English, problem and difficulties in learning to write in English are caused, for example, lack of understanding of word. Vocabulary, word formation, and grammar. According Hildert in journal (Wildaakmalia et al., 2022). The problem factors in writing.1. Visual motor precaption problem, 2. Fine motor problems, 3. Visual memory problem.

#### a. Definition of Descriptive Text

According to Canavan, description is a discourse in which a writer gives a descriptive word about a place, object, person, or event. When a writer writes a descriptive text genre, it is necessary to have five senses to describe a place, object, person or event (Canavan, p. 144).In addition, according to Anderson, descriptive text is a type of factual descriptive describing a particular place, person, or thing. With the aim of telling about the subject by describing its features without including personal opinion (Anderson, p.26).Meanwhile, according to Angela, descriptive focuses on factual phenomena (people, objects, relationships). Linguistically descriptive texts are characterized by stative verbs, usually in the present tense, presentative there, and other ways of introducing adjectives, or noun phrases that identify or characterize references (Rotwell, p.25).

#### b. Descriptive Text Purpose

According to Mahsun, the purpose of descriptive is to create thoughts and visual images that are in the minds of readers. The author becomes an illustration



that describes with words Mahsun (2014, p. 45). Another purpose of writing descriptive text is to make the reader follow what the author wrote. The main purpose of descriptive is to enable the reader to imagine what the author is describing.

Based on the explanation above regarding the purpose of descriptive text, it can be concluded that the purpose of this descriptive text is to create thoughts and images of the author, so that the reader experiences what is described and makes the reader explore what is described.

### c. Descriptive Text Language Features

There are several linguistic characteristics of descriptive text.

- a. proper noun
- b. Adjective
- c. Action verb
- d. Simple present tense
- e. Verbs think and feel

### d. Descriptive Text Generic Structure

In the general structure, there are special characteristics of language in the text, namely there are two generic structures in descriptive text.

- a. Identification is identifying or introducing the character to be described.

Usually there is an object name, object type, and so on.

- b. Description is the part that describes the characteristics, qualities specifically.

### e. Kind of Descriptive text

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

#### 1) Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process

#### 2) Describing an event



To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

### 3) Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

### 4) Describing a place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market

### 5) Describing an object

To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

## 6. The Importance of Descriptive text

There is relates with how people use the descriptive text to reach their goals in learning, according to (Grabe, and Kaplan) provide the purpose of descriptive test for both lecturers and students. Descriptive text can be divided from its purpose, generic structure and language feature. The purpose in descriptive writing is to engage the readers' attention, to create characters, to set a mood or create an atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

Therefore, the ability to write descriptive texts is important to improve students' literacy in the Junior High School. Descriptive text as a material is the one of the text which is suitable to be combined with guided writing strategy because the strategy help students to develop their ideas and imagination in writing descriptive text. It is important to provide example of descriptive text and then discuss it with the students because it will give clear idea about what a good descriptive text is (the structure and the language features used). The discussion





then may happen in a small group of students or class discussion. After they review specific writing skill in groups, they can apply the skill through independent writing.

### 7. Definition of Story Circle

The story circle, or what is called the technique as circle writing, is another writing skill technique that involves groups of students and has them write the story in a circle by handing over their paper to the next student, after they have written the sentences in the circle, the paper they have in front of them. According to (Hermer. 2007) describes the circle story as a writing activity where each student in the group has a piece of paper on which they write the first line of the story that the teacher dictates to them. Then, they have to write the next sentence or connect the sentence to the previous story, they pass the paper from next to them, and they write the next sentence of their current story that is in front of them. Then they pass the paper to the next student and write again the next sentence of the new story they have now. In the end, when the papers are returned to its original owner's place, the students write a conclusion.

Based on the concept of this technique, written texts are produced by making students adapt their ideas that have been put forward by their friends before. (Welch. 2004) states that the concept of circle writing is a collaborative writing activity in which students add ideas to each other with stories that are partially written by students for students, and ideas are generated as students adapt to each new paper. In other words, students' creativity, in this case writing techniques, is very important to generate ideas and written texts. They are not allowed to write the same sentence for each paper so. So, they have to read from their friends' text the sentences already written on the page before they write the sequence.

From the explanation above, it can be concluded that the story circle is a writing activity in which students sit and work together in a circle, passing the paper after writing their own sentence, and adding the next sentence on the paper they have in front of them. He not only adds the same few sentences to each





paper, but students have to creatively write the next sentence by adapting the ideas that have been written by their friends before.

In this study, the Story Circle procedure applied was adapted from Harmer's Story Circle. Generally, students still follow the steps described before. However, the author tried to customize Harmer's Story Circle by adding and removing a few steps. For example, the author omitted steps in which the teacher dictated the first line of a story, and added steps with the teacher reading the story to students twice. In addition, students would not write a new story, but they were asked to write a new version of the story they had heard from the previous teacher. The effectiveness of using story circles for writing can increase students' interest in writing.

#### 1) Procedure of Teaching Writing Using Story Circle

(Harmer,2007) stated, there are steps of story circle:

- a) The students are in a group sitting in a circle. Each group consist of 5-10 students
- b) Each group has a blank sheet of paper in front of them
- c) The teacher dictates a sentence (example: about about the condition of the world in 2020-2022, that is covid19)
- d) All students write it at the top paper in 3-5 minutes
- e) The students now write the next sentence of the story. Which has just been passed to them.
- f) When they have finished. The teacher asks everyone to pass their paper to the person on their left.
- g) They all now have to write the next sentence of the story on their paper in front of them.
- h) The procedure continues until the paper is returned to the first writer.
- i) Lastly, the explanation above, it can be concluded that story circle can help student to imagine in writing and student can exchange ideas with their group.



## 2) Advantages of Story Circle Method

According Sumirat (2014) states that the advantage of story circles method, they are:

- a) The Story Circle is a highly effective, practical way to help students organize story content into a coherent whole.
- b) It is an effective strategy for exceptional and low achieving students.
- c) Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
- d) The concrete representations help students in visualizing the story.
- e) Students can more easily see how the story works, knowledge they continually apply when they predict what might happens next in one story after another.
- f) It enables students to store informations in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately

## 3) Disadvantages of Story Circle Method

According Sumirat (2014) states that the disadvantages of storycircle method they are:

- a) The method will takes time as teacher should really monitor students work.
- b) It will hard for students who do not want to choose writing as scoure of information and recreational activity.
- c) Teacher needs more time motivate students more in writing before applying the method.
- d) Teacher needs to provide various and intereting story circles to stimulate students to write more.

### B. Relevant Studies

There are several studies that are relevant to this research such as:follow. Previous research related to the first is the Effectiveness of Story Circles to Improve Students' Writing Ability in Class VIII Students of SMP Negeri 1 Sungguminasa. Gowa".by (Alfin Fathil Difan, 2017). English Depertement. University of Muhammadiyah Makassar. The purpose of this research is to find



out how to improve the writing of narrative text through the story circle method. The results of this study are positive results from the application of the story circle method in writing narrative texts. They find it useful especially in the aspect of better writing content.

The second related previous study is the Influence of Using Story Circle Towards students' Narrative Text Writing Ability at the first Semester of Ninth grade at MTs Negeri 2 Bandar Lampung. Thesis (2019) by (Imelda Ayu Widyaswara), English Department, Raden Intan State Islamic University, the purpose of this research it showed that by using story circle believed that students' writing will be improved, students will enjoy learning together as their learning can be facilitated through working in group.

The third related previous study is that the use of Story Circle for teaching writing to the first semester eighth graders of SMPN 1 Pringsewu in academic year 2014/2015. Fini Fransiska journal's ( S et al., 2016 ). It will method story circle in teaching, learning writing will make good chance for students to develop their writing ability.

The fourth previous study was conducted by Abdul Azis Rifaat (2019) entitled "Story Circle Technique to Help Non-English Major Students in Writing Narrative Text". The research methodology of this study is a pre-experimental through one group of pre-test and post-test. The population and sample of the study are all the third semester students of STIK Siti Khadijah Palembang Nursing Science S1 Program in academic year 2018/2019. The total sample are 35 students. The sample was chosen through total sampling technique, in which the population is as the sample. The test carried out twice: pre-test and post-test. After the pre-test, the treatment is performed, and the post-test is performed after the treatment. The test results were analyzed by SPSS (Statistical Software Package for Social Sciences) using t test. The results show that there are significant differences in writing performance before and after applying story circle technique. It can be concluded that the story circle technique can improve the writing performance of S1 nursing course of STIK Siti Khadijah Palembang in the third semester in academic year 2018-2019.



The related previous study is the Effect of Using Circle Story Strategy on Students' Reading Comprehension of Narrative Text at Senior High School PGRI Tembilahan. By Devitri Andini (2017). English Department. State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. Means of experimental class of students' reading comprehension taught by using Circle Story strategy is 67.36 and it is categorized into Good category. Means of control class of students' reading comprehension taught without using Circle Story strategy is 54.13 and it is categorized into Enough category. From the analysis of T-test formula, it can be seen that  $t_{obtained}$  is 3.810. It is higher than  $t_{table}$  either in significance level of 5% = 2.03 or in significance level of 1% = 2.72. It can be seen that 2.03 > 2.72. It means that null hypothesis ( $H_0$ ) is rejected, while alternative hypothesis ( $H_a$ ) is accepted. It shows that using Circle Story strategy has a positive effect in increasing students' reading comprehension of narrative texts. Therefore, it also can be concluded that the use of Circle Story strategy has a significant effect on students' reading comprehension of narrative text at Senior High School PGRI Tembilahan.

The research "Effectiveness of Using Story Circles in Learning Writing Skills in Class VII SMP Negeri 1 Merlung" has relevance to the five studies above, the first is relevant to the dependent variable, namely the effectiveness of writing skills, the ability to write narrative texts, learning to write, improving students' reading comprehension in writing narrative texts, and helping non-english students in writing narrative texts, the research method used is experiment. The five relevant studies above will be used as a comparison for this study..

The difference between this study and the previous research listed above is the difference in the subject matter of the ability to write narrative texts, reading comprehension skills, and helping non-English students write narrative texts, which have been effective in research. Meanwhile, the current research is using descriptive text to improve and make writing effective for seventh graders of junior high school. The dependent variable in this study is the effectiveness of writing descriptive text. Experimental research, which aims to test the



effectiveness of writing descriptive texts with the story circle method in class VII students of SMP Negeri 1 Merlung.

### C. Research Hypothesis

There are two hypothesis to be tested in this research. There are one null hypothesis (Ho) and one alternative hypothesis (Ha).

1. Ha = Alternative Hypothesis
2. Ho = Null Hypothesis

Ho : There is no significant effect on students' descriptive writing ability in class seventh at SMPN1 Merlung.

Ha : There is a significant effect on the descriptive writing ability of the seventh grade students' of SMPN1 Merlung.

Ho : There is no significant difference between the students taught by Story Circle method and those who are taught by teacher'.

Ha : There is significant difference between the students taught by Story Circle method and those who are taught by teacher's method





## CHAPTER III RESEARCH METHOD

### A. Setting of the research

This research was conducted at SMPN 1 Merlung for the 2021/2022 academic year. The research location is at SMPN 1. Merlung, Kec. Merlung, West Java. Jambi Province 36554. The author conducts studies and collects data on grade seventh students in Semester I and starts in November - December 2022-2023.

### B. Design of the research

According to Sugiyono (2012, P.79) there are two quasi-experimental designs: The forms are time series design and non-equivalent control group design. Design used in this study is a quasi-experimental design and using a non-equivalent control group design model. Before given Story Circles treatment, both the experimental group and the control group were given a test, namely pre-test, with the intention of knowing the condition of the group before doing the treatment of story circles. Then after being given treatment, the experimental group and the group control was given a test, namely post-test, to determine the condition of the group after treatment.

The first experimental class (taught with the using story circles techniques) and the second control class (not using story circles techniques). In addition, the two classes were taught using different writing techniques but both classes were taught by researchers with the same topic and the same duration of time. After determining the experimental and control classes, the researcher continued the treatment process. Treatment was given to the experimental class in eight meetings and also eight meetings in the control class. Each researcher meeting provides a different topic. At the end of the treatment, a post test was given to see the effect of the treatment on students' writing skills.

Finally, at the end of the study, the researcher compared the average scores of students' writing in the experimental class and the control class to prove whether students who were taught using the Story Circles Technique had better





writing skills in descriptive text than students who were not taught using the Story Circles Technique. at SMPN 1 Merlung.

**Table 3.1**  
**Design of Research**

| Class      | Step 1    | Step 2                                     | Step 3    |
|------------|-----------|--|-----------|
| Experiment | Pre Test  | Treatment by using story circles technique | Post Test |
| Control    | Post Test | Treatment by using conventional technique  | Post Test |

The study was conducted to determine whether there is an effective use of story circles in writing texts in seventh grade effect or not. The researcher presented as follows.

