

**THESIS**

**THE EFFECT OF TAPESTRY APPROACH ON STUDENTS'  
ACHIEVEMENT IN DESCRIPTIVE WRITING AT EIGHTH GRADE OF  
SMP SWASTA MULIA KOTA RANTANG MEDAN IN 2017/2018  
ACADEMIC YEAR**

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic  
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for Sarjana Pendidikan*

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**ABSTRACT****ZIANA ZULKARNAIN SITORUS. THE EFFECT OF TAPESTRY APPROACH ON STUDENTS' ACHIEVEMENT IN DESCRIPTIVE WRITING AT THE EIGHTH GRADE OF SMP SWASTA MULIA KOTA RANTANG MEDAN IN 2017/2018 ACADEMIC YEAR.**

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Keywords: *Tapestry Approach, Students' Achievement in Descriptive Writing*

This research was intended to find out the empirical evidence of the students' achievement in descriptive writing by using Tapestry Approach at the eighth grade of SMP Swasta Mulia Kota Rantang Medan. This research was experimental research. The population of this research was all students of class VIII of SMP Swasta Mulia Kota Rantang. The samples of this research were taken from 20 students of experimental group (class VIII-A) and 20 students of control group (class VIII-B). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' achievement in descriptive writing by Tapestry Approach got the mean 73.01 and standard deviation was 7.03; (2) The students' achievement in descriptive writing by using conventional strategy got the mean 60.04 and standard deviation was 7.49. The value of  $t_{observed}$  was 3.125 and that of  $t_{table}$  was 2.021. So the value of  $t_{observed}$  was higher than that of  $t_{table}$ . It means that there was significant effect of using Round Tapestry Approach on students' achievement in descriptive writing

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

The language skill is the performance of the speakers of a language in using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they share among themselves. It refers to the correct use of the rules of their language. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively.<sup>1</sup> There are four language skills: speaking, reading, listening and writing.

Writing is one of the language skills, which is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.<sup>2</sup> As one of the language skill, writing can not be ignored from its role to improve students' knowledge. Writing skill needs to be mastered by the learners, because learning how to write in English is important. In last few years, the schools have been emphasizing the importance of knowing how to write. In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This is not likely to make students interested in writing.

Writing is a progressive activity. This means that when students write something down, they have already been thinking about what they are going to

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<sup>1</sup>SangamSiahaan, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p. 1.

<sup>2</sup>*Ibid*, p. 2.

say and how they are going to say it.<sup>3</sup> But in fact, one of major difficulties in writing is to find something to write about.

In English classes, students frequently complain that finding something to write about is more difficult than writing. The phenomenon is the students do not have any idea of what to write, they also can not choose the right words, and they do not know how to start their writing, and also they feel difficulties to find ideas when writing process. The students find it difficulties to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph. The students fact difficulties in terms of grammar and limited vocabulary make the students difficulties to express their ideas and lose confidence in writing, assume that writing is boring, sometimes they are not able to continue writing their ideas in the middle of their writing process because they do not know anymore what to write, they are bereft of idea to write.

One factor causes the problem is the strategy applied by the English teachers. They do not have sufficient and suitable teaching techniques, and also lack of appropriate materials in their classes. Besides, many teachers still use the traditional teacher-centered method in writing classes, which makes classes boring and ineffective.

To solve the problem, English teachers would do well to provide students with as many acceptable suggestions as they can. Teachers also must find an effective strategy in teaching writing skill, especially in teaching writing descriptive and Tapestry Approach is the answer.

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<sup>3</sup> 3 Alice Oshima and Ann Hogue, (1997), *Introduction to Academic Writing 2nd ed*, New York: Addison Wesley Longman, p. 2.

Tapestry approach is learning approach which has purpose to make students become more active in language learning by giving material matched to the skills, abilities, goals, backgrounds, and interest of student. The materials are arranged well so students attract to follow the learning process. This Learning approach is flexible because the material can be rearrange/recycle when it doesn't match with students' needs and goals anymore.<sup>4</sup>

In Tapestry Approach, the learner's needs and purposes are fundamental to fundament to the development of the learner's language. In this matter, the teacher must understand the learner's need and purposes as a guide and companion as well as a motivator, counselor, and analyst of needs. The teacher help the learner to overcome obstacles, suggest strategies for acquiring the language more efficiently, and provides the learner with exposure to an interaction with the necessary input.<sup>5</sup>

Based on the above problems the researcher intends to conduct research on

**“The Effect of Tapestry Approach on Students' Achievement in Descriptive Writing at the Eighth Grade of SMP SwastaMulia Kota Rantang Medan”.**

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<sup>4</sup><http://rydhasnote.blogspot.co.id/2012/07/tapestry-aproach.html> (diakses 1 maret 2018)

<sup>5</sup> Robin C. Scarcella and Rebecca L., Oxford (1992), *The Tapestry of Language Learning: The Individual in the Communicative Classrom*, Boston, MA: Heinle&Heinle Publishers.

## **B. Identification of Problems**

In relation to the background, the problem of this research will be identified as the following:

1. The students have difficulties in writing, especially in descriptive writing.
2. The students assumes that writing is boring.
3. The teachers do not have sufficient and suitable teaching strategies in writing classes.

## **C. Research Questions**

In the relation to the background of the study, the research addresses the problem as the following:

1. Howdoesthe students' writing ability using Tapestry approach than using conventional method?
2. How does the significant of Tapestry Approach on students' achievement in writing descriptive?

## **D. Purposes of the Study**

The purpose of the study as follow :

1. To find out the significant effect of using Tapestry Approach on students' achievement in descriptive writing.
2. To find out the significant of Tapestry Approach on students' achievement in descriptive writing.

### **E. Significances of Study**

The result of the study is expected to be useful theoretically and practically.

Theoretically, the result of the study is expected to be useful for the readers, to enrich their horizon in theory of English learning. The result of the study is also expected to be useful for the researcher for their future study.

Practically, the result of the study is expected to be useful for:

1. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching writing in order to improve their competence in teaching English, especially descriptive writing.
2. Students, to enable them to improve their descriptive writing achievement.
3. Researcher, be useful as a reference in the learning process in the future.
4. Other researchers, also be useful as a reference in the learning process in their future.

### **F. Limitation of the Study**

The subject matter discussed in this research deals with the students' mastery in descriptive writing by using Tapestry Approach



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

There are so many activities in teaching and learning English in the classroom. To make the students more interested in learning English, the teacher should be able to make an appropriate activity depend on the need on an understanding of the interaction, which the teacher entails.

In teaching, writing especially in descriptive writing, the teacher can use a teaching approach in conducting the lesson in class. Tapestry is one of the teaching approaches which can be used in teaching descriptive writing. The use of Tapestry in teaching process is to raise the students' interest and curiosity, to raise motivation and understanding in learning process. By this approach, perhaps the students will be more interest in learning writing especially descriptive writing and so with the teacher will feel easier to conduct the role of the learning process by using Tapestry.

#### 1. Definition of Writing

Writing is one of the important skills in teaching English. It has always occupied place in most English language course<sup>6</sup>.

Allah Said in Holy Al-Qur'an Surah Al-Jumu'ah Verse 2:

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

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<sup>6</sup>Nurhayuna, (2017), *Basic Writing*, Medan, p. 1

The meaning:

*“He Who taught [the use of] the pen. Taught man that which he knew not.”*

Based on the verses, Allah explains that He taught man with a pen (Qalam). Whereas with a pen, people can write and transfer their knowledge to the next generation, and by creating a writing pen is a tool to convey ideas. It shows the tool of writing and writing itself have important roles. You can explore all your idea on your mind become article, paragraph or text and make you understand about a new something.

Writing is a way to product language, which you do naturally when you speak<sup>7</sup>. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them<sup>8</sup>.

Writing is the ability to put pen and paper to express ideas through symbols, this way, representation on the paper will have meaning and content that could be communicated to other people by writing.<sup>9</sup>

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self. Who we are effect how we write, what ever we write.<sup>10</sup>

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<sup>7</sup>*Ibid*, p. 1

<sup>8</sup>H. D Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd), San Fransisco: Longman, p. 336

<sup>9</sup>Nurhayuna, (2017), *Basic Writing*, Medan, p. 1

<sup>10</sup> *Ibid*, p. 1

Writing can be defined as an activity of delivering messages (communication) with the use of written language as a means or media, or in other words writing is communication activities such as delivering a message in writing to the other people.<sup>11</sup>

Harmer stated that writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes ranging from being merely a backup for grammar teaching to a major syllabus stand in its own right where mastering the ability to write effectively is seen as a key objective for learners.<sup>12</sup>

Oshima and Hogue stated that writing is never one-step action – it is a process that has several steps.<sup>13</sup> This statement is supported by Gibbons who stated that writing is a recursive process – that writers continually revise and edit at all stages of the writing process, from first draft to final product.<sup>14</sup> The writing process is extended to provide a step-by-step model for writing so that the finished piece is the best it can be.

Macdonald stated in FeraMursidah and Entis journal that writing as the main part of education. Writing is a vital part of education, because writing is basic of thinking and education. Writing forces to think, explore ideas, find out an argument and evaluate product.<sup>15</sup>

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<sup>11</sup>Suparno and MohamadYunus, (2002), *Keterampilan Dasar Menulis*, Jakarta: Universitas Terbuka, p. 3.

<sup>12</sup>Jeremy Harmer, (2004), *How to Teach Writing*, England: Longman, p. 31.

<sup>13</sup> Alice Oshima and Ann Hogue, (1997), *Introduction to Academic Writing 2nd ed*, New York: Addison Wesley Longman, p. 2.

<sup>14</sup> Pauline Gibbons, (2005), *Writing in a Second Language Across the Curriculum*, New York: Pearson Education, p. 276.

<sup>15</sup>FeraMursidah, (2011), Improving Students Writing Ability to Write Narrative Text through Write Pair Share, *Education Journal: Vol 2*, p. 23.

From the statements above, it can be assumed that writing has a main role in education. It presents how the brain works by using the students' mind to think. Education needs thought to deliver information such as ideas, opinion and spread their creativity. Both of the functions are able to be evaluated by writing a letter, essay, poem as the product.

Moreover, in Islam writing is also important, Allah command us to study more of His creatures. It means, we obligate to looking for knowledge without any reasons. One of the ways to reinforce our knowledge is writing. It can be seen in Holy Qur'an Surah Al-'alaq verses 1-5 :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ  
(4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

*Meaning : "1). Proclaim (Read!) in the name of thy Lord and Cherisher who created. 2). Created man, out of a (mere) clot of congealed blood. 3). Proclaim! And thy Lord is most Bountiful. 4). He taught (the use of) the pen. 5). Taught man that which he didn't know.<sup>16</sup>*

Based on the verses above, writing and reading can't be separated one another because both of this case learned by human at once. When mankind reading for knowledge, they have to tie with the pen (written), so they can teach the knowledge to others or next generations one day.

In Islam writing is also one of the important skills that should be learning. The writer is needed to make agreement about Islam rules; In fact, the writer should have two characteristic: the first is fair and the second is to knowing Islamic rules to make suitable with Islam rules. This based on the verse in holly Al-Qur'anAlbaqarah : 282

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<sup>16</sup> Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an, 9<sup>th</sup> Edition*, Beltsville, Maryland: Amana Publications, p. 1671.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ

Meaning :

*O ye who believe! When ye deal with each other, in transactions involving future obligations in affixed period of time, reduce them to writing let a scribe write down faithfully as between the parties, let not the scribe refuse to write, as Allah has taught him..... (albaqarah ;282).<sup>17</sup>*

Looking for science like improving writing skill not only declared in Holy Qur'an but also delivered from some Hadits. The recommendation of studying writing skill also exist in hadits that narrated by IbnuAbdilBari :

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَىٰ كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

*Meaning : “seeking that knowledge is obligatory for Muslim and Muslimah” (Narrated by IbnuAbdil Bari).*

Hadits above, emphasizes that looking for knowledge is one of obligators of mankind (male and female). Studying writing is also knowledge, so there is an obligatory of every human being to learn it.

## 2. The Description of Descriptive Writing

Descriptive writing can be divided into two parts :

### a. Description of Place

Description paragraphs and short essays, it is best to limit the description to a small place, a room and a house instead of something as large as city or a country.

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<sup>17</sup> Abdullah Yusuf Ali, The Meaning of the Holy Qur'an. United States of America: Amana Publication. 2001.p. 1436

There are two ways to go about writing a description of a place. Start from the overall impression and break it down into details, or start from the details and build up toward an overall impression.

### 1. From General to Specific

Take a place that we know well, like a room at home. What is the general feeling about it? What sentence can describe it? When the sentence has appeared, we have topic sentences for a paragraph or even a thesis sentence for a whole essay. Then we need to back up that sentence with specifics. What details prove that point? What will support the general impression?

Example :

My room at home is the messiest part of the house. I am not usually considered a slob by my friends, but that's only because they have never seen how I live. My room is too small for all the junk I collect, so it is scattered about the floor, hung on the walls, and draped on the furniture. On the floor is my magazine collection, with some issues dating back to the early 1970s. Under the bed are boxes from birthday presents. The closet won't close because they are crammed full with luggage, old childhood toys, clothing for winter and summer, and my rock collection. On the wall, gathering dust, are pictures I clipped from fan magazines when I was in Junior High. I never got around to taking them down because my record collection gets in the way and I'd to move that first before I could reach them.

## 2. From Specific Details to General

Another, equally good method of developing a description is by first listing the specific sense details (sight, sound, smell, touch, taste), then grouping them together into categories.

For examples, look at the list college cafeteria :

1. Greasy hamburger piled on the steam table.
2. Watery coffee in a Styrofoam cup.
3. Bored students playing endless games of bridge.
4. Rock music on the speaker system.
5. Bits of napkins and plastic plates scattered on the floor.

These are good details that show the conditions of the cafeteria.

Now the lists are grouped into categories, which become :

- a. The food
- b. The atmosphere
- c. The people

From these categories, we can come up with a statement. The sentences will be the topic sentences, so it cannot be too vague or broad. It must express the characteristics that have already identified by means of the lists of the details, as in this example of topic sentences for category 1, the food :

The food at our cafeteria is terrible.

Or :

If you want decent food, don't bother with our cafeteria.

b. Description of a Person

The same strategies that are used for description of a place can be used to describe a person. The general feeling can be chosen as the first and then back it up or finding plenty details and work toward a general that seem to sum them it up.<sup>18</sup>

### 3. Definition of Approach

Approach is a set of assumptions dealing with the nature of language, learning and teaching"<sup>19</sup>. According to Richards and Rodgers which are quoted "An approach defines assumptions beliefs, and theories to classroom material activities. Procedure is the techniques and practice that are derived from one's approach and design"<sup>20</sup> And the both : statements were joined as "theoretically well informed positions and beliefs about the nature of language learning, and the applicability of both to pedagogical settings".

Base on this objective we will see, the brief explanation about the Tapestry approach in teaching and learning especially the techniques and the

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<sup>18</sup>John. C Brereton, (1982), *A Plan for Writing*, Canada: CBS College Publishing, p. 59

<sup>19</sup> H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2<sup>nd</sup> Edition, New York, Pearson Education.

<sup>20</sup>*Ibid*, p.14.



procedures of writing activities that the researchers recommended in Tapestry approach.

### **a. Tapestry Approach**

The Tapestry of Language Learning is the cornerstone of a new series from Heinle and Heinle that combine[s] communicative, thematic, task-based learning with a concern for students' individual differences' (p. v). The Tapestry of Language Learning is a respectable contribution to ESL teacher training.<sup>21</sup>

Tapestry approach is learning approach which has purpose to make students become more active in language learning by giving material matched to the skills, abilities, goals, backgrounds, and interest of student. The materials are arranged well so students attract to follow the learning process. This Learning approach is flexible because the material can be rearrange/recycle when it doesn't match with students' needs and goals anymore.

In order to make a tapestry, the weaver combines vertical and horizontal strands to make a picture or a design. Similarly, in developing their second language ability, language learners weave various threads, they are vocabulary, grammatical, structures, and discourses features to create proficiency in the four skill.

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<sup>21</sup> Robin C. Scarcella and Rebecca L., Oxford (1992), *The Tapestry of Language Learning: The Individual in the Communicative Classroom*, Boston, MA: Heinle&Heinle Publishers.

The learners create the second language much as a weaver creates tapestry. Ultimately, the learner decides when the product, the degree of communicative competence is adequate and what its size, shape, and texture are to be. Here, the learner's need and purposes are essential and the assistance of the teacher makes the students' language learning task more easier, who serves as a guide and companion as well as a motivator, counselor and analyst of the needs.

#### **b. Teacher Roles in Tapestry Approach**

There is an interaction between the student's individual characteristic (for instances learning style and motivation) and external influences (such as teaching practices and instructional materials). In Tapestry approach, teaching is dynamic process involving teacher and student.

The roles of teacher in Tapestry approach :

##### 1. Information-Gatherer

Teacher constantly collect information about the learners, analyze their language behavior and observe ongoing interactions.

##### 2. Decision maker

Teacher makes decisions on a moment-to-moment basis. Their knowledge of learning theory and educational practice allows them to plan flexible learning experiences and to respond sensitively to learners of

differing language ability levels and varying backgrounds, interest, and needs.

### 3. Motivator

Teacher motivates students to acquire their English. They arouse and maintain their students' interest by constantly accessing the needs, interests, and goal of their students and tailoring their interaction accordingly. Teacher also provide stimulating, interesting lesson that respond to the emotional, cognitive, and linguistic needs to the learners.