**Table 3.2 Non-equivalent control group design**

| Group              | Pre-test       | Treatment | Post-test      |
|--------------------|----------------|-----------|----------------|
| Experimental group | O <sub>1</sub> | X         | O <sub>2</sub> |
| control group      | O <sub>3</sub> | -         | O <sub>4</sub> |

*Desain Penelitian (Sugiyono, 2012)*

Where :

O1: Pre-test Experiment Class

O2: Post-test Experiment Class

O3 : Pre-test control class

O4 : Post-test control class

x : Treatment

### C. Population and Sample

#### 1. Population

According to Sugiyono (2019, p126) population is a generalization area that consists of objects or subjects that have certain quantities and characteristic

defined by the researcher to learned and take the conclusion from it. The population of SMPN 1 Merlung.

**Table.3.3 Research Population**

| CLASS        | NUMBER     |
|--------------|------------|
| VIIA         | 26         |
| VIIB         | 28         |
| VIIC         | 30         |
| VIID         | 30         |
| <b>Total</b> | <b>114</b> |
|              |            |

(Source: document of SMPN 1 Merlung 2022)

## 2. Samples

According to Margono (2010), the sample is the part of the population, and it is used as a research object in certain way. The writer took two class as the object or the sample of the research from research population, because to conduct quasi-experimental research, the writer needs two groups as participants to compare the results of both groups. To determine which classes would become the research samples, the writer selected purposive sampling method.

Fraenkel et al (2015) stated that the purposive sampling method was used based on previous information about the population and the specific objectives of the study. Therefore, before using the purposive sampling method, the researcher must find information about the population and determine the research objectives so that the research sample is relevant to the study. Therefore, the authors chose these two categories as research samples based on several criteria; they have the same characteristics and abilities in English subjects, the number of students in each class is the same, they are in the same class, depending on information and advice from the English teacher, both classes are suitable for the specific purpose of this study. Therefore, the authors believe that the sample was be representative based on the information. Therefore, the authors took two classes as samples of this study. They are VIIC as the experimental class which is taught using the story



circle technique, and VIID as the control class which is taught without using the story circle technique. Each class has 30 students.

**Table 3.4 Sample Research**

| CLASS        | NUMBER    |
|--------------|-----------|
| VIIC         | 30        |
| VIID         | 30        |
| <b>Total</b> | <b>60</b> |

(Secoure: document of SMPN 1 Merlung)

#### **D. Variable Of The Research**

In this research consists of two variable, which are the independent variable and dependent variable.

##### **a. Independent variable**

According to (Sugiyono, 2015, p 96) "independent variables are variables that influencing or causing the change or occurrence of a variable dependent (bound)".The independent variable in this study is Story Circles.

##### **b. Dependent variable**

According to (Sugiyono, 2015, p 97) "The dependent variable is a variable that determined or which is the result, because of the independent variable. The dependent variable in this research is students' write.

#### **E. The Istrument of The Research**

According to Arikunto (2019, p. 203) research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process.

##### **1. Test**

The research instrument used to obtain the research data was a writing test, which used pre-test and post-test. This test is used to determine students' English writing skills in descriptive texts. The writing test used in the experimental class and the control class was similar. In the pre-test, students are required to write a



descriptive text about Elephant in 60 minutes, write a maximum of one paragraph. Instruments for both tests are attached in the appendix.

## 2. Validity and reliability test

### a) Validity

Validity is used to determine whether the instrument is suitable for use in the test. This can affect the quality of the data you get. In the study, the researcher analyzed the content validity test. In addition, (Mackey and Gass, p.107) state that content validity refers to the representativeness of our measurement of the phenomenon for which we want information. The content that students write in the writing test is relevant to the syllabus used by the school. The instrument in this study achieved content validity because the test will designed based on the main competencies and basic competencies in the 2013 Curriculum since the school implemented the 2013 Curriculum.

This test aims to determine whether the sample is valid or not. Researchers use SPSS. From the correlation table for each item and its amount, the item score and total score for item 1 is 0.589\*\* and the significance is 0.003, 0.460\* and 0.011, 0.596\*\* the significance is . 002, 0.527\*\* and a significance of 0.003, and judging from the data it is said to be valid.

**Table 3.5**  
**Correlations**

|                     | B1    | B2    | B3    | B4   | B5    | Jumlah |
|---------------------|-------|-------|-------|------|-------|--------|
| B1                  | 1     | -,054 | ,038  | ,014 | ,301  | ,589** |
| Pearson Correlation |       | ,778  | ,842  | ,941 | ,106  | ,001   |
| Sig. (2-tailed)     |       |       |       |      |       |        |
| N                   | 30    | 30    | 30    | 30   | 30    | 30     |
| B2                  | -,054 | 1     | -,153 | ,310 | ,075  | ,460*  |
| Pearson Correlation |       |       | ,421  | ,095 | ,695  | ,011   |
| Sig. (2-tailed)     |       |       |       |      |       |        |
| N                   | 30    | 30    | 30    | 30   | 30    | 30     |
| B3                  | ,038  | -,153 | 1     | ,123 | -,270 | ,249   |
| Pearson Correlation |       |       |       | ,517 | ,148  | ,184   |
| Sig. (2-tailed)     |       |       |       |      |       |        |
| N                   | 30    | 30    | 30    | 30   | 30    | 30     |

|        |                     |        |       |       |        |        |        |
|--------|---------------------|--------|-------|-------|--------|--------|--------|
| B4     | Pearson Correlation | ,014   | ,310  | ,123  | 1      | ,068   | ,596** |
|        | Sig. (2-tailed)     | ,941   | ,095  | ,517  |        | ,719   | ,001   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B5     | Pearson Correlation | ,301   | ,075  | -,270 | ,068   | 1      | ,527** |
|        | Sig. (2-tailed)     | ,106   | ,695  | ,148  | ,719   |        | ,003   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| Jumlah | Pearson Correlation | ,589** | ,460* | ,249  | ,596** | ,527** | 1      |
|        | Sig. (2-tailed)     | ,001   | ,011  | ,184  | ,001   | ,003   |        |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

In addition, the writer uses an analytical assessment rubric to assess the students' ability to write descriptive texts. Students should pay attention to the following considerations: organization, content, vocabulary, language use and mechanics. The author uses an analytical assessment rubric adopted from Jacobs et al. in Sara Chusing Weigle (2002), and the table of analytical scoring rubrics is presented as follows:

**Tabel 3.6**  
**Analytical Scoring Rubric**

| Scoring Element | Level | Criteria               | Description  |
|-----------------|-------|------------------------|--|
| CONTENT (C)     | 30-27 | Excellent to very good | Informative, substantive, thorough thesis improvement, related to the designated topic.                                  |
|                 | 26-22 | Good to average        | Several subject knowledge is broad, and the development of the paper is limited, mostly related to the subject, but lack |



|                 |       |                        |  |
|-----------------|-------|------------------------|--|
|                 |       |                        | details.   |
|                 | 21-17 | Fair to poor           | Subject knowledge is limited, substantive is insufficient, and subject development is insufficient.  |
|                 | 16-13 | Very poor              | Does not display subject knowledge, non-substantial knowledge, irrelevant knowledge,   |
| ORGANIZATION(O) | 20-18 | Excellent to very good | Fluent expression, clear presentation/supporting ideas, concise, well organized, logical ordering, cohesion.                               |
|                 | 17-14 | Good to average        | It is a bit messy and loosely organized, but the main ideas are prominent, support is limited, and the order is reasonable but incomplete. |
|                 | 13-10 | Fair to poor           | Lack of fluency, confusion or disconnection of ideas, lack of logical order and development.   |
|                 | 9-7   | Very poor              | No communication, no organization, or insufficient evaluation.   |



|                             |       |                        |   |
|-----------------------------|-------|------------------------|---|
| VOCABULARY(V)               | 20-18 | Excellent to very good | The scope is complex, effective word/idiom selection usage, proficient word form, proper registration.                              |
|                             | 17-14 | Good to average        | Appropriate placement, occasional word/idiom form, choice, usage error, but the meaning will not be confused.                       |
|                             | 13-10 | Fair to poor           | Limited scope, common mistakes in word/idiom forms, choices, usage, confusion or ambiguity.   |
|                             | 9-7   | Very poor              | Essentially interpretation, with little or insufficient understanding of English vocabulary, idioms and word forms.                 |
| LANGUAGE USE OR GRAMMAR (G) | 25-22 | Excellent to very good | Effective complex structure, almost no convention errors, tenses, numbers, word order/function, articles, pronouns and prepositions |

|              |       |                        |   |
|--------------|-------|------------------------|---|
|              | 21-18 | Good to average        | Effective but simple structure, minor problems in complex structures, several agreement errors, tenses, numbers, word order/function, articles, pronouns, prepositions, but few errors in meaning.                          |
|              | 17-11 | Fair to poor           | Major problems in simple/complex structures, common mistakes or negations, agreement, tense, numbers, word order/function, articles, pronouns, prepositions and/or fragments, additions, deletions, confusion or ambiguity. |
|              | 10-5  | Very poor              | Few problems with proficiency in sentence structure rules, errors, inability to communicate or insufficient assessment skills.  |
| MECHANICS(M) | 5     | Excellent to very good | Demonstrate proficiency in conventions, with few spelling, punctuation, capitalization, and paragraph errors.   |
|              | 4     | Good to average        | Spelling, punctuation, capitalization, and paragraph errors will occasionally occur, but the meaning will not be obscured.  |

|  |   |              |   |
|--|---|--------------|---|
|  | 3 | Fair to poor | Frequent spelling, punctuation, capitalization, and paragraph errors indicate confusion or ambiguity.   |
|  | 2 | Very poor    | Inability to master conventions, and focus on spelling, punctuation, capitalization, paragraphs, illegible errors in handwriting, or insufficient assessment. |

(Total score: C+O+V+G+M)

In obtaining the data, both groups will be given a pre-test before the study to determine that they are equal in their performance in the pre-test. Students are asked to write a descriptive text about Elephant a maximum of one paragraph. The writer evaluates the students' descriptive writing ability through a pre-test. The tests were assessed using an analytical scoring rubric and collected as pre-test data.

After giving the pre-test, the writer gave the experimental class treatment using the story circle technique. The teacher explains the instructions on how to apply the story circle technique in learning to write descriptive text. And the students were asked to work in groups to write descriptive texts using the story circle technique in a while activity. And at the post-activity students transfer their work to other groups, and other groups provide responses or comments on student work. After that, each group had to revise their work into a final draft. From the treatment, students are encouraged to find mistakes from their friends' work, or to be able to take feedback from other groups.

And after applying the treatment in the experimental class, the author will give a post-test for both classes. For the post-test, students were asked to write a good descriptive text about one of the themes of Animal about Elephant for 60 minutes write a maximum of one paragraph. This test was conducted to observe

the effect of the story circle technique on students' ability to write descriptive texts. And to find out the significant difference between the students' writing ability in the control class and the experimental class.

#### a) Reliability

According to Creswell reliability means that scores from an instrument are stable and consistent ( Creswell, 2014 ) said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of at instrument to another and from one set of items to another.

The writer used the categories of reliability can be seen from the following table:

**Table 3.7**  
**Assessment Criteria**

| Range 100 | Range 10 | IKIP    | Characters | Qualification |
|-----------|----------|---------|------------|---------------|
| 80 –100   | 8.0-10   | 8.1-10  | A          | Very good     |
| 66-79     | 6.6-7.9  | 6.6-8.0 | B          | Good          |
| 5.6-6.5   | 5.6-6.5  | 5.6-6.5 | C          | Satisfactory  |
| 40-55     | 4.0-5.5  | 4.1-5.5 | D          | Poor          |
| 30-39     | 3.0-3.9  | 0-1.0   | E          | Verry Poor    |

(Scoure: Arikunto. S (2012)

Assessment writing. There are five components of writing test assessment, namely; contents (16-30), organization (6-20), vocabulary (6-20), language use (11-25) and mechanics (2-5). Each component has certain criteria and score ranges to make it easier to provide maximum and precise scores. In this research the researcher did several procedures : First, there were two classes (experimental and control classes). Second, the researcher gave the pre-test before treatment. Third, treatment to each class for six times. After that, the researcher gave the post-test to students and calculated mean score. Next, the results of the test was analyzed by using t-test; Then, get the findings, and analyze the data. Finally, draw conclusions and purposed suggestions. To collect the data the researcher will be used two classes, for experimental class using story circles and control class

using conventional technique. However the material of the teaching was the same writing material. In short, the researcher implemented this procedure:

**Table 3.8**  
**Teaching procedure for Experimental and control groups**

| No       | Experimental group   | Control group  |
|----------|--|--|
| <b>1</b> | <b>a. Pre-Activity</b> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Praying</li> <li>3. Teacher check students' attendance list</li> <li>4. Teacher introduces the learning objectives to students</li> <li>5. Teacher show a picture</li> <li>6. teacher ask students to describe</li> </ol> | <b>a. Pre-Activity</b> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Praying</li> <li>3. Teacher check students' attendance list</li> <li>4. Teacher asks the students last material .</li> </ol>  |
| <b>2</b> | <b>b. Main Activity</b> <p>Observing</p> <ol style="list-style-type: none"> <li>1. Teacher shows a descriptive text with the topic "My classmate" in front of the class</li> <li>2. The teacher ask students to discuss the element</li> </ol>   | <b>b. Main Activity</b> <p>Observing</p> <ol style="list-style-type: none"> <li>1. Teacher shows a text related to the topic to build students knowledge.</li> <li>2. Teacher assigns the students to identify the characteristics of descriptive text</li> <li>3. Teacher ask students to discuss the function, generic structure, and language features</li> </ol> |
|          | <b>Questioning</b> <ol style="list-style-type: none"> <li>1. Teacher lead student to give comment or as question based on the text</li> </ol>  | <b>Questioning</b> <ol style="list-style-type: none"> <li>1. Under the guidance and direction of teachers,</li> </ol>  |

|  |  |   |
|--|--|---|
|  |  | <p>students asking and questioning the social function, structure of the text, and logistic elements of each of the text</p> <p>2. Teacher explain how to write descriptive text</p>                                    |
|  | <p><b>Exploring 1.</b></p> <p>Teacher divide students into groups</p> <p>2. Teacher asks the students to work in groups</p> <p>3. Teacher explain how to use Sentence Combining in writing through a sample descriptivet text</p>  | <p><b>Exploring</b></p> <p>1. The teacher writes generic structure and language features of descriptive text</p> <p>2. The teacher explains descriptive by given an example of descriptive text</p>                     |
|  | <p><b>Associating</b></p> <p>1. Teacher gives pairs of simple sentences, then asks the students combine into one sentence.</p> <p>2. Teacher asks the students to combine group of sentences, the finished series of sentences makes up paragraph.</p> <p>3. Teacher gives descriptive text, then asks students to break down the complex sentences into kernel sentences for other students to combine.</p> | <p><b>Associating</b></p> <p>1. The teacher asks the students to sign each parts of descriptive text in front of the class</p> <p>2. The teacher directs students to name words which are adjectives in the example</p> |
|  | <p>Communicating</p> <p>1. The teacher asks students to make sentences using adjectives.</p>   | <p>Communicating 1.</p> <p>Teacher asks students to communicate their</p>   |





|  |   |   |
|--|---|---|
|  | 2. The teacher asks students to combine two sentences into one sentence.<br>3. The teacher asks students to write paragraphs  | descriptive text their respective assignment books.   |
|  | <b>Post-Activity</b><br>1. Teacher gives the review of material<br>2. The teacher conclude the lesson<br>3. Teacher asks students to learn the next material. 4. Teacher close the lesson | <b>Post-Activity</b><br>1. Students asked about their feeling after following the instructional activities or learning process.<br>2. Teacher and students review.<br>3. Teacher conclude the lesson.<br>4. Teacher closes the lesson |

## F. The Technique of Data Analysis

### 1. Pre-requisite Test Analysis

Pre-requisite test analysis is intended to determine the data collected are eligible for technical analyzed stastically selected. Test prerequisite includes normality.

**Table 3.9**  
**Criteria of Rubric Scoring**

| Range  | Characters | Qualification |
|--------|------------|---------------|
| 100-80 | A          | Very good     |
| 79-66  | B          | Good          |
| 65-56  | C          | Satisfactory  |
| 55-40  | D          | Poor          |
| 39-30  | E          | Very poor     |

Scoure: Arikunto.S(2012)

### a. Normality Test

The normality test of the data is used to find out the data distribution form (sample) used in the research (Susetyo, 2010). The normality test is conducted to know whether the data from the two classes are normally distributed. The Kolmogorov-Smirnov and Saphiro-Wilk tables were used for normality test. In order the data have a normal distribution, the sig score in the Kolmogorov-Smirnov and Saphiro-Wilk tables should be higher than 0.05.

### b. Homogeneity Test

The homogeneity test of this research was also calculated by using IBM SPSS Statistic 22. Through the homogeneity test, the researcher can determine whether the data from the two categories are equal or homogeneous. The homogeneity test was performed using Levene's table. The score in the Levene table should be higher than 0.05 to obtain homogeneous distribution data. The writer conducted the normality and homogeneity tests in pre-test and post-test.

**Table 3.10**  
**The Test of Normality**

|           | Statistic | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk  |    |      |
|-----------|-----------|---------------------------------|----|-------|---------------|----|------|
|           |           | Statisti<br>c                   | df | Sig.  | Statisti<br>c | Df | Sig. |
| Post Test | 1,00      | ,117                            | 30 | ,200* | ,951          | 30 | ,183 |
|           | 2,00      | ,121                            | 30 | ,200* | ,977          | 30 | ,738 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 3.11**  
**Test of Homogeneity of Variances**

|   | Levene<br>Statistic | df1 | df2    | Sig. |
|---|---------------------|-----|--------|------|
| Based on Mean                           | 9,381               | 1   | 58     | ,003 |
| Based on Median                         | 9,178               | 1   | 58     | ,004 |
| Based on Median and<br>with adjusted df | 9,178               | 1   | 46,003 | ,004 |

|                       |       |   |    |      |
|-----------------------|-------|---|----|------|
| Based on trimmed mean | 9,431 | 1 | 58 | ,003 |
|-----------------------|-------|---|----|------|

- a) If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from samples that are normally distributed.
- b) If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data derived from samples distribution is not normal

**Table 3.12**  
**Rubric of writing Scoring**

| Proficiency Description | Score | Weighting |
|-------------------------|-------|-----------|
| Content                 | 13-30 | 30%       |
| Organization            | 9-20  | 20%       |
| Vocabulary              | 9-20  | 20%       |
| Language Use            | 5-25  | 25%       |
| Mechanic                | 2-5   | 5%        |

*Source: adopted by Weigle 2002*

In reference to the content above, the researcher evaluated the aspects of descriptive text writing based on content, form or organization, vocabulary, grammar, and mechanic. The researcher analyzed the by using sample T-test with paired sample Ttest and Independent sample T-test. Paired sample t-test is used to see whether or not there is significant improvement of students' writing achievement before and after the treatment. The data will be calculated by using SPSS. Before analyzing the data, the researcher are going to do normality and homogeneity test first.



## CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION

### A. Research Findings

Student writing test data on the pre-test in the experimental and control groups assessed by researchers, after researchers collect data, researchers work SPSS (Statistical Product and Service Solution) version 22. In this case, data analyzed using t-test. There are two kinds of t-test, namely Independent Sample t-test and Paired Sample t-test. The findings include: 1) Descriptive analysis of the student's writing test. 2) Statistical analysis of students' writing tests.

### B. Descriptive Analysis

In this section, the researcher explained the percentages of the test, based on the result of the test before and after giving the treatment in both experimental and control group.

Moreover, the researcher collected the data by using written test. To calculate the English written test result, the researcher used rubric scoring by weigle. Which has several aspects such as content, organization, vocabulary, syntax and mechanics. The following table contains scoring grade.

**Table 4.1  
Criteria of Rubric Scoring**

| Score  | Category  |
|--------|-----------|
| 86-100 | Very Good |
| 76-85  | Good      |
| 56-75  | Fair      |
| 36-55  | Poor      |
| 0-35   | Very Poor |

*Source: (Arikunto, 2010)*

#### a. Pre-test and post-test in Experimental Class

The pre-test was conducted, students were asked to write about animals and describe (descriptive text) i.e. my parents, my friends, my cat, bag, etc. to find out students' writing skills in writing English. While the post-test is given after being given treatment where students are taught using the Story Circle Technique. In the post-test students are given the same test where students have to write about

animals to be described (descriptive text), namely elephants. Post-test to determine student scores after being given treatment.

**Table. 4.2**  
**Descriptive Analysis of Pre-test and Post-test**  
**In Experimental Class and Control**

|                        | N  | Minimum | Maximum | Mean    | Std. Deviation |
|------------------------|----|---------|---------|---------|----------------|
| PreTest<br>Experiment  | 30 | 22,85   | 55,00   | 37,6637 | 9,19933        |
| PostTest<br>Experiment | 30 | 60,78   | 100,00  | 79,9507 | 9,26580        |
| PreTest<br>Control     | 30 | 20,57   | 51,58   | 34,0450 | 8,62504        |
| PostTest<br>Control    | 30 | 51,55   | 88,54   | 71,8097 | 8,72831        |
| Valid N<br>(listwise)  | 30 |         |         |         |                |

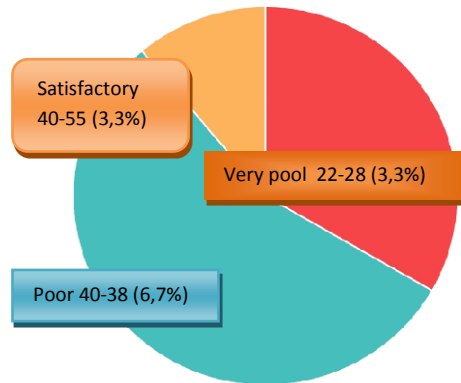
*(Descriptive Analysis of Pre-test and Post-test)*

From the calculation above, it was concluded that the maximum score of the experimental pre-test was 55.00 while the highest score was 55 and the lowest score was 22.85. The pre-test mean was 37.6637 with a standard deviation of 9.19933. In addition, it can be seen that there is an increase in students' writing achievement. But the increase is rather big. The maximum post test score is 100.00 and the minimum is 60.78 while the highest score is 100 and the lowest score. The average score is 65.34 with a standard deviation of 9.26580. While the value of the maximum pretest control 51.58, minimum 20.57. while the highest score is 48.71 with a standard deviation of 8.72831 and the lowest score is 25.71 with a standard deviation of 8.62504.

The researcher used SPSS statistics version 22 to know the frequencies and percentages score of pre-test and post-test, it can be seen from the table and chart below.



**Chart 1**  
**Pre-Test in Experimental Class**



From the chart 1 above, it can be concluded that from 30 student, there were 5 students (3,3%) got score in interval 40-55 which could be categorized satisfactory, 15 students (40-38%) got score in interval 40-55 which could be categorized poor, and 10 student (3,3%) got score in interval < 30 which could be categorized very poor. Researchers used SPSS statistics version 22 to determine the frequency and percentage of pre-test and post-test scores, which can be seen from the tables and graphs below:

**Table 4.3**  
**The Distribution of Frequency of Students' Pre-test on Experimental Class**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 22,85     | 1       | 3,3           | 3,3                |
|       | 25,71     | 1       | 3,3           | 6,7                |
|       | 25,77     | 2       | 3,7           | 13,3               |
|       | 27,71     | 1       | 3,3           | 16,7               |
|       | 28,45     | 1       | 3,3           | 20,0               |
|       | 28,57     | 2       | 6,7           | 26,7               |
|       | 30,45     | 2       | 6,7           | 33,3               |
|       | 31,41     | 1       | 3,3           | 36,7               |
|       | 31,42     | 1       | 3,3           | 40,0               |
|       | 34,57     | 1       | 3,3           | 43,3               |
|       | 38,55     | 1       | 3,3           | 46,7               |
|       | 40,00     | 6       | 20,0          | 66,7               |

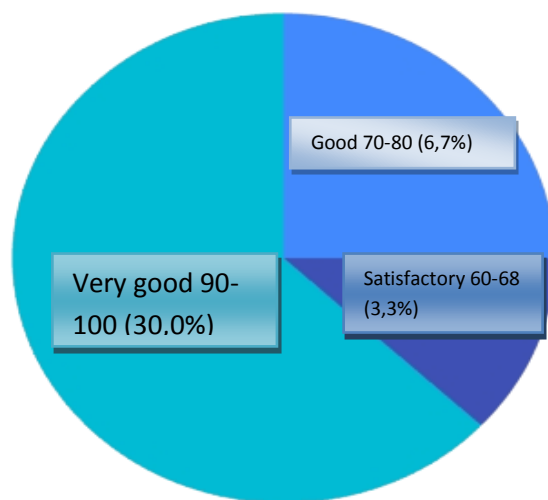




|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 42,85 | 2  | 6,7   | 6,7   | 73,3  |
| 45,71 | 2  | 6,7   | 6,7   | 80,0  |
| 45,85 | 1  | 3,3   | 3,3   | 83,3  |
| 47,14 | 1  | 3,3   | 3,3   | 86,7  |
| 48,57 | 1  | 3,3   | 3,3   | 90,0  |
| 51,42 | 1  | 3,3   | 3,3   | 93,3  |
| 54,54 | 1  | 3,3   | 3,3   | 96,7  |
| 55,00 | 1  | 3,3   | 3,3   | 100,0 |
| Total | 30 | 100,0 | 100,0 |       |

The number of students is 30 people, there is 1 student (3.3%) who gets a score of 22.85 while there are students (3.3%) who get a score of 25.74, while students (6.7%) get a score of 25.77 , while there were students (3.3%) who got a score of 27.71, there were students (3.3%) who got a score of 34.57 while there were students (3.3%) who got a score of 38.55 while students (3.3%) who got a score of 31.42, there were 2 students (6.7%) who got a score of 42.85, while a student (6.7%) got a score of 45.71, while there were 2 students (6.7 %) who got a score of 28.57, while students (6.7%) got a score of 30.45, there were 6 students (20.0%) with a score of 40.00. then there is 1 student (3.3%) with a value of 55.00.

**Chart 2**  
**Post-Test in Experimental Class**



From the chart 2 above, it can be concluded that from 30 students, there were 10 students (30,0%) got score in interval 90-100 which could be categorize

very good, 15 students (6,7%) got score 80-70 which could be categorized good, 5 students (3,3%) got the score in interval 60-68 which categorized satisfactory.