### 4. Facilitator of Group Dynamic

Teachers have strong skills in group dynamics that help them to provide efficient classroom routines and smooth transitions. They organized instructional tasks logically and understand how to use different types of grouping (including individual, pair, small group, and large group work) to encourage specific types of learning.

### 5. Provider of Large Quantities of Authentic English Input and Opportunities

Teacher provides students with extensive exposure to English through readings, lectures, movies, films audiotapes, and so on. They also arrange rich opportunities for learners to communicate with peers, native speakers, and themselves.

#### 6. Counselor and Friend

Teachers know when to serve as counselors and friends. They provide emotional support just when it is required and help learners feel secure and confident about second language learning. Teacher recognizes psychological problems that may hinder the students' progress acquiring English and help students overcome these difficulties.

#### 7. Provider of Feedback

Teachers monitors students' progress regularly. The feedback that teacher provide learners is timely and constructive. Students value the incentives that teacher regularly provide.

#### 8. Promoter of a Multicultural Perspective

Teacher expect their students to take a multicultural perspective. They encourage students to be tolerant of cultural conflicts, to respect those of diverse cultures, and to avoid stereotyping others.<sup>22</sup>

### **c. The Learners in Tapestry Approach**

In tapestry approach, learners are active. They have considerable control over their own learning, and they help select specific themes and tasks of

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<sup>22</sup> Robin C. Scarcella and Rebecca L., Oxford (1992), *The Tapestry of Language Learning: The Individual in the Communicative Classroom*, Boston, MA: Heinle&Heinle Publishers. p. 3

instruction. In addition, they help teachers with valuable details about their learning processes.

In the tapestry approach, the teacher helps the learners to understand why they must be active participants and why so much emphasis was placed on seeking information from learners regarding their attitudes, value of the ones ordinarily use.

Strategy instructions includes demonstrating when a given strategy might be useful, as well as how to use it, how to evaluate its usefulness, and how to transfer it to other related tasks and situation. In strategy instruction, students learn more than just a set of gimmicks for getting through language course; they develop academic techniques that help them learn the language or any other subject.

#### **d. Key Principles of Tapestry Instructional Materials**

Base in empirical study, Tapestry materials are carefully matched to the skills, abilities, goals, backgrounds and interest of the students. The materials allow teachers and students to choose the pedagogical tasks that best suit particular goal.

Unlike in the silent way and the natural Approach, which present materials to be use in a precise way, the Tapestry approach encourages teachers to adapt material to the involving needs of these students. The creation of these materials is guided by the principles listed below :

1. Materials provide opportunities for communicative and authentic language use through thematic, task-based instruction

Theme-based instruction : content material are chosen primarily for their meaning as related to relevant, interesting themes. All other consideration (grammar, vocabulary, and pronunciation are secondary. In theme-based instruction, topics provide the content for the ESL class. From these topics, the ESL teacher extracts language activities which follow naturally from the content material. Thus, a unit on “Advertising” might engage the students in a variety of activities such as designing and marketing survey, plotting a graph of the result of the survey, and comparing and contrasting consumer attitudes.

Task-bask instruction : within given a theme, tasks are constructed that call for students to utilize different learning strategies and that foster different aspect of communicative competence. Tasks encourage communicative interaction. Tasks such as ranking what camping equipment students should take on a trip might be fun for some students who never plan to camp cannot use camping vocabulary.

2. Materials accord with individual learners’ differences, including proficiency levels, learning styles and strategies, culture needs interests, and goals

Tapestry materials are responsive to students of different English proficiency levels. The difficulty level of the instructional tasks roughly grades the materials. The real word relevance of tapestry material is determined through analyses of the learners’ needs, interest and goals

constitute the students' general aims or purpose for language learning, as opposed to specific objective according to the learners' proficiency levels, needs and interest. The objectives are systematically revised to the response to the teacher's formal and informal surveys of the students.

### 3. Materials integrate language skills

In this material, language is viewed as a meaning system. While this system is composed of many different strands (such as grammar and pronunciation) the strands are not treated independent of the whole. While the purpose of a lesson may be to develop of a specific skill (such as writing a letter or complain describing the condition of a dormitory or an apartment), the content is explored through tasks that draw upon all language skills that meet that purpose (including listening to the complaints of the residents).

### 4. Materials stimulate learners-centered (as opposed to teacher-centre) activity

Learner centre activity is the primary focus of tapestry materials, and teacher-centre or explanatory instruction is kept to a minimum. The materials encouraged student-generate communication. Learner-centre activity varies at different levels in the curriculum response such variables as the tasks, proficiency level of the learner, and learner needs.

### 5. Material promote learner self direction

Learner centre activities lead to learner self-direction, an important goal of tapestry classroom. To become truly competent in the second language . ESL students must be able to communicate effectively without assistance. To help learners gain autonomy, tapestry material help students set their own goals and asses their own progress. In addition, they encourage learners to interact outside the class, read for pleasure, and stylish a regular self study-program.

#### 6. Materials are highly motivating

One way that tapestry materials motivate learners is by appealing to the individual needs, interest, and goals. To appeal the diverse students, the focus's of tapestry tasks according to Johnson and Morrow in Scarcella is “an operation of some kind which the student might actually want to perform in English.”<sup>23</sup> The second way that the materials motivate students is by allowing them to make choice. There are a wide variety of tasks from which to choose. Finally, the materials motivate individuals by appealing to whole person. Oprandy in Scarcella said that “Whole person learning takes into consideration not only the cognitive but also the emotional and physical dimensions of the learners.”<sup>24</sup> Tapestry materials contain activities specially design to create a climate that facilities language development.

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<sup>23</sup>*Ibid*, p. 9

<sup>24</sup>*Ibid*, p. 9



### e. Tapestry Approach to Writing Instruction

The Tapestry Approach is designed to motivate learners. The students convey receive primary consideration and the students learn to improve their essay gradually over the series of revisions. This will offers the students with positive feedback, which in turns motivates students. Further, the process approach provide students with numerous opportunities to write, students often composed several drafts. In addition, it integrates the four language skills reading, writing, speaking and listening-sine students are encouraged to read to obtain additional information about their writing topics and interact with peers in group and conference situation.<sup>25</sup>

The characteristics of the tapestry approach based on writing instructions are :

1. Students discover effective writing techniques and strategies with the guidance of the teacher.
2. Writing is viewed as a collaborative, social process. Students assist one another in composing text.
3. Writing topics are students controlled.
4. Writing shapes and refines though students create meaning trough writing.
5. Students write for real audiences.
6. Error are considered natural and are corrected in the final stages of the writing process.
7. Grammar is taught in the context of writing for communication.

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<sup>25</sup>*Ibid*, p. 124

8. Feedback is given throughout the writing process.
9. Students are evaluated on the basis of quality of their total writing process.

As shown, the tapestry approach is chiefly a process approach, but not totally. In the tapestry-writing classroom, the emphasis is on learner-centered activities in which students assume control over what they write and how they write it.

Because the tapestry approach is process designed oriented, it gives students needed practice in all stages of the writing process, including pre-writing, writing (drafting), and revising, which will be described as follows :

### **1. Pre-Writing: Idea-Gathering**

In the pre-writing stages, students need multiple opportunities to generate ideas. There are some techniques that can be used in this step, they are :

#### **a. Journals**

Journals can be important sources of ideas. In these journals, students react to class activities as well as elaborate their own ideas and perspectives. The writing is functional in that the learners write for enjoyment without the pressure of grades. Journal can be content oriented, oriented toward particular writing assignment or personal.

#### **b. Brainstorming**

In brainstorming, students spontaneously generate and expand on ideas, pertaining a particular subject. “The rapid exchange allows for

exploration, clarification, interpretation, explanation and insight into different opinions. Since brainstorming as a sharing of ideas, it helps students develop an awareness of other points of view in an uncritical setting, as well as an awareness of their own personal point of view.

c. Clustering or Word Mapping

Working individually or in small groups, the students write a topic in the middle of a page and organize related words in cluster around the central concept. Clustering help the students to pinpoint and organizes main ideas to understand where supporting details are needed.

d. Cubing

Cubing has successfully used in ESL classes as a quick means of helping students identify a writing focus. Students write about all six sides if the cub. They spend about five minutes on each side.

e. Strategic Questioning

Here the teacher asks the students to examine a set of questions to guide their editing. The questions might be *What do you really want to write about? What is your primary objectives? What do you know about your topics? What do you still need to find out? What interest or surprises you about the topic?*

f. Quick Writing

In quick writing, the students get many of their ideas on paper in a specific time (such as ten minutes) without worrying about the form of their writing. The advantage of this activity is that learner are forced to write without editing so that they are free to discover their own ideas, thoughts and feelings.

**2. Writing (Drafting)**

Once students gathered their ideas, they need to write them down. They are given practical strategies and guidelines for shaping their ideas. Suggested activities for this phase of the writing process include:

a. Component Writing

The students are asked to write the various components of their texts within a certain time (such as ten minutes, each part). This forced the students to get their ideas into the page without worrying about accurate use of the language.

b. One-Sitting Writing

The students are encourage to write their entire text (beginning to end) in one sitting. They are told to concentrate on getting their meaning across, not the language form.

c. Leisurely Writing

Students are asked to begin a text in the class and finish it in their leisure at home.

### 3. Revision

In the revision stage, writer considers the content and organizations of their writing and make whatever revision they feel appropriate. The step can be applied as follows :

#### a. Peer reviews

In peer reviews, students read and comment on each other's writing. These reviews offer students reaction from real readers who provide multiple reinforcing and perfectives.

#### b. Question for Revising

In this activities, students are given a set of question that guide their revision. For Example :*In composing your draft, what was the biggest problem that you experienced? What change do you intend to make?*

### 4. Editing

#### a. Error Corrections

The teacher reads and marks error with symbol. These symbol draw the students' attention to certain the mechanical errors (for instance, VT = verb tense error, WO = wrong order).

**Table 2.1**

#### **Error Correction**

Symbol	Meaning	Example
S	Incorrect spelling	I recievediour letter
W.O	Wrong word order	We know well this city Always I'm happy here

T	Wrong tenses	If he will came, it will be too late.
C	Concord, subject, and verb do not agree.	Two policemen has come. The news are bad today.
WF	Wrong form	We want that you come That table is our
S/P	Singular or plural form wrong	We need more informations.
Λ	Something has been left out.	They said was wrong He hit me on shoulder
[ ]	Something is not to necessary	It was too much difficult
?	Meaning is not clear	Come and rest with us for a week The view from here is very suggestive
NA	The usage is not appropriate	He requested me to sit down
P	Punctuation wrong.	Whats your name He asked me what I want

#### b. Checklist

Students are given checklist or grammatical structures and typical errors. They are asked to analyze their own essays for grammatical difficulties. When students are able to identify their errors, they are more capable of correcting symbols.

#### c. Rewriting Exercise

Students rewrite ungrammatical statements made by their classmates, typed by their teacher, and distributed to the class.

#### **4. Students' Achievement in Writing**

An achievement is a process of developing skills or knowledge. Achievement is a measure of the quality and the quantity of the success one has in the mastery of knowledge, skill, or understanding. Achievement is a thing done successfully, especially with effort and skill. The word "achievement" derived from a verb „achieve“ which means: 1) to finish successfully especially for something, 2) to get a result of an action, 3) as a result gained by effort. The students achievement means that the students learn successfully and improve their knowledge with their effort and skill.<sup>26</sup>

From the explanation above, the writer concludes that the students' achievement is the effort of the students to learn successfully in order to improve their knowledge, skill or understanding.

#### **5. Conventional Model**

Conventional Model is the model emphasized on reading and writing. Learning is about language through grammar-translation rather than learning to use the language for communication language learning as a mental

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<sup>26</sup> AS Homby, (1996), *Testing for Language Teachers 2<sup>nd</sup> edition*, Oxford, Oxford University Press.

discipline with memorization of vocabulary lists and grammatical paradigms give high priority.<sup>27</sup>

In conventional approaches to writing instruction, language-focuses activities rather than learn focused activities are central. Teacher emphasizes grammatical correctness and rhetorical mode (such as comparison/contrast), where the correct sentences structure is an essential component of the conventional approaches, and grammatical skills receive considerable emphasis. Errors in writing are avoided providing learners with models to follow or by guiding and controlling what learners write to prevent them from making errors. The examples of conventional activities include :

- a. Providing model to which learners make minor changes and substitutions.
- b. Expanding an outline or summary.
- c. Constructing paragraphs from frames, tables, and other guides
- d. Producing a text through answering a set of questions.
- e. Sentences combining; developing sentence following different rules of combinations.

In teaching writing, this method just apply students to write a topic based on teacher's control and the student's writing evaluated on the basis of their finished text only.

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<sup>27</sup> B.W Robbinet, (1978), Teaching English to Speakers' of other Language; Substances and Technique, Minnessota: The University of Minnessota, p. 162.



## A. Conceptual Framework

Writing as one of the four language skills that should be acquired by the students, has always formed part of the syllabus in the teaching of English.<sup>28</sup> As writing is a part of the English teaching syllabus, it is important to find an effective approaches in order to let students get better achievement in writing. And Tapestry writing is one of the best Approach which can be applied in the classroom.

In tapestry approach, there is a relation between the teacher and the students. And the material are creatively will make the students enjoy, the process of learning will grow their confidence in producing better composition and affect to the students achievement on writing.

The conventional approach is a model that usually used in school, the advantage of this strategy is because this strategy is easy to be applied. The teacher just asks the students to read the text and memorize it.

But in other side, this strategy is easy to make students fell bored with the same activity all the time. In teaching writing, this strategy just applies the students to write the paragraph based on the teacher's control. Most of the students adopt the role passive receivers of the wisdom dispensed by teachers, textbooks and the other media.

By applying the tapestry approach, it is hoped that the students understand the lesson and get good achievement in writing. Because the tapestry approach is an approach that combines communicative, thematic, task-based learning

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<sup>28</sup> Jeremy Harmer, (2004), *How to Teach Writing*, England: Longman, p. 31.

with a concern for students' individual differences (learning styles, strategies, motivations, age and developmental needs). These interactions change the natural students' ability and talent to be a light, which will be useful for themselves and also for others.

## **B. Hypothesis**

The hypothesis in this research is formulated as :

Ha : There is a significant effect on Tapestry Approach on the students' achievement in descriptive writing.

Ho : There is no significant effect on Tapestry Approach on the students' achievement in descriptive writing.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research will conduct with experimental method. This method will use to observe the effectiveness of using tapestry approach in teaching descriptive writing. There are two groups that are involve in this research, namely the experimental group and the control group. The experimental group will teach by using tapestry approach, meanwhile the control group will teach by conventional method . Pre-test and post-test were given to both groups. So, the design of this research is presented in table 3.1

**TABLE 3.1**

#### The Research Design

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
<b>Experimental</b>	<b>Y<sub>1</sub></b>	<b>X<sub>1</sub></b>	<b>Y<sub>2</sub></b>
<b>Control</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>

Where :

Y<sub>1</sub> : Pre-test

Y<sub>2</sub> : Post-test

X<sub>1</sub> : Treatment

## B. Population and Sample

### 1. Location and Time

This research will conduct at the Eighth grade SMP SwastaMulia Kota Rantang the academic year 2018/2019. It is located on JalanPerintisKemerdekaanDusun VIII Desa Kota RantangKec. Hamparan Perak Kab. Deli Serdang from March until April 2018. The reason to choose this school is based on the researcher's experience during doing teaching at that school, researcher found the students have difficulties in writing, especially in descriptive writing.

### 2. Population

The population of this research is the Eighth Grade of SMPSwastaMulia Kota Rantang academic year 2017/2018.

**Table 3.2**

**Population of Research**

No	Class	Population
1	VIII-A	20
2	VIII-B	20
<b>Total</b>		<b>40</b>

### 3. Sample

There are several formulas, which can be use by researcher to determine the size of the sample necessary to attain the objectives of the planned research.

If the population more than 100 peoples, the sample can be taken 25%-30% from the number of population. But if the researcher wants to use interview or observation technique, the number can be reduced depends on the ability of the researcher. But if the population less than 100 peoples, it is better to take them all as sample of the research.<sup>29</sup>

According to this explanation, the researcher takes two classes and takes 80 students from both as a sample. Thus, the total number of the sample was 40 students for the experimental group and 31 students for control group.

**Table 3.3**

**Sample of Research**

<b>Class</b>	<b>Group</b>	<b>Sample</b>
<b>VIII-A</b>	<b>Experimental Group</b>	<b>20</b>
<b>VIII-B</b>	<b>Control Group</b>	<b>20</b>
<b>Total</b>		<b>40</b>

**C. Data Collection**

**1. Instrument of Collecting Data**

For collecting the data, the researcher will use a writing test as the instrument. The test will construct in descriptive writing. The source of material will taken from the English book for Junior High School. The students will ask to write a descriptive paragraph about one certain topic.