**Table, 4.4**  
*The Distribution of Frequency of Students' Post-test on Experimental Class*

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 60,78 | 1         | 3,3     | 3,3           | 3,3                |
| 64,34       | 1         | 3,3     | 3,3           | 6,7                |
| 65,71       | 1         | 3,3     | 3,3           | 10,0               |
| 68,57       | 2         | 6,7     | 6,7           | 16,7               |
| 68,87       | 1         | 3,3     | 3,3           | 20,0               |
| 74,28       | 3         | 6,7     | 6,7           | 26,7               |
| 75,55       | 1         | 3,3     | 3,3           | 30,0               |
| 77,47       | 1         | 3,3     | 3,3           | 33,3               |
| 80,00       | 9         | 30,0    | 30,0          | 63,3               |
| 82,27       | 1         | 3,3     | 3,3           | 66,7               |
| 82,85       | 1         | 3,3     | 3,3           | 70,0               |
| 85,71       | 4         | 10,0    | 10,0          | 80,0               |
| 88,14       | 1         | 3,3     | 3,3           | 83,3               |
| 88,55       | 1         | 3,3     | 3,3           | 86,7               |
| 88,74       | 1         | 3,3     | 3,3           | 90,0               |
| 94,28       | 1         | 3,3     | 3,3           | 93,3               |
| 97,14       | 1         | 3,3     | 3,3           | 96,7               |
| 100,00      | 30        | 100,0   | 100,0         | 100,0              |
| Total       |           |         |               |                    |

The number of students there were 30 students, there were students (3.3%) who got a score of 60.78, there were students (3.3%) who got a score of 64.34 there were students (3.3%) who got a score of 65.71 while there were students (3.3%) got a score of 75.55 there were students (3.3%) got a score of 77.47. There were 2 students (6.7%) who scored 68.57, there were students (6.7%) who scored 74.28, there were 9 students (30.0%) who scored 80.00, while there were 3 students (10 .0%) got a score of 85.3 while there were students (3.3%) got a score of 82.27.

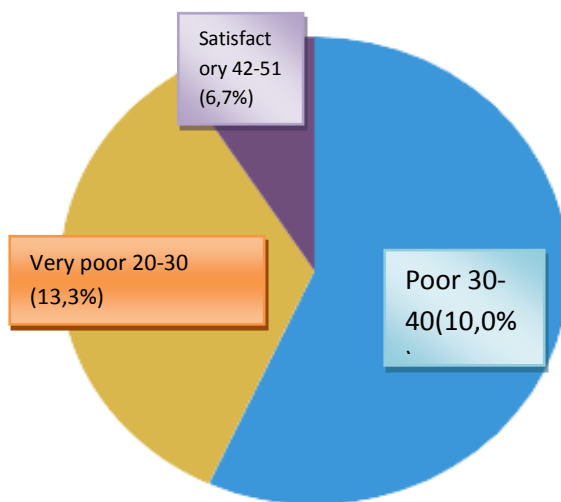
#### **b. Pre-test and Post-test in Control Class**

The pre-test was conducted on 24 November 2022 with 30 students and the posttest was held on 29 November 2022 with the same number of students in the experimental class. In the pre-test, students are asked to write about people or

objects they know to describe (descriptive text) i.e. my parents, my friend, my cat, bag, etc. The pre-test was checked to find out the students' writing skills in writing English. While the post-test is given after being given treatment where students are taught using the Sentence Combination Technique. In the post-test students are given the same test where students have to write about people or objects they know to describe (descriptive text) namely elephant. Post-test to determine student scores after being given treatment.

The researcher used IBM SPSS statistics version 22 to know the frequencies and percentages score of pre-test and post-test, it can be seen from the chart below:

**Chart 3**  
**Pre-test in Control Class**



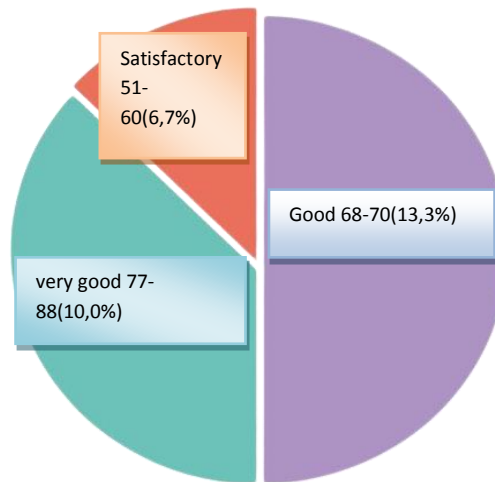
From the chart 3 above, it can be concluded that from 30 students, there were 6 students (6,7%) got score in interval 42-51 which could be categorized satisfactory, 15 students (10,0%) got score in interval 30-40 which could be categorized poor, 9 students (13,3%) got score in interval < 29 which could be categorized very poor.

**Table 4.5**  
**The Distribution of Frequency of Students' Pre-test on control group**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 20,57 | 1         | 3,3     | 3,3           | 3,3                |
| 25,71       | 4         | 13,3    | 13,3          | 16,7               |
| 25,78       | 3         | 10,0    | 10,0          | 26,7               |
| 25,85       | 1         | 3,3     | 3,3           | 30,0               |
| 26,88       | 1         | 3,3     | 3,3           | 33,3               |
| 27,71       | 1         | 3,3     | 3,3           | 36,7               |
| 30,55       | 2         | 6,7     | 6,7           | 43,3               |
| 31,42       | 1         | 3,3     | 3,3           | 46,7               |
| 31,78       | 2         | 6,7     | 6,7           | 53,3               |
| 31,89       | 1         | 3,3     | 3,3           | 56,7               |
| 34,71       | 1         | 3,3     | 3,3           | 60,0               |
| 35,45       | 1         | 3,3     | 3,3           | 63,3               |
| 38,28       | 1         | 3,3     | 3,3           | 66,7               |
| 40,00       | 3         | 10,0    | 10,0          | 76,7               |
| 40,55       | 1         | 3,3     | 3,3           | 80,0               |
| 42,85       | 2         | 6,7     | 6,7           | 86,7               |
| 45,65       | 1         | 3,3     | 3,3           | 90,0               |
| 48,71       | 1         | 3,3     | 3,3           | 93,3               |
| 51,56       | 1         | 3,3     | 3,3           | 96,7               |
| 51,58       | 1         | 3,3     | 3,3           | 100,0              |
| Total       | 30        | 100,0   | 100,0         |                    |

The number of students there were 30 students, there was 1 student (3.3%) who got a score of 20.57, there were 4 students (13.3%) who got a score of 25.71, there were 3 students (10.0%) who got a score 25.78, while there were students (3.3%) got a score of 25.85, there were students (3.3%) got a score of 26.88, there were students (3.3%) got a score of 27.71, while students ( 3.3%) got a score of 31.42, there were 2 students (6.7%) who got a score of 31.42, there were students (6.7%) who got a score of 31.78, while there were 3 students (10, 0%) got a score of 40.00, while there was one student (3.3%) who got a score of 40.55, while there were 2 students (6.7%) who got a score of 42.85. , there were students (3.3%) who got a score of 45.65, there were students (3.3%) who got a score of 51.56, there were students (3.3%) who got a score of 51.58.

**Chart 4**  
**Post-test in Control Class**



From the Chart 4 above, it can be concluded that from 30 students, there were 4 students (10,0%) got score in interval 77-88 which could be categorized very good, 11 students (13,3%) got score in interval 68-70 which could be categorized good and 15 students (6,7%) got score in interval 51-60 which could be categorized satisfactory

**Table 4.6**  
**The Distribution of Frequency of Students' Post-test on Control Class**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 51,55 | 1         | 3,3     | 3,3           | 3,3                |
| 54,28       | 1         | 3,3     | 3,3           | 6,7                |
| 60,71       | 1         | 3,3     | 3,3           | 10,0               |
| 61,42       | 1         | 3,3     | 3,3           | 13,3               |
| 61,45       | 1         | 3,3     | 3,3           | 16,7               |
| 65,55       | 1         | 3,3     | 3,3           | 20,0               |
| 65,70       | 1         | 3,3     | 3,3           | 23,3               |
| 65,71       | 2         | 6,7     | 6,7           | 30,0               |
| 68,57       | 2         | 6,7     | 6,7           | 36,7               |
| 68,77       | 1         | 3,3     | 3,3           | 40,0               |
| 70,56       | 1         | 3,3     | 3,3           | 43,3               |
| 71,42       | 2         | 6,7     | 6,7           | 50,0               |
| 74,28       | 3         | 10,0    | 10,0          | 60,0               |
| 77,14       | 4         | 13,3    | 13,3          | 73,3               |
| 77,25       | 1         | 3,3     | 3,3           | 76,7               |

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 80,00 | 5  | 16,7  | 16,7  | 93,3  |
| 85,71 | 1  | 3,3   | 3,3   | 96,7  |
| 88,54 | 1  | 3,3   | 3,3   | 100,0 |
| Total | 30 | 100,0 | 100,0 |       |

There were 30 students, there were students (3.3%) who got a score of 51.55, there were students (3.3%) who got a score of 54.28, there were students (3.3%) who got a score of 60.71, there were students (3.3%) who got a score of 61.42, there were students (3.3%) who got a score of 61.45 while there were students (3.3%) who got a score of 65.55 while there were students (3.3 %) who got a score of 65.70, there were 2 students (6.7%) who got a score of 65.71, there were students (6.7%) who got a score of 68.57, there were students (6.7%) who got a score 68.77 while there were students (3.3%) got a score of 70.56 there were 2 students (6.7%) got a score of 71.42, there were students (3.3%) got a score of 77.25, while there were 3 students (10.0%) who scored 78.28, there were 5 students (16.7%) who scored 80.00, there were students (3.3%) who got 85.71, there were students (3.3 %) who got a value of 88.54.

### C. Data Statistical Analysis of The Test

#### a. Normality of the Test

The normality test aims to see whether the sample is normally distributed or not. The data normality test was carried out in two groups, namely the experimental data group through the Story Circles learning model and the control group data. This test was conducted to determine whether the distribution of the frequency of scores on each variable is normally or not normally distributed. In this study, researchers used Statistical Computation using IMB SPSS (Statistical Program for Social Science) Version 22 for the normality test. The normality test is used using Kolmogorov Smirnov. The interpretation of the normality test can be summed up as follows:

- a.) If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from samples that are normally distributed.



- b) If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed)  $< 0.05$ ) it can be concluded that the data derived from samples distribution is not normal.

**Table 4.7**  
**Normality Test of Pre-test and post-test**  
**In Experimental and Control Class Kolmogorov-Smirnov Test**

|             | Pre-test | Kolmogorov - Samirnov |    |       | Shapiro-Wilk |    |      |
|-------------|----------|-----------------------|----|-------|--------------|----|------|
|             |          | Statistic             | Df | Sig   | Statistic    | Df | Sig  |
| Post – test | 1.00     | - 117                 | 30 | ,200* | , 951        | 30 | .183 |
|             | 2.00     | -121                  | 30 | ,200* | ,977         | 30 | .738 |

- Test distribution is Normal
- Calculated from data
- Lilliefprs Significance Correction
- This is a lower bound of the true significance

Moreover, according to the Table 4.7 above, kolmogrov smirnov method was used to calculate the normality test because the sample of research was 30 students. According to the table above, it can be seen that the significant value (Sig.) of the normality test of the pre-test in experimental class was 0.200 while the normality test of pre-test in control class was 0.200. In addition, the data can be said normally distributed if the significance value is higher than significance (significance level). So, based on the data showed that  $p \geq (0.200 \geq 0.05)$  and  $(0.200 \geq 0.05)$  which means that in this study, the pre-test data was distributed normally because the significance value from both pre-test from experimental class and control class were higher than significance level which was 0.05.



### b. Validity

**Table, 4.8**  
**Correlations**

|        |                     | B1     | B2    | B3    | B4     | B5     | Jumlah |
|--------|---------------------|--------|-------|-------|--------|--------|--------|
| B1     | Pearson Correlation | 1      | -,054 | ,038  | ,014   | ,301   | ,589** |
|        | Sig. (2-tailed)     |        | ,778  | ,842  | ,941   | ,106   | ,003   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B2     | Pearson Correlation | -,054  | 1     | -,153 | ,310   | ,075   | ,460*  |
|        | Sig. (2-tailed)     | ,778   |       | ,421  | ,095   | ,695   | ,011   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B3     | Pearson Correlation | ,038   | -,153 | 1     | ,123   | -,270  | ,249   |
|        | Sig. (2-tailed)     | ,842   | ,421  |       | ,517   | ,148   | ,184   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B4     | Pearson Correlation | ,014   | ,310  | ,123  | 1      | ,068   | ,596** |
|        | Sig. (2-tailed)     | ,941   | ,095  | ,517  |        | ,719   | ,002   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B5     | Pearson Correlation | ,301   | ,075  | -,270 | ,068   | 1      | ,527** |
|        | Sig. (2-tailed)     | ,106   | ,695  | ,148  | ,719   |        | ,003   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| Jumlah | Pearson Correlation | ,589** | ,460* | ,249  | ,596** | ,527** | 1      |
|        | Sig. (2-tailed)     | ,001   | ,011  | ,184  | ,001   | ,003   |        |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

from the correlation table, there are each item and its number, the item score and the total score for item 1 are .589\*\* and the significance is .003, .460\* and .011, .596\*\* the significance is .002, .527\*\* and their significance .003, and assessed on the data is said to be valid.