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<sup>29</sup>Sugiyono, (2017), *Metode Penelitian*, Bandung; ALFABETA Bandung, p. 81

In scoring the test, the writer will use the communicative score ranging from 0-100. There some important indicators of the writing tests, namely; content, organization, vocabulary, language use, and mechanics.<sup>30</sup>

**Table 3.4**

**Scoring Scale of Students' Writing Test**

Component	Criteria	Score
Content	<b>Excellent to very good</b> (Knowledgeable, substantive relevant to assigned topic).	30 – 27
	<b>Good to average</b> (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26 – 22
	<b>Fair to poor</b> (Limited knowledge of subject, little substance, inadequate development of topic).	21 – 17
	<b>Very poor</b>	16 – 13

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<sup>30</sup> Jacob et al, (1983), English Composition Program, Teaching ESL Composition and Technique, New York; Longman, p. 141

	(Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate).	
Organization	<b>Excellent to very good</b> (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20 – 18
	<b>Good to average</b> (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17 – 14
	<b>Fair to poor</b> (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13 – 10
	<b>Very poor</b> (Does not communicate, no organization, or not enough to evaluate).	9 – 7
Vocabulary	<b>Excellent to very good</b> (Sophisticated range, effective	20 – 18

	word/ idiom choice and usage, word from mastery, appropriate register) .	
	<b>Good to average</b> (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).	17 – 14
	<b>Fair to poor</b> (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13 – 10
	<b>Very poor</b> (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9 – 7
Language Use	<b>Excellent to very good</b> (Effective complex constructions, few errors of agreement, tense, number,	25 – 22



	word order/ function, articles, pronouns, prepositions).	
	<p><b>Good to average</b></p> <p>(Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).</p>	21 – 18
	<p><b>Fair to poor</b></p> <p>(Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured).</p>	17 – 11

	<p><b>Very poor</b></p> <p>(Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).</p>	10 – 5
Mechanics	<p><b>Excellent to very good</b></p> <p>(Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).</p>	5
	<p><b>Good to average</b></p> <p>(Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).</p>	4
	<p><b>Fair to poor</b></p> <p>(Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).</p>	3

	<p><b>Very poor</b></p> <p>(No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).</p>	2
	<b>Total</b>	100

## 2. Research Procedures

The data collection of researcher will divide into pre-test, teaching procedures (treatment) and post-test.

### a. Pre-test

The pre-test will administer before treatment. The same pre-test will give to both experimental and control group in order to investigate the students' writing ability. Both experimental and control group will ask to write a descriptive writing. Then will check and collect as the pre-test data and will give the scores.

### b. Teaching Procedures (Treatment)

After give the pre-test to the both groups, the researcher will give teaching treatment to both groups.

The treatment will give to the experimental group. The following were the teaching procedures :

- a. The teacher explains the definition of descriptive writing.
- b. The teacher explains two types of descriptive writing.
- c. The teacher explains the steps that were used in writing a descriptive by using tapestry approach.
- d. In pre-writing step, the teacher will use strategic questioning method to guide the students to find out the topic. While pre-writing steps, the teacher will build students opinions and ideas base on their own topic individually, teacher will act as a facilitator to open students' understanding in generating the ideas and provide the students with example in organizing the main idea that allows the students to develop it into sentences in their writing.
- e. In writing process, the teacher will use one-sitting writing where the students will ask to write their entire text. They will tell to concentrate on getting their meaning across, not language form.
- f. In revision step, the teacher will use peer reviews' technique which explained in chapter II.
- g. In editing step, teacher will use error correction's step that explained in chapter II, where the teacher will read and mark the errors with symbols. These symbols drawn the students' attention to certain mechanical errors. The list of the symbols has been explained in chapter II.

- h. The teacher will ask the students to rewrite their writing than collect it to the teacher.

The following were the teaching procedures of control group with conventional method :

- a. The teacher will explain the definition of descriptive writing.
- b. The teacher will explain to types of descriptive writing.
- c. The teacher will explain the example of descriptive writing.
- d. The teacher will ask them to create their descriptive writing based on the topic provided.

**c. Post-test**

After the treatment, the post-test will give to both groups. The post-test will show us the result of teaching presentation in both experimental and control group.

**3. Technique of Analysis Data**

In order to find the different effect between Experimental and Control Group, the t-test formula will apply. The formula states as the following :

$$T\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\bar{x}_1$  = Average value of sample owning of the first group

$\bar{x}_2$  = Average value of sample owning of the second group

$S$  = Merger of standard deviation

$n_1$  = Nominal of sample owning of the first group

$n_2$  = Nominal of sample owning of the second group

Before testing the hypothesis, the normality and the homogeneity test of the data will be find first. The explanation of both tests are below :

### 1. The Normality of Test

Normality of the data will be find by using Liliefors test with the following steps:

- a. Calculating average and standard deviation by this following formula

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

- b. Perception  $x_1, x_2, \dots, X_n$  made permanent number  $z_i, z_1, z_2, \dots, Z_n$  by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- c. To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity  $F(Z_i) = P(Z < Z_i)$
- d. Here, after calculating a proportion  $z_1, z_2, \dots, z_n$ , the smaller equals to  $z_i$ .
- e. Counting the difference  $F(Z_i) - S(Z_i)$ , and then determine its absolute price.

- f. Taking the biggest price among absolute price of the difference and mentioning the price  $b L_0$ .
- g. If  $L_0 < L$  obtained from the critical value test, the Liliefors with the real level  $\alpha = 0.05$ , hence the distribution is normal.

## 2. The Homogeneity of Test

To test whether the variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

Here, after comparing to the  $F_{table}$ , its criterion is:

If  $F_{count} < F_{table}$ , then both samples are homogenous.

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDINGS

#### A. Description of Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a writing test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Tapestry Approach while control group without applying Tapestry Approach.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

**Table 4.1**

**The Score of Pre Test and Post Test of Experimental Group**

No	Students' Initial	Pre Test	Post Test
1	ANP	68	76
2	AA	44	66
3	BAP	52	76
4	BA	44	68
5	DWP	68	76
6	DS	44	66
7	DAY	44	66
8	DAK	68	78
9	EFS	68	76



10	EMRS	52	86
11	FA	44	66
12	HK	44	76
13	HDT	40	68
14	IISN	68	88
15	INR	52	78
16	IS	44	66
17	IR	52	80
18	JAW	44	66
19	KN	40	66
20	LPL	68	76
<b>Total</b>		<b><math>\Sigma=1600</math></b>	<b><math>\Sigma=1462</math></b>
<b>Mean</b>		<b>52.04</b>	<b>73.01</b>

Based on the table above, the student's achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 40, and the highest score of pre-test was 68 and the mean of pre-test was 52.04. On the other hand the lowest score of post-test was 66, and the highest score of post-test was 88 and the mean of post-test was 72.01.

**Table 4.2**

**The Score of Pre Test and Post Test of Control Group**

<b>No</b>	<b>Students' Initial</b>	<b>Pre Test</b>	<b>Post Test</b>
1	AP	40	56
2	AIY	56	66

3	AR	56	70
4	AM	46	56
5	AN	56	76
6	AA	50	60
7	AF	64	76
8	AKS	42	56
9	DFA	64	76
10	FA	42	56
11	FY	64	76
12	FAP	42	60
13	FLB	44	58
14	IID	44	60
15	KDR	40	58
16	KI	42	58
17	MBBM	46	60
18	MEST	44	66
19	MFF	50	60
20	MS	46	60
<b>Total</b>		<b><math>\Sigma = 978</math></b>	<b><math>\Sigma = 1208</math></b>
<b>Mean</b>		<b>48.09</b>	<b>60.04</b>

Based on the table above, the student's score in writing descriptive text in control group showed the lowest score of pre-test was 40, and the highest score of pre-test was 64 and the mean of pre-test was 48.09. On the other hand the lowest

score of post-test was 56, and the highest score of post-test was 76 and the mean of post-test was 60.04.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (48.09) and the score in post-test (60.04). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

## B. Data Analysis

### 1. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

#### 1.1 Normality Testing of Experimental Group

**Table 4.3**

**Frequency Distribution of Pre Test in Experimental Group**

No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	40	2	80	1600	3200
2	44	8	352	1936	15488
3	52	4	208	2704	10816
4	68	6	408	4624	27744
<b>Total</b>		<b>20</b>	<b>1048</b>	<b>14000</b>	<b>57248</b>

Based on the data above, the result of  $F_i X_i^2$  is 57248 and  $F_i X_i$  is 1048. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$\bar{x}$  = Mean of variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1048}{20} \\ &= 52.40\end{aligned}$$

**b. Variant**

Where:

$S^2$  : Variant

N : Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{20 \times 57248 - (1048)^2}{20(20-1)} \\ &= \frac{1144960 - 1098304}{20(19)} \\ &= \frac{46656}{380} \\ &= 122.77\end{aligned}$$

**c. Standard Deviation**

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{122.77} \\
 &= 11.08
 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing test can be seen in the following table:

**Table 4.4**

**Normality Testing of Pre Test in Experimental Group**

No	Score	Z <sub>i</sub>	F(Z <sub>i</sub> )	S (Z <sub>i</sub> )	F(Z <sub>i</sub> ) - S(Z <sub>i</sub> )
1	40	-1.11	0.133	0.10	0.033
2	40	-1.11	0.133	0.10	0.033
3	44	-0.76	0.223	0.50	-0.277
4	44	-0.76	0.233	0.50	-0.277
5	44	-0.76	0.233	0.50	-0.277
6	44	-0.76	0.233	0.50	-0.277
7	44	-0.76	0.233	0.50	-0.277
8	44	-0.76	0.233	0.50	-0.277
9	44	-0.76	0.233	0.50	-0.277
10	44	-0.76	0.233	0.50	-0.277
11	52	-0.03	0.488	0.70	-0.212
12	52	-0.03	0.488	0.70	-0.212

13	52	-0.03	0.488	0.70	-0.212
14	52	-0.03	0.488	0.70	-0.212
15	68	1.40	0.919	1.00	-0.081
16	68	1.40	0.919	1.00	-0.081
17	68	1.40	0.919	1.00	-0.081
18	68	1.40	0.919	1.00	-0.081
19	68	1.40	0.919	1.00	-0.081
20	68	1.40	0.919	1.00	-0.081
<b>Total</b>	<b>1048</b>	<b>L<sub>0</sub> = 0.033</b>			
<b>Mean</b>	<b>52.40</b>	<b>L<sub>t</sub> = 0,190</b>			

### a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{40 - 52.40}{11.08} = -1,11$$

$$Z_{i2} = \frac{44 - 52.40}{11.08} = -0,76$$

$$Z_{i3} = \frac{52 - 52.40}{11.08} = -0.03$$

$$Z_{i4} = \frac{68 - 52.40}{11.08} = 1.40$$

### b. Finding S(Zi)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{2}{20} = 0.10$$

$$\frac{10}{20} = 0.50$$

$$\frac{14}{20} = 0.70$$

$$\frac{20}{20} = 1.00$$

From the table above, it can be seen that Liliefors observation or  $L_0 = 0.033$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.190$ . It is known that the coefficient of  $L_0 (0.033) < L_t (0.190)$ . So it can be concluded that the data distribution of the student's achievement in writing is **normal**.

**Table 4.5**

**Frequency Distribution of Post Test in Experimental Group**

No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	66	7	462	4356	30492
2	68	2	136	4624	9248
3	76	6	456	5776	34656
4	78	2	156	6084	12168
5	80	1	80	6400	6400
6	86	1	86	7396	7396
7	88	1	88	7744	7744
<b>Total</b>		<b>20</b>	<b>1464</b>	<b>42380</b>	<b>108104</b>

Based on the data above, the result of  $F_i X_i^2$  108104 and  $F_i X_i$  is 1464. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$\bar{x}$  = Mean of variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1464}{20} \\ &= 73.20\end{aligned}$$

**b. Variant**

Where:

$S^2$  : Variant

N : Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{20 \times 108104 - (1464)^2}{20(20-1)} \\ &= \frac{2162080 - 2143296}{20(19)} \\ &= \frac{18784}{380} \\ &= 49.43\end{aligned}$$



**c. Standard Deviation**

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{49.43} \\
 &= 7.03
 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing test can be seen in the following table:

**Table 4.6**

**Normality Testing of Post Test in Experimental Group**

No	Score	Z <sub>i</sub>	F(Z <sub>i</sub> )	S (Z <sub>i</sub> )	F(Z <sub>i</sub> ) - S(Z <sub>i</sub> )
1	66	-1.02	0.131	0.35	-0.219
2	66	-1.02	0.131	0.35	-0.219
3	66	-1.02	0.131	0.35	-0.219
4	66	-1.02	0.131	0.35	-0.219
5	66	-1.02	0.131	0.35	-0.219
6	66	-1.02	0.131	0.35	-0.219
7	66	-1.02	0.131	0.35	-0.219
8	68	-0.73	0.232	0.45	-0.218
9	68	-0.73	0.232	0.45	-0.218
10	76	0.39	0.651	0.75	-0.099
11	76	0.39	0.651	0.75	-0.099
12	76	0.39	0.651	0.75	-0.099

13	76	0.39	0.651	0.75	-0.099
14	76	0.39	0.651	0.75	-0.099
15	76	0.39	0.651	0.75	-0.099
16	78	0.68	0.751	0.85	-0.099
17	78	0.68	0.751	0.85	-0.099
18	80	0.96	0.831	0.90	-0.069
19	86	1.82	0.965	0.95	-0.015
20	88	2.10	0.982	1.00	-0.018
<b>Total</b>	<b>1464</b>	<b>L<sub>0</sub> = -0.015</b>			
<b>Mean</b>	<b>73.20</b>	<b>L<sub>t</sub> = 0.190</b>			

### a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{66 - 73.20}{7.03} = -1.02$$

$$Z_{i2} = \frac{68 - 73.20}{7.03} = -0.73$$

$$Z_{i3} = \frac{76 - 73.20}{7.03} = 0.39$$

$$Z_{i4} = \frac{78 - 73.20}{7.03} = 0.68$$

$$Z_{i5} = \frac{80 - 73.20}{7.03} = 0.96$$

$$Z_{i6} = \frac{86 - 73.20}{7.03} = 1.82$$

$$Z_{i7} = \frac{88 - 73.20}{7.03} = 2.10$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{7}{20} = 0.35$$

$$\frac{9}{20} = 0.45$$

$$\frac{15}{20} = 0.75$$

$$\frac{17}{20} = 0.85$$

$$\frac{18}{20} = 0.90$$

$$\frac{19}{20} = 0.95$$

$$\frac{20}{20} = 1.00$$

From the table above, it can be seen that Liliefors observation or  $L_0 = -0.219$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.190$ . It is known that the coefficient of  $L_0 (-0.219) < L_t (0.190)$ . So it can be concluded that the data distribution of the student's achievement in writing is **normal**.

## 1.2 Normality Testing of Control Group

**Table 4.7**

**Frequency Distribution of Pre Test in Control Group**

No	X <sub>i</sub>	F <sub>i</sub>	F <sub>i</sub> X <sub>i</sub>	X <sub>i</sub> <sup>2</sup>	F <sub>i</sub> X <sub>i</sub> <sup>2</sup>
1	40	2	80	1600	3200
2	42	4	168	1764	7056
3	44	3	132	1936	5808
4	46	3	138	2116	6384
5	50	2	100	2500	5000
6	56	3	168	3136	9408
7	64	3	192	4096	12288
<b>Total</b>		<b>20</b>	<b>978</b>	<b>17148</b>	<b>49144</b>

Based on the data above, the result of  $\sum F_i X_i^2$  49144 and  $\sum F_i X_i$  is 978. Then the following is the calculation of mean, variant and standard deviation.

### a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$\bar{x}$  = Mean of variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{978}{20}$$

$$= 48.90$$

### b. Variant

Where:

$S^2$  : Variant

N : Number of sample

So,

$$S^2 = \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$= \frac{20 \times 49144 - (978)^2}{20(20-1)}$$

$$= \frac{982880 - 956484}{20(19)}$$

$$= \frac{26396}{380}$$

$$= 69.46$$

### c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{69.46}$$

$$= 8.33$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing test can be seen in the following table:

**Table 4.8**  
**Normality Testing of Pre Test in Control Group**

No	Score	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	40	-1.06	0.123	0.10	0.023
2	40	-1.06	0.123	0.10	0.023
3	42	-0.82	0.206	0.30	-0.094
4	42	-0.82	0.206	0.30	-0.094
5	42	-0.82	0.206	0.30	-0.094
6	42	-0.82	0.206	0.30	-0.094
7	44	-0.58	0.281	0.45	-0.169
8	44	-0.58	0.281	0.45	-0.169
9	44	-0.58	0.281	0.45	-0.169
10	46	-0.34	0.366	0.60	-0.234
11	46	-0.34	0.366	0.60	-0.234
12	46	-0.34	0.366	0.60	-0.234
13	50	0.13	0.551	0.70	-0.149
14	50	0.13	0.551	0.70	-0.149
15	56	0.85	0.802	0.85	-0.048
16	56	0.85	0.802	0.85	-0.048
17	56	0.85	0.802	0.85	-0.048
18	64	1.81	0.964	1.00	-0.036
19	64	1.81	0.964	1.00	-0.036
20	64	1.81	0.964	1.00	-0.036

<b>Total</b>	<b>978</b>	<b>L<sub>0</sub> = 0.023</b>
<b>Mean</b>	<b>48.90</b>	<b>L<sub>t</sub> = 0.190</b>

**a. Finding Z score**

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{40 - 48.90}{8.33} = -1.06$$

$$Z_{i2} = \frac{42 - 48.90}{8.33} = -0.82$$

$$Z_{i3} = \frac{44 - 48.90}{8.33} = -0.58$$

$$Z_{i4} = \frac{46 - 48.90}{8.33} = -0.34$$

$$Z_{i5} = \frac{50 - 48.90}{8.33} = 0.13$$

$$Z_{i6} = \frac{56 - 48.90}{8.33} = 0.85$$

$$Z_{i7} = \frac{64 - 48.90}{8.33} = 1.81$$

**b. Finding S(Z<sub>i</sub>)**

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{2}{20} = 0.10$$

$$\frac{6}{20} = 0.30$$

$$\frac{9}{20} = 0.45$$

$$\frac{12}{20} = 0.60$$

$$\frac{14}{20} = 0.70$$

$$\frac{17}{20} = 0.85$$

$$\frac{20}{20} = 1.00$$

From the table above, it can be seen that Liliefors observation or  $L_0 = 0.023$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.190$ . It is known that the coefficient of  $L_0 (0.023) < L_t (0.190)$ . So it can be concluded that the data distribution of the student's achievement in writing is **normal**.