### c. Homogeneity Test

Homogeneity test is done to see whether the score of each variable has a homogeneous variance or not. Because there are only two groups of homogeneity test data used. In this study, homogeneity test used IBM SPSS version 22 for

homogeneity of test. The test of homogeneity employed by using Levene's Statistic hypothesis for testing the normality as follow:

$H_0$  = the variance of data is homogeneous

$H_a$  = the variance of data is not homogeneous

The criteria of the test:

$H_0$  is accepted when the significance is higher than 0.05

$H_a$  is accepted when the significance is lower than 0.05

**Table 4.9**  
**Homogeneity Test of Pre-test and Post - test**  
**In Experimental and Control Class**

|                          | Levene<br>Statistic | df1 | Df2    | Sig  |
|--------------------------|---------------------|-----|--------|------|
| Based on Mean            | 9,381               | 1   | 58     | .003 |
| Based on Median          | 9,178               | 1   | 58     | .004 |
| Besad on Median and with | 9,178               | 1   | 46,003 | .004 |
| Based on trimmed mean    | 9,431               | 1   | 58     | .003 |

#### d. Hypothesis Test

##### 1. Independent Sample t-test

Independent sample t-test is used to compare two groups that are not related between the two samples to be analyzed. In this study the researchers used the independent simple T-Test formula using IBM SPSS statistics version 22. Paired sample t-test was used to determine whether there was a significant effect on students' writing skills before and after treatment.

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Is there a significant difference between students' writing abilities applied using the story circles method and students' writing abilities applied using the teacher's method.



**Table 4.10**  
**Group Statistics of Independent Sample T-Test**

|  | Class              | N  | Mean    | Std. Deviation | Std. Error mean |
|--|--------------------|----|---------|----------------|-----------------|
|  | Students expeiment | 30 | 69.5000 | 15.06022       | 2.74961         |
|  | control            | 30 | 50.5667 | 8.19455        | 1.49611         |

**Table 4.11**  
**Descriptive Statistics of Independent Sample T-test**

|                    | N  | Valid N (listwise) | Maximum | Mean    | Std. Deviation |
|--------------------|----|--------------------|---------|---------|----------------|
| PreTest Experiment | 30 | 22,85              | 55,00   | 37,6637 | 9,19933        |
| PostTestExperiment | 30 | 60,78              | 100,00  | 79,9507 | 9,26580        |
| PreTest Control    | 30 | 20,57              | 51,58   | 34,0450 | 8,62504        |
| PostTest Control   | 30 | 51,55              | 88,54   | 71,8097 | 8,72831        |
| Valid N (listwise) | 30 |                    |         |         |                |

**Table 4.12**  
**Independent Simple T-test**

|                            | Levene's Test for Equality of Variances |      |        |        |              |                 |                       |   |         |
|----------------------------|---|------|--------|--------|--------------|-----------------|-----------------------|---|---------|
|                            | f                                       | sig  | t      | df     | Sig.2-tailed | Mean difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|                            |   |      |        |        |              |                 |                       | Lower                                     | Upper   |
| Score                      | 9,381                                   | ,003 | -1.299 | 58     | ,039         | 4.06667         | 3.13029               | -10.33262                                 | 2.19928 |
| Equalvariances             |   |      | -1,299 | 44,788 | ,201         | -4.06667        | 3.13029               | -10.37221                                 | 2.23888 |
| Equalvariances not assumed |   |      |        |        |              |                 |                       |   |         |

Basic decision making in paired sample T-test, ie

1. If the significance value (2-tailed)  $> 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the significant value (2-tailed)  $< 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

From these data that the data is homogeneous, it can be seen that the results at Equal variances assumed, seen from the results of the data the significance of .039 is less than  $H_0$  is rejected . Therefore, it can be concluded that there are differences in the effect of student writing between the experimental class and the control class. Although there is an increase in the control class but not more than the experimental class. In short, the researcher found that there was a significant difference in the effect on students' writing achievement between students who were taught using the Story Circles technique and students who were taught using the teacher's teaching technique at SMPN 1 Merlung.

#### e. Pre-test scores for control and experimental classes

**Table 4.13**  
**Paired Samples Statistics**

|                            | Mean    | N  | Std. Deviation | Std. Error Mean |
|----------------------------|---------|----|----------------|-----------------|
| Pair 1 Pre Test control    | 34,0450 | 30 | 8,62504        | 1,57471         |
| Post test control          | 71,8097 | 30 | 8,72831        | 1,59356         |
| Pair 2 Pre Test experiment | 37,6450 | 30 | 9,16436        | 1,67318         |
| Post test experiment       | 79,9507 | 30 | 9,26580        | 1,69170         |

**Table 4.14**  
**Paired Samples Correlations**

|  | N  | Correlation | Sig. |
|--|----|-------------|------|
| Pair 1 Pre Test control & Post test control      | 30 | -,025       | ,601 |
| Pair 2 Pre Test experimen & Post test experiment | 30 | -,099       | ,897 |



**Table 4.15**  
**Paired Samples Test**

|  | Paired Differences |                |                 |   |           | t       | Df | Sig. (2-tailed) |
|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
|  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|  |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| air Pre Test control - Post test control       | -37,76467          | 12,42107       | 2,26777         | -42,40277                                 | -33,12656 | -16,653 | 29 | ,000            |
| air Pre Test eksperimen - Post test experiment | -42,30567          | 13,66518       | 2,49491         | -47,40833                                 | -37,20300 | -16,957 | 29 | ,000            |

Table 4.13 shows that Pired 1 is the result of the pre-test and post-test scores in the control class. The mean value shows the number 34 in the pre-test results and the value is 71 in the post-test class. while the results of the experimental class pired 2 on the pretest achieved a score of 37 and the score on the experimental post test was 79. It was clear that there was a comparison of the results of the pired simple test class control and experiment that the results were much better.

The pired simple t test results in table 4.15 if (2-tailed)  $< 0.05$ . then  $H_0$  is rejected and  $H_a$  is accepted, while the significant value (2-tailed)  $> 0.05$ , then  $H_a$  is accepted and  $H_0$  is rejected. The value on the significant results is .000 which is less than 0.05. So there is a difference in the average results of the pretest and posttest, it can be concluded that there is an influence on the story circles learning technique given to students.





#### D. DISCUSSION

After collecting and analyzing the data of pre-test and post-test of experimental and control class by using SPSS 22. In this section, the researcher described the interpretation of the researcher result. The hypothesis of this research showed that using Story Circles on students' writing achievement at SMPN 1 Merlung in academic year 2022/2023 is effectiveness. The aims of this research were to find out the effectiveness of using story circles in teaching writing on seventh grade of the stte junior high school. Besides, it is to find out the significance different between students' who are taught by using story circles and those who are not.

Regarding to the research which was done in SMPN 1 Merlung, it was considered that there is significant difference between students' writing skills taught using Story Circles and those taught not using Story Circles. Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 69.50 while that of the control class was 50.56 . It can be interpreted that the mean score of the control group taught using a conventional or traditional technique was lower than that of the experimental class taught using story circles technique.

The results of the study stated that the application of the Story Circles technique in learning was effective. This is evidenced by the significant difference in students' writing scores between before and after being taught using story circles. So, this means the research results are proven by the theory by According to (Welch. 2004) states that the concept of story circles is a collaborative writing activity in which students add ideas to each other with stories that are partly written by students for students, and ideas are generated when students adapt to each new piece of paper. In other words, student creativity, in this case writing techniques, is very important for producing ideas and written texts.

From the researcher's finding in chapter IV, the output data of Paired Sample Statistics shows that the pre-test and post-test averages increased from 37.645 to 79.950 Standard deviation To measure how large the sample variance is, the pre-test standard deviation is  $8.62 < 8.72$  and the post-test is  $9.16 < 9.26$ , where if the



standard deviation is higher than the average it means the average is not homogeneous, whereas if the standard deviation is smaller than the average it means the average is homogeneous. So, it can be concluded that the pre-test and post-test standard deviations are homogeneous. This means that the sample of this study has almost the same average.

Based on the output data of the Paired Sample Test,  $t_{count} = -16.653$   $t_{table} = 16.957$ . From this comparison,  $t_{count} = -16.653$  is greater than  $t_{table} = 1.957$ , which means that the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. Therefore, it can be concluded that there is a significant difference between the achievement of effectiveness after using the story circle technique in writing descriptive texts in seventh grade at SMPN 1 Merlung for the 2021-2022 academic year.

The Independent Sample Test data shows that the results of the significance of the experimental class after being taught with the Story Circles technique obtained significant data of 0.039  $H_0$ , which was rejected. Therefore, it can be concluded that the researchers found that there was a significant difference in the effect on students' writing achievement between students who were taught using the story circle technique and students who were taught using the teacher's teaching technique at SMPN 1 Merlung.

Based on the researcher's observation, another difference from students who are taught by using Story Circles is that they enjoy enthusiasm, and reduce their boredom in English class, especially when they write. Sumirat (2014) Story Circle is effective for teaching reading, and effectiveness in the level of students' emotional behavior in learning English. The Story Circle technique makes students more active in writing activities. It makes words come alive, students get excited to understand the text presented sequentially and writing becomes an exciting activity. The Story Circles technique can help and play an important role in writing. Pande Ayur Sawitar Kumari (2021), to identify important information presented in descriptive text. This is in sharp contrast when the researcher observes the students' pre-test work before they receive treatment from the researcher to write a text. Fathul Hidayah (2017). The Story Circles is adapted



from a chain story game that can increase your confidence to speak in front of many people. The purpose of this study was to prove the effectiveness of story circles in increasing the assertive behavior of research students. It was concluded that story circles have an effect on learning to write, that story circles can help junior high school students overcome writing difficulties, especially writing descriptive texts.

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## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the calculating result presented in the chapter IV, there are some conclusions which are can be drawn as follow.

1. Based on the independent simple-t test, it shows that there is a statistically significant increase in students' writing achievement before using the Story Circles Technique (Mean= 37.66 Standard deviation= 9.19933), after using the Story circles Technique (Mean= 79, 95 standard deviation = 9.26580). The value of the independent simple-t test Sig. (2-tailed) is  $0.000 \leq 0.05$ , meaning that  $H_a$  is accepted. It can be concluded that there is a significant effect of the story circles technique description text on students' writing achievement.
2. In addition, based on the independent sample t-test, the average difference is 8.72831 and the significance is 2-tailed  $\leq 0.05$  ( $0.001 \leq 0.05$ ). Therefore, it can be concluded that there are differences in the effect of students' writing achievement between the experimental class and the control class. Although there is an increase in the control class but not more than the experimental class. In summary, the researcher found that there were significant differences in the influence of students' writing.
3. between students who were taught using the Story Circles technique and students who were taught with conventional techniques or teachers at SMPN 1 Merlung

### B. Suggestion

Based on finding in this research, the researcher would give some suggest as follows:

1. For the English Teacher From the result, it can support the English teachers to apply this technique in teaching writing, because this technique helps the students increase their ability in writing.



2. From students the result, it can motivate the students to improve their writing skills. The students must not be afraid and shy of ask or make mistakes in writing. The students also have to practice writing, especially to make sentence with the correct grammar, vocabulary.
3. The researcher suggests the other researcher to see the research finding. So, it can be a reference for the other researchers who are interested to teach writing skills especially in descriptive text.

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## APPENDIXES 1 SCORE RATING OF WRITING TEST

| NO | Aspect       | Criteria   | Score                                |
|----|--------------|--|--------------------------------------|
| 1  | Content      | Excellent to very good<br>Good to average<br>Fair to poor<br>Very poor | 30-27<br>26-22<br>21-17<br>16-13     |
| 2  | Organization | Excellent to very good<br>Good to average<br>Fair to poor<br>Very poor | 20-18<br>17-14<br>13-10<br>9-7       |
| 3  | Vocabulary   | Excellent to very good<br>Good to average<br>Fair to poor<br>Very poor | 20-18<br>17-14<br>13-10<br>9-7       |
| 4  | Language     | Excellent to very good<br>Good to average<br>Fair to poor<br>Very poor | 25-22<br>21-18<br>17-11<br>10-5<br>5 |
| 5  | Mechanics    | Excellent to very good<br>Good to average<br>Fair to poor<br>Very poor | 5<br>4<br>3<br>2                     |



**APPENDIX 2**  
**INSTRUMENT OF THE RESEARCH (TEST)**  
**(The instrument was used for pre-test and post-test)**

**A. GENERAL DESCRIPTION**

The test is used to determine the students' writing ability in descriptive texts. Descriptive text material is given to seventh grade junior high school students in the second semester. The purpose of this test is to determine whether students master the writing of descriptive text well by considering its content, organization, vocabulary, grammar and mechanics.