**Table 4.9**

**Frequency Distribution of Post Test in Control Group**

No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	56	4	224	3136	12544
2	58	3	174	3364	10092
3	60	6	360	3600	21600
4	66	2	132	4356	8712
5	70	1	70	4900	4900
6	76	4	304	5776	23104
<b>Total</b>		<b>20</b>	<b>1264</b>	<b>25132</b>	<b>80952</b>

Based on the data above, the result of  $F_i X_i^2$  80952 and  $F_i X_i$  is 1264. Then the following is the calculation of mean, variant and standard deviation.



**a. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$\bar{x}$  = Mean of variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1264}{20}$$

$$= 63.20$$

**b. Variant**

Where:

$S^2$  : Variant

N : Number of sample

So,

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$= \frac{20 \times 80952 - (1264)^2}{20(20-1)}$$

$$= \frac{1619040 - 1597696}{20(19)}$$

$$= \frac{21344}{380}$$

$$= 56.16$$

**c. Standard Deviation**

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{56.16} \\
 &= 7.49
 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test given to the students is observed by Liliefors test. The calculation of normality writing test can be seen on the following table:

**Table 4.10**

**Normality Testing of Post Test in Control Group**

No	Score	Z <sub>i</sub>	F(Z <sub>i</sub> )	S (Z <sub>i</sub> )	F(Z <sub>i</sub> ) - S(Z <sub>i</sub> )
1	56	-0.96	0.168	0.20	-0.032
2	56	-0.96	0.168	0.20	-0.032
3	56	-0.96	0.168	0.20	-0.032
4	56	-0.96	0.168	0.20	-0.032
5	58	-0.69	0.245	0.35	-0.105
6	58	-0.69	0.245	0.35	-0.105
7	58	-0.69	0.245	0.35	-0.105
8	60	-0.42	0.337	0.65	-0.313
9	60	-0.42	0.337	0.65	-0.313
10	60	-0.42	0.337	0.65	-0.313
11	60	-0.42	0.337	0.65	-0.313
12	60	-0.42	0.337	0.65	-0.313

13	60	-0.42	0.337	0.65	-0.313
14	66	0.37	0.644	0.75	-0.106
15	66	0.37	0.644	0.75	-0.106
16	70	0.90	0.815	0.80	-0.015
17	76	1.70	0.955	1.00	-0.045
18	76	1.70	0.955	1.00	-0.045
19	76	1.70	0.955	1.00	-0.045
20	76	1.70	0.955	1.00	-0.045
<b>Total</b>	<b>1264</b>	<b>L<sub>0</sub> = -0.032</b>			
<b>Mean</b>	<b>63.20</b>	<b>L<sub>t</sub> = 0.190</b>			

### a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{56 - 63.20}{7.49} = -0.96$$

$$Z_{i2} = \frac{58 - 63.20}{7.49} = -0.69$$

$$Z_{i3} = \frac{60 - 63.20}{7.49} = -0.42$$

$$Z_{i4} = \frac{66 - 63.20}{7.49} = 0.37$$

$$Z_{i5} = \frac{70 - 63.20}{7.49} = 0.90$$

$$Z_{i6} = \frac{76 - 63.20}{7.49} = 1.70$$

### b. Finding S(Z<sub>i</sub>)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{4}{20} = 0.20$$

$$\frac{7}{20} = 0.35$$

$$\frac{13}{20} = 0.65$$

$$\frac{15}{20} = 0.75$$

$$\frac{16}{20} = 0.80$$

$$\frac{20}{20} = 1.00$$

From the table above, it can be seen that Liliefors observation or  $L_0 = -0.032$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.140$ . It is known that the coefficient of  $L_0 (-0.032) < L_t (0.140)$ . So it can be concluded that the data distribution of the student's achievement in writing is **normal**.

## 2. Homogeneity Testing

### 2.1 Homogeneity Testing of Pre Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where :  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both samples of pre-test found that:

$$S_{ex}^2 = 122.77 \quad N = 20$$

$$S_{co}^2 = 69.46 \quad N = 20$$

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2} = \frac{122.77}{69.46} = 1.76$$

Then the coefficient of  $F_{obs} = 1.76$  is compared with  $F_{tabel}$ , where  $F_{tabel}$  is determined at real level  $\alpha = 0.05$  and the same numerator  $dk = N - 1 = 20 - 1 = 19$  that was exist  $dk$  numerator 19, the denominator  $dk = n - 1$  ( $20 - 1 = 19$ ). Then  $F_{tabel}$  can be calculated  $F_{0.05(19,19)} = 2.168$

So  $F_{obs} < F_{tabletau}$  ( $1.76 < 2.168$ ) so it can be concluded that the variant is **homogenous**.

**Table 4.11**

**Mean of Post-Test – Pre-Test in Experimental Group**

No	Score Post- Test	Score Pre-Test	Decrease
1	76	68	8
2	66	44	22
3	76	52	24
4	68	44	24
5	76	68	8
6	66	44	22
7	66	44	22
8	78	68	10
9	76	68	8
10	86	52	34
11	66	44	22

12	76	44	32
13	68	40	28
14	88	68	20
15	78	52	26
16	66	44	22
17	80	52	28
18	66	44	22
19	66	40	26
20	76	68	8
$\Sigma$			<b>416</b>
<b>Mean</b>			<b>20.80</b>

**Table 4.12**

**Mean of Post-Test – Pre-Test in Control Group**

<b>No</b>	<b>Score Post- Test</b>	<b>Score Pre-Test</b>	<b>Decrease</b>
1	56	40	16
2	66	56	10
3	70	56	14
4	56	46	10
5	76	56	20
6	60	50	10
7	76	64	12
8	56	42	14

9	76	64	12
10	56	42	14
11	76	64	12
12	60	42	18
13	58	44	14
14	60	44	16
15	58	40	18
16	58	42	16
17	60	46	14
18	66	44	22
19	60	50	10
20	60	46	14
$\Sigma$			<b>286</b>
<b>Mean</b>			<b>14.30</b>

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 T\text{-test} &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\
 &= \frac{20.80 - 14.30}{\sqrt{\frac{73.34}{20} + \frac{13.30}{20}}} \\
 &= \frac{6.50}{2.08} = 3.12
 \end{aligned}$$

From the computation above, it can be seen that  $t_{\text{observed}} = 3.125$ . The testing hypothesis is conducted in order to find out whether that hypothesis is

accepted or rejected. The basis of testing hypothesis is that the  $H_a$  is accepted if the  $t_{\text{observed}} > t_{\text{table}}$ . In this study the calculation of the scores uses t-test for the degree of freedom 38 ( $df = N + N - 2$ ) at the level of significant 0.05 that the critical value is 2.021 So it can be seen that  $t_{\text{tabel}} = 2.021$ .

After the scores were calculated, it was found that in this study the  $t_{\text{observed}}$  is higher than the  $t_{\text{table}}$ . It can be seen as follow:

$T_{\text{observed}} > t_{\text{table}} (\alpha = 0.05)$  with df 38

$3.125 > 2.021$

From the result above, it shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that writing by using Tapestry Approach affects student's achievement in writing.

### **C. Discussion**

There was a significant difference on students' achievement in descriptive writing by using Tapestry Approach. The students that were taught by Tapestry Approach have higher score than were taught by conventional strategy.

It was explained in Chapter II that Tapestry approach is learning approach which has purpose to make students become more active in language learning by giving material matched to the skills, abilities, goals, backgrounds, and interest of student. The materials are arranged well so students attract to follow the learning process. This Learning approach is flexible because the



material can be rearrange/recycle when it doesn't match with students' needs and goals anymore.

From the calculation above it found that  $t_{observed} = 3.125$  whereas the  $t_{table} = 2.021$ . It shows that students' achievement in descriptive writing by using Tapestry Approach was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in descriptive writing that were taught by Tapestry Approach. This means that the students' achievement in descriptive writing that were taught by Tapestry Approach was better than taught by conventional strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the data obtained it is seen that the result of the students' achievement in descriptive writing by using Tapestry Approach is higher than that by using conventional strategy at the eighth grade of SMP SWASTA MULIA KOTA RANTANG MEDAN. Tapestry Approach is significant to be used in improving the students' achievement in descriptive writing.