**B. QUESTION**

For the pre-test, students were asked to write an essay of Animal, about Elephant write a maximum of one paragraph and took 60 minutes. And for the post-test, students were asked to write a good descriptive essay by choosing one topic about elephant write a maximum of one paragraph and took 60 minutes.

**C. THE ITEMS OF THE WRITING TEST**

**Experimental and Control Group**

The test will be performed for the experimental class and the control class and will be conducted twice. The first writing test is pre-test and the last one is post-test. The writing test instrument for the experimental and control class is similar.

**STUDENTS' WORKSHEET**  
**(PRE-TEST)**

**Name** :  
**Class** :  
**Time allotment** : 60 minutes  
**Instructions** : Write a descriptive text about Elephant.

**APPENDIXES 3  
TEST INSTRUMENT  
(POST-TEST)**

**Class** : VII  
**Subject** : English  
**Test** : Descriptive text  
**Time allotmen** : 60 minutes  
**Instruction** :

1. Write your name and your class on your worksheet
2. Can you write description text, the theme Elephant.
3. Tips for writing descriptive text
  - a. The verb used is an attribute verb, such as be (am, is, are)
  - b. The tense used is simple present tense. using the basic verb or the first form (verb 1) and using a verb that can indicate the ownership or state of an object. Descriptive text uses the simple present tense because descriptive text tells a fact about the object being described. For example, beetles have wings, my mother is beautiful, and so on.
  - c. Use action verbs (sleep,walk,sing, act.)
  - d. Use Figurative language (*Her skin is as white as the snow*)
4. Your written narrative text will be scored based on these considerations: organization, content, vocabulary, language use, and mechanics.

**STUDENTS WORKSHEET  
(POST-TEST)**

**Name** :  
**Class**:

## APPENDIX 4

### The Analysis of Content Validity

Writing test: When giving a test, it must be represented in five elements: *operations, types of text, address of the texts, topics, dialect and length of texts.*<sup>1</sup>

Test : Descriptive text-(1.type of text)  
 Time allotment : 60 minutes  
 Theme animals : ( Elephant Topics )

1. Write your name and your class on your worksheet.
2. Choose one of parents and animals that you have known, and write it into a good descriptive text at last maximum of one paragraph. (3.Length of text).
3. Tips for writing descriptive text
  - a. The text is organized appropriate with the generic structure of descriptive text (Simple present tense, adjective, relating verb). (4.Operation)
  - b. Use simple present tense (beetles have wings, my mother is beautiful, and so on).
  - c. Use action verbs (sleep,walk,sing, act.)
  - d. Use Figurative language (*Her skin is as white as the snow*). (5.Dialect)
4. Your written narrative text will be scored based on these considerations: organization, content, vocabulary, language use, and mechanics.

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<sup>1</sup> Arthur Hughes, *Testing for Language Teachers (2nd Ed)*, (Cambridge: Cambridge University Press, 2003), p.84-85





**APPENDIX 5**  
**The students' Writing Result of Pre-test on Experimental Class**

|       |       | Frequency | percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 22,85 | 1         | 3,3     | 3,3           | 3,3                   |
|       | 25,71 | 1         | 3,3     | 3,3           | 6,7                   |
|       | 25,77 | 2         | 3,7     | 6,7           | 13,3                  |
|       | 27,71 | 1         | 3,3     | 3,3           | 16,7                  |
|       | 28,45 | 1         | 3,3     | 3,3           | 20,0                  |
|       | 28,57 | 2         | 6,7     | 6,7           | 26,7                  |
|       | 30,45 | 2         | 6,7     | 6,7           | 33,3                  |
|       | 31,41 | 1         | 3,3     | 3,3           | 36,7                  |
|       | 31,42 | 1         | 3,3     | 3,3           | 40,0                  |
|       | 34,57 | 1         | 3,3     | 3,3           | 43,3                  |
|       | 38,55 | 1         | 3,3     | 3,3           | 46,7                  |
|       | 40,00 | 6         | 20,0    | 20,0          | 66,7                  |
|       | 42,85 | 2         | 6,7     | 6,7           | 73,3                  |
|       | 45,71 | 2         | 6,7     | 6,7           | 80,0                  |
|       | 45,85 | 1         | 3,3     | 3,3           | 83,3                  |
|       | 47,14 | 1         | 3,3     | 3,3           | 86,7                  |
|       | 48,57 | 1         | 3,3     | 3,3           | 90,0                  |
|       | 51,42 | 1         | 3,3     | 3,3           | 93,3                  |
|       | 54,54 | 1         | 3,3     | 3,3           | 96,7                  |
|       | 55,00 | 1         | 3,3     | 3,3           | 100,0                 |
|       | Total | 30        | 100,0   | 100,0         |                       |



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi

**APPENDIX 6**  
**The students' Writing Result of Post-test on Experimental Class**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 60,78 | 1         | 3,3     | 3,3           | 3,3                |
| 64,34       | 1         | 3,3     | 3,3           | 6,7                |
| 65,71       | 1         | 3,3     | 3,3           | 10,0               |
| 68,57       | 2         | 6,7     | 6,7           | 16,7               |
| 68,87       | 1         | 3,3     | 3,3           | 20,0               |
| 74,28       | 2         | 6,7     | 6,7           | 26,7               |
| 75,55       | 1         | 3,3     | 3,3           | 30,0               |
| 77,47       | 1         | 3,3     | 3,3           | 33,3               |
| 80,00       | 9         | 30,0    | 30,0          | 63,3               |
| 82,27       | 1         | 3,3     | 3,3           | 66,7               |
| 82,85       | 1         | 3,3     | 3,3           | 70,0               |
| 85,71       | 3         | 10,0    | 10,0          | 80,0               |
| 88,14       | 1         | 3,3     | 3,3           | 83,3               |
| 88,55       | 1         | 3,3     | 3,3           | 86,7               |
| 88,74       | 1         | 3,3     | 3,3           | 90,0               |
| 94,28       | 1         | 3,3     | 3,3           | 93,3               |
| 97,14       | 1         | 3,3     | 3,3           | 96,7               |
| 100,00      | 30        | 100,0   | 100,0         | 100,0              |
| Total       |           |         |               |                    |

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi

**APPENDIX 7**  
**The students' Writing Result of Pre-test on Control Class**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 20,57 | 1         | 3,3     | 3,3           | 3,3                |
| 25,71       | 4         | 13,3    | 13,3          | 16,7               |
| 25,78       | 3         | 10,0    | 10,0          | 26,7               |
| 25,85       | 1         | 3,3     | 3,3           | 30,0               |
| 26,88       | 1         | 3,3     | 3,3           | 33,3               |
| 27,71       | 1         | 3,3     | 3,3           | 36,7               |
| 30,55       | 2         | 6,7     | 6,7           | 43,3               |
| 31,42       | 1         | 3,3     | 3,3           | 46,7               |
| 31,78       | 2         | 6,7     | 6,7           | 53,3               |
| 31,89       | 1         | 3,3     | 3,3           | 56,7               |
| 34,71       | 1         | 3,3     | 3,3           | 60,0               |
| 35,45       | 1         | 3,3     | 3,3           | 63,3               |
| 38,28       | 1         | 3,3     | 3,3           | 66,7               |
| 40,00       | 3         | 10,0    | 10,0          | 76,7               |
| 40,55       | 1         | 3,3     | 3,3           | 80,0               |
| 42,85       | 2         | 6,7     | 6,7           | 86,7               |
| 45,65       | 1         | 3,3     | 3,3           | 90,0               |
| 48,71       | 1         | 3,3     | 3,3           | 93,3               |
| 51,56       | 1         | 3,3     | 3,3           | 96,7               |
| 51,58       | 1         | 3,3     | 3,3           | 100,0              |
| Total       | 30        | 100,0   | 100,0         |                    |

**APPENDIX 8**  
**The students' Writing Result of Post-test on Control Class**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 51,55 | 1         | 3,3     | 3,3           | 3,3                |
| 54,28       | 1         | 3,3     | 3,3           | 6,7                |
| 60,71       | 1         | 3,3     | 3,3           | 10,0               |
| 61,42       | 1         | 3,3     | 3,3           | 13,3               |
| 61,45       | 1         | 3,3     | 3,3           | 16,7               |
| 65,55       | 1         | 3,3     | 3,3           | 20,0               |
| 65,70       | 1         | 3,3     | 3,3           | 23,3               |
| 65,71       | 2         | 6,7     | 6,7           | 30,0               |
| 68,57       | 2         | 6,7     | 6,7           | 36,7               |
| 68,77       | 1         | 3,3     | 3,3           | 40,0               |
| 70,56       | 1         | 3,3     | 3,3           | 43,3               |
| 71,42       | 2         | 6,7     | 6,7           | 50,0               |
| 74,28       | 3         | 10,0    | 10,0          | 60,0               |
| 77,14       | 4         | 13,3    | 13,3          | 73,3               |
| 77,25       | 1         | 3,3     | 3,3           | 76,7               |
| 80,00       | 5         | 16,7    | 16,7          | 93,3               |
| 85,71       | 1         | 3,3     | 3,3           | 96,7               |
| 88,54       | 1         | 3,3     | 3,3           | 100,0              |
| Total       | 30        | 100,0   | 100,0         |                    |



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi

## APPENDIX 9

### Pre-test Control class VIID

| No  | Nama                     | Context | organiz | Vocab | Language | Grammar | Mechanic |
|-----|--------------------------|---------|---------|-------|----------|---------|----------|
| 1.  | Alfina Naam Marykuri     | 19      | 17      | 27    | 11       | 11      | 2        |
| 2.  | Aril Saputra             | 18      | 17      | 22    | 17       | 17      | 2        |
| 3.  | Carbna Zaini Nain        | 12      | 10      | 20    | 19       | 19      | 3        |
| 4.  | Delta Septanti Saputri   | 11      | 19      | 19    | 21       | 21      | 3        |
| 5.  | Elka Bahmadahni          | 20      | 19      | 12    | 22       | 22      | 3        |
| 6.  | Fudil Setia Anggra       | 10      | 21      | 22    | 17       | 17      | 3        |
| 7.  | Firdianto                | 21      | 18      | 10    | 13       | 13      | 2        |
| 8.  | Gina Saptioza            | 22      | 17      | 16    | 10       | 10      | 2        |
| 9.  | Indra Prabama            | 27      | 18      | 14    | 11       | 11      | 2        |
| 10. | Kurnia Atya Zahra        | 30      | 15      | 13    | 15       | 15      | 3        |
| 11. | M. Nasua                 | 29      | 21      | 24    | 16       | 16      | 3        |
| 12. | M. Dzaky                 | 19      | 17      | 16    | 17       | 17      | 2        |
| 13. | Natasya melinda          | 11      | 13      | 12    | 21       | 21      | 3        |
| 14. | Natara Sitorus           | 10      | 11      | 14    | 29       | 29      | 3        |
| 15. | Novan Kristiah Ninggolun | 12      | 15      | 17    | 26       | 26      | 3        |
| 16. | Nur Adinda               | 19      | 17      | 18    | 17       | 17      | 3        |
| 17. | Nurrah Rizky             | 18      | 16      | 19    | 14       | 14      | 2        |
| 18. | Radite Aditiza           | 15      | 13      | 11    | 13       | 13      | 2        |
| 19. | Rupindo Simamora         | 23      | 22      | 24    | 17       | 17      | 2        |
| 20. | Selvi Agutti lala        | 22      | 18      | 19    | 19       | 19      | 2        |
| 21. | Sesa zia azrahra         | 20      | 21      | 19    | 26       | 26      | 3        |
| 22. | Siti marta senya         | 26      | 17      | 16    | 21       | 21      | 3        |
| 23. | Tami putra utami         | 19      | 18      | 17    | 29       | 29      | 4        |
| 24. | Welfrid Alfonsus Hotrahi | 12      | 19      | 15    | 17       | 17      | 2        |
| 25. | Yoga Prayuda             | 14      | 11      | 10    | 15       | 15      | 2        |
| 26. | Yulandari                | 15      | 21      | 20    | 14       | 14      | 2        |
| 27. | Zikri wtra wahyudi       | 16      | 17      | 14    | 12       | 12      | 2        |
| 28. | M. Rofiq                 | 11      | 10      | 12    | 11       | 11      | 2        |
| 29. | Ramadani                 | 12      | 13      | 19    | 10       | 10      | 2        |
| 30. | Zilvia Vinando Nessya    | 10      | 12      | 15    | 11       | 11      | 2        |



## APPENDIX 10

### Post-test Control class VIID

|    | Nama                     | content | organiz | vocab | language | grammar | mechanics |
|----|--------------------------|---------|---------|-------|----------|---------|-----------|
| 1  | Alfirdo Naam Masykuri    | 40      | 39      | 42    | 36       | 36      | 2         |
| 2  | Arii Saputra             | 41      | 40      | 38    | 39       | 39      | 2         |
| 3  | Carisma zaini naim       | 56      | 42      | 41    | 30       | 30      | 2         |
| 4  | Delta Septianti Saputri  | 57      | 44      | 48    | 40       | 40      | 3         |
| 5  | Bka Ramadani             | 48      | 30      | 50    | 41       | 41      | 3         |
| 6  | Fadil Setia Anogra       | 49      | 35      | 44    | 50       | 50      | 3         |
| 7  | Firdianto                | 60      | 43      | 43    | 57       | 57      | 3         |
| 8  | Gina Septoza             | 61      | 41      | 37    | 60       | 60      | 3         |
| 9  | Indra Pratama            | 54      | 42      | 33    | 25       | 25      | 4         |
| 10 | Kurnia Alya Zahra        | 44      | 44      | 32    | 60       | 60      | 3         |
| 11 | M. Dzaky                 | 47      | 60      | 40    | 54       | 54      | 2         |
| 12 | M. Nazwa                 | 50      | 64      | 45    | 33       | 33      | 2         |
| 13 | Natasya melinda          | 67      | 62      | 44    | 42       | 42      | 2         |
| 14 | Natara Sitorus           | 69      | 69      | 47    | 47       | 47      | 2         |
| 15 | Noran kristian Niopolan. | 50      | 64      | 48    | 49       | 49      | 2         |
| 16 | Nur Adinda               | 54      | 30      | 50    | 51       | 51      | 3         |
| 17 | Nurrah Rizky             | 43      | 31      | 30    | 60       | 60      | 3         |
| 18 | Radix Aditija            | 44      | 38      | 33    | 58       | 58      | 3         |
| 19 | Rapindo Simamora         | 56      | 42      | 32    | 59       | 59      | 2         |
| 20 | Selvi Agusti laia        | 60      | 52      | 40    | 60       | 60      | 3         |
| 21 | Sesa Zia Azzahra         | 62      | 60      | 39    | 44       | 44      | 2         |
| 22 | Siti Maria Senpa         | 40      | 44      | 40    | 42       | 42      | 2         |
| 23 | Tami Putra Utami         | 44      | 45      | 43    | 37       | 37      | 2         |
| 24 | Welfrid Alfonsus Ndraha  | 43      | 43      | 42    | 39       | 39      | 2         |
| 25 | Yoga Prayuda             | 42      | 50      | 41    | 38       | 38      | 2         |
| 26 | Yulandari                | 58      | 51      | 50    | 40       | 40      | 2         |
| 27 | Zikri Wahyudi            | 60      | 55      | 44    | 47       | 47      | 3         |
| 28 | M. Rafiq                 | 61      | 40      | 37    | 58       | 58      | 2         |
| 29 | Pamadani                 | 40      | 41      | 43    | 60       | 60      | 4         |
| 30 | Zilvinda Vinda nassya    | 42      | 43      | 41    | 44       | 44      | 2         |





## APPENDIX 11

### Pre-test Control class VIIC

|     | Nama                    | concepts | organiz | vocab | language | Grammar | mechanics |
|-----|-------------------------|----------|---------|-------|----------|---------|-----------|
| 1.  | Ainur Rahimah           | 20       | 10      | 17    | 12       | 12      | 2         |
| 2.  | Aisyah                  | 10       | 22      | 14    | 14       | 14      | 3         |
| 3.  | Anggun                  | 21       | 17      | 15    | 20       | 20      | 2         |
| 4.  | Aura Sastika Ningsih    | 22       | 19      | 16    | 19       | 19      | 2         |
| 5.  | Azzahrah Lupa Nissuana  | 15       | 13      | 21    | 26       | 26      | 2         |
| 6.  | Dafinti Kasih Rahmudhan | 18       | 12      | 22    | 27       | 27      | 4         |
| 7.  | Elsa                    | 11       | 17      | 23    | 13       | 13      | 2         |
| 8.  | Hana Vita               | 12       | 24      | 29    | 30       | 30      | 2         |
| 9.  | Iru Pratama             | 24       | 29      | 17    | 24       | 29      | 3         |
| 10. | Khalisa                 | 27       | 20      | 18    | 13       | 13      | 3         |
| 11. | Lesta Pratama           | 30       | 21      | 11    | 11       | 4       | 2         |
| 12. | Luna Marjupita          | 17       | 20      | 14    | 10       | 10      | 3         |
| 13. | M. Echan                | 19       | 20      | 29    | 19       | 19      | 4         |
| 14. | madri                   | 19       | 11      | 21    | 17       | 17      | 2         |
| 15. | Miza Amelia             | 15       | 13      | 26    | 21       | 21      | 2         |
| 16. | M. Ajiz                 | 14       | 15      | 25    | 24       | 24      | 2         |
| 17. | Naza                    | 10       | 17      | 24    | 29       | 29      | 3         |
| 18. | Ongki Aprilia P.        | 11       | 28      | 23    | 17       | 17      | 3         |
| 19. | Puji Suputra            | 22       | 22      | 29    | 25       | 25      | 2         |
| 20. | Radit Aditia P.         | 27       | 19      | 19    | 19       | 19      | 3         |
| 21. | Ridwan Adriansyah S.    | 30       | 14      | 17    | 11       | 4       | 3         |
| 22. | Sharmia Aprilia         | 4        | 13      | 11    | 12       | 12      | 3         |
| 23. | Sifa                    | 10       | 12      | 10    | 10       | 10      | 3         |
| 24. | Sentia Bela             | 13       | 24      | 12    | 19       | 19      | 3         |
| 25. | Sukur Iman Jayalaila    | 15       | 29      | 18    | 26       | 26      | 4         |
| 26. | Wendi Fernando          | 16       | 30      | 26    | 27       | 27      | 4         |
| 27. | Yoga Bima Pratama       | 25       | 28      | 24    | 29       | 29      | 2         |
| 28. | Zilfirah                | 27       | 10      | 11    | 12       | 12      | 2         |
| 29. | Budi Bra Rajung         | 21       | 13      | 10    | 13       | 13      | 2         |
| 30. | Radit Ongki P.          | 16       | 19      | 15    | 20       | 20      |           |



## APPENDIX 12

### Post-test Control class VIIC

|    | Nama                  | Content | organiz | vocab | language | Grammar | Mechanics |
|----|-----------------------|---------|---------|-------|----------|---------|-----------|
| 1  | Ainur Rahimah         | 45      | 31      | 40    | 33       | 33      | 2         |
| 2  | Aisyah                | 60      | 40      | 37    | 51       | 51      | 2         |
| 3  | Anggun                | 40      | 53      | 50    | 60       | 60      | 2         |
| 4  | Aura Sastika Hingsih  | 51      | 60      | 43    | 31       | 31      | 2         |
| 5  | Azzahrah Iopa Nissuam | 56      | 43      | 31    | 40       | 40      | 3         |
| 6  | Dafinti Kasih Rhamzah | 65      | 55      | 32    | 35       | 35      | 3         |
| 7  | Elsa                  | 69      | 60      | 37    | 37       | 37      | 3         |
| 8  | Hana Vita             | 40      | 30      | 44    | 75       | 75      | 4         |
| 9  | Irul Pratama          | 43      | 39      | 50    | 60       | 60      | 3         |
| 10 | Khalisa               | 47      | 42      | 39    | 54       | 54      | 2         |
| 11 | Leska Pratama         | 50      | 56      | 40    | 49       | 49      | 2         |
| 12 | Luna marjupita        | 62      | 60      | 42    | 48       | 48      | 2         |
| 13 | M. Rehan              | 66      | 57      | 37    | 51       | 51      | 2         |
| 14 | Madri                 | 44      | 37      | 39    | 56       | 56      | 3         |
| 15 | Miza Amelia           | 40      | 58      | 41    | 49       | 49      | 3         |
| 16 | M. Ajiz               | 42      | 39      | 30    | 58       | 58      | 3         |
| 17 | Maza                  | 47      | 32      | 75    | 52       | 52      | 3         |
| 18 | Ota Onqli Aprilia R.  | 62      | 41      | 38    | 47       | 47      | 3         |
| 19 | Ruji Saputra          | 64      | 44      | 40    | 48       | 48      | 3         |
| 20 | Radit Aditri P.       | 53      | 57      | 43    | 36       | 36      | 2         |
| 21 | Ridwan Adriyansah S.  | 50      | 51      | 44    | 32       | 32      | 2         |
| 22 | Sharmila Aprilia      | 49      | 33      | 75    | 75       | 75      | 4         |
| 23 | Sifa                  | 50      | 49      | 41    | 31       | 31      | 3         |
| 24 | Sintia Bela           | 53      | 58      | 30    | 30       | 30      | 2         |
| 25 | Sukur Iman Jayalait   | 60      | 60      | 31    | 32       | 32      | 2         |
| 26 | Wandi fernando        | 59      | 38      | 44    | 49       | 49      | 2         |
| 27 | Yoga Bima Pratama     | 42      | 34      | 50    | 40       | 40      | 2         |
| 28 | Zilfirah              | 48      | 47      | 39    | 42       | 42      | 2         |
|    | di Bagus bila Tanjung | 60      | 32      | 40    | 38       | 38      | 2         |
|    |                       | 42      | 47      | 39    | 40       | 37      | 2         |
| 30 | Radit onqli P.        |         |         |       |          |         |           |



### APPENDIX 13 Validity of Research Instrument

#### Correlations

|        |                     | B1     | B2    | B3    | B4     | B5     | Jumlah |
|--------|---------------------|--------|-------|-------|--------|--------|--------|
| B1     | Pearson Correlation | 1      | -,054 | ,038  | ,014   | ,301   | ,589** |
|        | Sig. (2-tailed)     |        | ,778  | ,842  | ,941   | ,106   | ,003   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B2     | Pearson Correlation | -,054  | 1     | -,153 | ,310   | ,075   | ,460*  |
|        | Sig. (2-tailed)     | ,778   |       | ,421  | ,095   | ,695   | ,011   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B3     | Pearson Correlation | ,038   | -,153 | 1     | ,123   | -,270  | ,249   |
|        | Sig. (2-tailed)     | ,842   | ,421  |       | ,517   | ,148   | ,184   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B4     | Pearson Correlation | ,014   | ,310  | ,123  | 1      | ,068   | ,596** |
|        | Sig. (2-tailed)     | ,941   | ,095  | ,517  |        | ,719   | ,002   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| B5     | Pearson Correlation | ,301   | ,075  | -,270 | ,068   | 1      | ,527** |
|        | Sig. (2-tailed)     | ,106   | ,695  | ,148  | ,719   |        | ,003   |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |
| Jumlah | Pearson Correlation | ,589** | ,460* | ,249  | ,596** | ,527** | 1      |
|        | Sig. (2-tailed)     | ,001   | ,011  | ,184  | ,001   | ,003   |        |
|        | N                   | 30     | 30    | 30    | 30     | 30     | 30     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).





### APPENDIX 14 Paired Samples Statistics

|        |                        | Mea<br>n    | N  | Std.<br>Deviation | Std.<br>Error<br>Mean |
|--------|------------------------|-------------|----|-------------------|-----------------------|
| Pair 1 | Pre Test<br>control    | 34,04<br>50 | 30 | 8,62504           | 1,57471               |
|        | Post test<br>control   | 71,80<br>97 | 30 | 8,72831           | 1,59356               |
| Pair 2 | Pre Test<br>experimen  | 37,64<br>50 | 30 | 9,16436           | 1,67318               |
|        | Post test<br>experimen | 79,95<br>07 | 30 | 9,26580           | 1,69170               |

### APPENDIX 15 Paired Samples Correlations

|        |  | N  | Correlat<br>ion | Sig. |
|--------|--|----|-----------------|------|
| Pair 1 | Pre Test control<br>& Post test<br>control     | 30 | -,025           | ,897 |
| Pair 2 | Pre Test<br>experimen & Post<br>test experimen | 30 | -,099           | ,601 |



## APPENDIX 16

### Paired Samples Test

|  | Paired Differences |                |                 |   |           | T       | df | Sig. (2-tailed) |
|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
|  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|  |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| ir Pre Test control -<br>Post test control       | -37,76467          | 12,42107       | 2,26777         | -42,40277                                 | -33,12656 | -16,653 | 29 | ,000            |
| ir Pre Test eksperimen -<br>Post test experiment | -42,30567          | 13,66518       | 2,49491         | -47,40833                                 | -37,20300 | -16,957 | 29 | ,000            |

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## APPENDIX 17 SILABUS

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran   | Indikator | Penilaian | Lokasi Waktu | Sumber Belajar | Nilai Karakter |
|------------------|---------------------------|---|-----------|-----------|--------------|----------------|----------------|
|                  |                           | <ul style="list-style-type: none"> <li>Siswa menulis pemersalahan dalam bahasa Inggris untuk menanya dan menyebutkan tingkah laku /tindakan/fungsi orang, binatang, benda dalam jurnal belajar (<i>learning journal</i>)</li> </ul> |           |           |              |                |                |

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|   |                         |  |  |   |              |   |  |
|---|-------------------------|--|--|---|--------------|---|--|
| <p>Membanding-<br/>i fungsi social,<br/>iktur teks, dan<br/>sur<br/>ahasaan<br/>erapa teks<br/>kriptif lisan<br/>i tulisan dengan<br/>mber dan<br/>minta<br/>ormasi terkait<br/>gan deskriptif<br/>ng, binatang,<br/>i benda, sangat<br/>dek dan<br/>erhana sesuai<br/>gan konteks<br/>ggunaannya</p> | <p>Descriptive text</p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Mengamati pendeskripsian orang, binatang, atau benda.</li> <li>• Mengamati pendeskripsian seseorang atau secara lisan</li> <li>• Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif.</li> </ul> | <p>Bertanya dan berbicara mendeskripsikan orang, binatang, dan benda. Mendeskripsikan seseorang atau secara lisan Memahami fungsi social struktur teks dan unsure kebahasaan Membuat dialog tentang teks descriptive Membedakan teks deskripsi tulisan dan lisan</p> | <p><b>Sikap</b></p> <ul style="list-style-type: none"> <li>- Observasi</li> </ul> <p><b>Pengetahuan</b></p> <ul style="list-style-type: none"> <li>- Penugasan(tugas/struktur lisan dan tulisan</li> </ul> <p><b>Keterampilan</b></p> <ul style="list-style-type: none"> <li>Portofolio proyek</li> </ul> | <p>16 JP</p> | <p>BukuBahasa Inggris VII Buku Paket Buku Referensi</p> | <p>Bersahabat/komunikatif Kreatif Peduli <b>lingkungan</b></p> |
|---|-------------------------|--|--|---|--------------|---|--|

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|   |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| <p><b>Teks deskriptif</b></p> <p><b>4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur, dan unsur kebahasaan teks deskripsi lisan dan tulisan, sangat pendek dan sederhana, terkait orang, binatang,benda.</b></p> <p><b>4.7.2 Menyusun teks deskripsi lisan dan tulisan, sangat pendek dan sederhana terkait orang, binatang dan benda, dengan memperhatikan fungsi secara social, struktur teks dan unsure kebahasaan, secara benar dan sesuai konteks.</b></p> |  | <p><b>Menanya</b></p> <p><b>Merumuskan pertanyaan tentang pendeskripsian orang, binatang, atau benda.</b></p> <p><b>Merumuskan pertanyaan tentang fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif.</b></p> <p><b>Mengumpulkan informasi</b></p> <p><b>Mengumpulkan informasi tentang pendeskripsian orang, binatang, atau benda.</b></p> <p><b>Mengumpulkan informasi tentang fungsi social, struktur,teks, dan unsure kebahasaan teks deskripsi.</b></p> <p><b>Mengmpulkan informasi tentang perbedaan pendeskripsian secara lisan dan tulisan</b></p> <p><b>Menalar /mengasosiasi</b></p> <p><b>Menganalisis informasi tentang perbedaan pendeskripsian orang, binatang atau benda</b></p> <p><b>Menganalisis informasi tentang fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif</b></p> <p><b>Menganalisis informasi tentang perbedaan pendeskripsian secara lisan dan tulisan</b></p> <p><b>Mengkomunikasikan</b></p> <p><b>Memperaktikan dialog yang berisi teks deskripsi orang binatang, atau benda.</b></p> <p><b>Membuat sebuah dialog tentang deskripsi orang,</b></p> |  |  |  |  |  |
|---|--|---|--|--|--|--|--|

|  |  |  |  |  |  |   |  |  |  |
|--|--|--|--|--|--|---|--|--|--|
|  |  |  |  |  |  | <p><b>binatang, atau benda</b></p> <p><b>Menulis sebuah dialog/teks mengenai pendeskripsian orang, bintang, dan benda</b></p> |  |  |  |
|--|--|--|--|--|--|---|--|--|--|



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## APPENDIX 18 RENCANA PEMBELAJARAN

**Satuan Pendidikan** : SMP Negeri 1 Merlung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : VII/2  
**Materi Pokok** : Descriptive Text  
**Alokasi Waktu** : 2 pertemuan (4 JP)

### A. Kompetensi Inti

|      |  |
|------|--|
| KI 1 | Menghargai dan menghayati ajaran agama yang dianutnya  |
| KI2  | Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  |
| KI3  | Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.   |
| KI4  | Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori. |

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| No | Kompetensi dasar | Indikator Pencapaian kompetensi |
|----|------------------|---------------------------------|
|----|------------------|---------------------------------|



|   |  |  |
|---|--|--|
| 1 | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.   | 1.1.1 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris  |
| 2 | 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini) | 2.2.1 Bertanggung jawab atas tindakananggotanya saat menjadi pemimpinkelompok<br>2.2.2 Mengakui ketika membuat kesalahan<br>2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri<br>2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain<br>3.7.1 Menentukan tujuan komunikatif teks<br>3.7.2 Mengidentifikasi struktur teks<br>3.7.3 Mengidentifikasi unsurkebahasaan dalam teks<br>4.8.1 Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima<br>4.8.2 Menyatakan sifat |
| 3 | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.    |  |
| 4 | 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.    |  |

|  |  |  |
|--|--|--|
|  |  | <p>dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima</p> <p>4.8.3 Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p> <p>4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p> |
|--|--|--|

### C. Tujuan Pembelajaran

#### Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 2) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 3) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 4) mengidentifikasi kata kerja yang terdapat dalam teks secara berkelompok;
- 5) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;
- 6) mengidentifikasi kata keterangan yang terdapat dalam teks secara berkelompok;

#### Pertemuan Kedua

- 1) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 2) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 3) mengakui ketika membuat kesalahan;
- 4) tidak menyalahkan orang lain atas tindakannya sendiri;
- 5) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 6) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 7) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 8) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *neighborhood walk*;





- 9) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *neighborhood walk*.

#### D. Materi Pembelajaran

##### Pertemuan Pertama

**Fungsi Sosial** : Mendeskripsikan dan mengidentifikasi benda

**Struktur Teks** :

- an introduction to the subject of the description;
- characteristic features of the subject, eg physical appearance, qualities, habitual behaviour, significant attributes.

##### Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Kata keterangan (*very, so, really, extremely, dsb.*)
- Bentuk pendek (*It's, They're, dsb.*)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they, dsb.*)
- *Introductory there (there is, there are)*
- Nama-nama benda
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*
- Ucapan, tekanan kata, intonasi, dan ejaan

**Topik** : Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

##### Pertemuan Kedua

**Fungsi Sosial** : Mendeskripsikan dan mengidentifikasi benda

**Struktur Teks** :

- an introduction to the subject of the description;
- characteristic features of the subject, eg physical appearance, qualities, habitual behaviour, significant attributes.

##### Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Kata keterangan (*very, so, really, extremely, dsb.*)
- Bentuk pendek (*It's, They're, dsb.*)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they, dsb.*)
- *Introductory there (there is, there are)*
- Nama-nama benda
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*



- Ucapan, tekanan kata, intonasi, dan ejaan

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

#### **E. Metode Pembelajaran**

1. Deskripsi teks
2. Story circles

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **1. Media**

Gambar benda, dan poster

##### **2. Sumber Pembelajaran**

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- d. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

#### **G. Langkah-langkah Kegiatan Pembelajaran**

##### **Pertemuan Kesatu**

##### **Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

##### **Kegiatan inti (60 menit)**

##### **Mengamati**

- 1) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 2) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

##### **Merumuskan Pertanyaan atau Hipotesis**

- 3) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komuikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 4) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 5) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.



### **Mengumpulkan Data atau Informasi**

- 6) Peserta didik membentuk kelompok yang beranggotakan lima (orang).
- 7) Peserta didik menerima pembagian contoh teks deskriptif (cara menanyakan dan menyatakan sifat benda) yang berbeda-beda untuk masing-masing kelompok.
- 8) Peserta didik menggarisbawahi kata-kata yang menerangkan benda yang terdapat dalam teks secara berkelompok.
- 9) Peserta didik melingkari kata kerja yang digunakan dalam teks tersebut secara berkelompok.
- 10) Peserta didik member tanda kotak pada frase-frase benda dalam teks secara berkelompok.
- 11) Peserta didik memberi tanda segitiga pada kata keterangan yang terdapat dalam teks.

### **Menganalisis Data atau Informasi dan Membuat Kesimpulan**

- 12) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.
- 13) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.
- 14) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.
- 15) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

### **Mengomunikasikan**

- 16) Dua (2) orang peserta didik (wakil kelompok) berkeliling dari kelompok satu ke kelompok lain untuk mempresentasikan hasil diskusi dan temuan mereka tentang kata sifat, kata kerja, frase benda, kata keterangan, tujuan komunikatif teks, dan struktur teks.
- 17) Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari.

### **Penutup (10 menit)**

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.



## Pertemuan Kedua

### Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

### Kegiatan inti (60 menit)

#### Mencipta

- 1) Peserta didik mengamati gambar dan mendeskripsikan gambar-gambar tersebut dengan menggunakan kata-kata yang sudah dipelajari berdasarkan pertanyaan arahan dari guru secara individu.
- 2) Peserta didik menuliskan jawaban (kalimat) di papan tulis setelah menjawabnya secara lisan secara individu.
- 3) Peserta didik mengucapkan kalimat-kalimat yang terdapat di papan tulis.
- 4) Peserta didik menyusun teks pendek berdasarkan gambar-gambar yang disediakan secara berkelompok. Kalimat pertama disediakan oleh guru.
- 5) Peserta didik membagi diri dalam beberapa kelompok yang beranggotakan 5 atau 6 orang.
- 6) Peserta didik menerima penjelasan tentang kegiatan *story circles*.
- 7) Peserta didik menerima lembar kerja yang harus dilengkapi pada saat kegiatan *story circles*.
- 8) Peserta didik secara berkelompok melakukan kegiatan *story circles*.
- 9) Peserta didik secara berkelompok saling menyambung kata tentang deskripsi benda maupun hewan.
- 10) Perwakilan kelompok mempresentasikan tentang topic deskripsi teks yang sudah berbentuk kalimat tersebut di depan kelas.
- 11) Peserta didik dari kelompok lain diberi kesempatan mengajukan pertanyaan, mengklarifikasi atau mengonfirmasi presentasi dengan bantuan guru.
- 12) Peserta didik melakukan refleksi atas kesempatan bisa mempelajari Bahasa Inggris dengan pertanyaan pengarah dari guru, dan kemudian menulis *learning logs* sederhana tentang rasa syukur mereka atas kesempatan belajar yang diberikan.
- 13) Peserta didik mengisi evaluasi diri tentang sikap sosial bertanggung jawab.



**Penutup (10 menit)**

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.



## APPENDIX 19

### Descriptive text theme questions

#### 1. Elephant

The is a elephant, he has gray skin color, he has two tush, he has one trunk, he has two eyes black color, he has two foot, he has big body, he has two wide ears, he has small tail, he is a plant-eating animal.





## APPENDIX 20

### The documentacion



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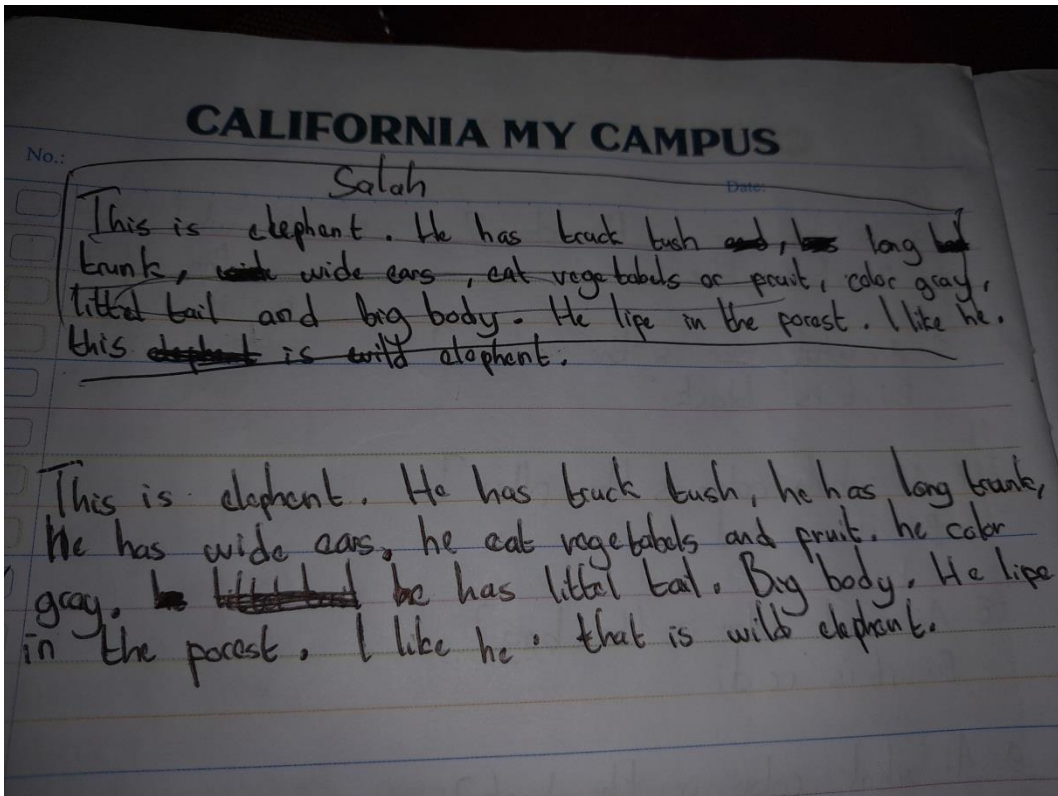
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