The students' ability in descriptive writing that was taught by Tapestry Approach got mean 52.04 in pre-test with the maximum score was 68 and the minimum score was 40. While in post-test the students got mean 73.01 with the minimum score 66 and the maximum score 88. The result of tobserved is 3.125 and ttable is 2.021 (tobserved>ttable,  $3.125 > 2.021$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant effect of Tapestry Approach on the students' achievement in descriptive writing.

#### B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use Round Robin writing strategy in their teaching learning process in order to improve the students' writing achievement.

2. The researchers who are interested in doing a research related to this study should try to apply Round Robin writing strategy on different level of learners through different genre to prove the effectiveness of Round Robin writing strategy on students' writing achievement.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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**APPENDIX I****LESSON PLAN I****(Control Group)**

<b>School</b>	: SMP Swasta Mulia Kota Rantang Medan
<b>Subject</b>	: English
<b>Skill</b>	: Writing
<b>Aspect</b>	: Descriptive
<b>Class</b>	: VIII
<b>Time</b>	: 2 x 40 minutes
<b>Year</b>	: 2017/2018

**A. Standard Competency** : To express meaning in written functional text and short simple essay in the form of descriptive to interact with the surrounding environment.

**B. Basic Competence** : Respond the meaning related to simple monolog procedure and descriptive accurately, fluently and understandable by based on the context in daily activity.

**C. Indicators** : The students are able to write a descriptive writing.

**D. Learning Objectives :** 1. The students are able to understand descriptive writing.

2. The students are able to differentiate two types of descriptive writing.

3. The students are able to make descriptive writing.

### **E. Learning Materials**

Descriptive is a that describes what kind of person or an object describe, good shape, properties, and other numbers. Goals (purpose) of the descriptive, readers feel that they see the description just like they see pictures.

#### **Social Function**

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

#### **Generic Structure**

1. Identification, which identifies phenomenon that will be describe.
2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

#### **Language Features**

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.

3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example :

**Figure I**

**PANDA**



I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

#### **F. Media**

1. Picture and text
2. English dictionary



## G. Learning Strategy

Conventional Model

## H. Teaching and Learning Process

Meeting	Activities
<p><b>First Meeting</b></p> <p>1. Introduction</p> <p>2. Main Activities</p> <p>Closing</p>	<p>a. Teacher greets the students.</p> <p>b. Teacher explains about descriptive writing.</p> <p>c. Teacher explains two types of descriptive writing with example.</p> <p>d. Teacher asks the students to make their descriptive writing.</p> <p>e. Teacher collects the students writing</p> <p>f. The Teacher closes the lesson.</p>

<p><b>Second Meeting</b></p> <p>1. Introduction</p> <p>2. Main Activity</p> <p>Closing</p>	<p>a. Teacher greets the students</p> <p>b. Teacher explains the steps that are use in descriptive writing.</p> <p>c. Teacher gives exercise about descriptive writing to the students from the textbook to fill the missing words.</p> <p>d. Teacher collects the students writing.</p> <p>e. Teacher closes the lesson</p>
<p><b>Third Meeting</b></p> <p>1. Introduction</p> <p>2. Main Activity</p> <p>3. Closing</p>	<p>a. Teacher greets the students</p> <p>b. Teacher gives the second students' writing back to the students.</p> <p>c. The teacher explains the common mistakes that are usually made in writing.</p> <p>d. Teacher gives some examples to repair the wrong sentences that are made by the students.</p>

	<ul style="list-style-type: none"><li>e. Teacher gives the conclusion about the lesson.</li><li>f. Teacher closes the lesson.</li></ul>
--	---

### **I. Assessment**

Make the descriptive writing base on the picture !

**Figure II**



### J. Scoring of The Test

Component	Criteria	Score
Content	<b>Excellent to very good</b> (Knowledgeable, substantive relevant to assigned topic).	30 – 27
	<b>Good to average</b> (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26 – 22
	<b>Fair to poor</b> (Limited knowledge of subject, little substance, inadequate development of topic).	21 – 17
	<b>Very poor</b> (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate).	16 – 13
Organization	<b>Excellent to very good</b> (Fluent expression, ideas	20 – 18

	clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	
	<b>Good to average</b> (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17 – 14
	<b>Fair to poor</b> (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13 – 10
	<b>Very poor</b> (Does not communicate, no organization, or not enough to evaluate).	9 – 7
Vocabulary	<b>Excellent to very good</b> (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register) .	20 – 18
	<b>Good to average</b> (Adequate range, occasional	17 – 14

	errors of word/ idiom form, choice, usage but meaning not obscured).	
	<b>Fair to poor</b> (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13 – 10
	<b>Very poor</b> (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9 – 7
Language Use	<b>Excellent to very good</b> (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions).	25 – 22
	<b>Good to average</b> (Effective but simple constructions, minor problems in complex constructions,	21 – 18

	several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	
	<p><b>Fair to poor</b></p> <p>(Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured).</p>	17 – 11
	<p><b>Very poor</b></p> <p>(Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).</p>	10 – 5
Mechanics	<p><b>Excellent to very good</b></p> <p>(Demonstrates mastery of conventions, few errors of</p>	5

	spelling, punctuation, capitalization, paragraphing).	
	<b>Good to average</b> (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4
	<b>Fair to poor</b> (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	3
	<b>Very poor</b> (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).	2
	<b>Total</b>	100



Medan, Juni 2018

Kepala Sekolah

Guru Mata Pelajaran

Mahasiswa

**Suwarto, S.Pd**

**Herlina S.Pd**

**Ziana Zulkarnain Sitorus**

**APPENDIX II****LESSON PLAN II****(Experimental Group)**

<b>School</b>	: SMP Swasta Mulia Kota Rantang Medan
<b>Subject</b>	: English
<b>Skill</b>	: Writing
<b>Aspect</b>	: Descriptive
<b>Class</b>	: VIII
<b>Time</b>	: 2 x 40 minutes
<b>Year</b>	: 2017/2018

**A. Standard Competency** : To express meaning in written functional text and short simple essay in the form of descriptive to interact with the surrounding environment.

**B. Basic Competence** : Respond the meaning related to simple monolog procedure and descriptive accurately, fluently and understandable by based on the context in daily activity.

**C. Indicators** : The students are able to write a descriptive writing.

**D. Learning Objectives :** 1. The students are able to understand descriptive writing.

2. The students are able to differentiate two types of descriptive writing.

3. The students are able to make descriptive writing.

### **E. Learning Materials**

Descriptive is a that describes what kind of person or an object describe, good shape, properties, and other numbers. Goals (purpose) of the descriptive, readers feel that they see the description just like they see pictures.

#### **Social Function**

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

#### **Generic Structure**

1. Identification, which identifies phenomenon that will be describe.
2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

## Language Features

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example :

**Figure III**



A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and

minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

#### **F. Media**

1. Copy of picture and the text
2. English dictionary

#### **G. Learning Strategy**

Tapestry Approach

#### **H. Teaching and Learning Process**

Meeting	Activities
<p><b>First Meeting</b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Main Activities</li> <li>3. Closing</li> </ol>	<ol style="list-style-type: none"> <li>a. Teacher greets the students.</li> <li>b. Teacher explains about descriptive writing.</li> <li>c. Teacher explains two types of descriptive writing with example.</li> <li>d. Teacher asks the students to make their descriptive writing.</li> </ol>





3. Closing	<ul style="list-style-type: none"> <li>d. Teacher asks the students to revise their writing.</li> <li>e. Teacher collects the students' writing.</li> <li>f. Teacher closes the lesson</li> </ul>
------------	---

### I. Assessment

Make the descriptive writing individually base on their discussion in small group.

### J. Scoring of the Test

Component	Criteria	Score
Content	<p><b>Excellent to very good</b> (Knowledgeable, substantive relevant to assigned topic).</p>	30 – 27
	<p><b>Good to average</b> (Some knowledge of subject,</p>	26 – 22



	adequate range, mostly relevant to topic, but lacks detail).	
	<b>Fair to poor</b> (Limited knowledge of subject, little substance, inadequate development of topic).	21 – 17
	<b>Very poor</b> (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate).	16 – 13
Organization	<b>Excellent to very good</b> (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20 – 18
	<b>Good to average</b> (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17 – 14

	<p><b>Fair to poor</b></p> <p>(Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).</p>	13 – 10
	<p><b>Very poor</b></p> <p>(Does not communicate, no organization, or not enough to evaluate).</p>	9 – 7
Vocabulary	<p><b>Excellent to very good</b></p> <p>(Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register) .</p>	20 – 18
	<p><b>Good to average</b></p> <p>(Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).</p>	17 – 14
	<p><b>Fair to poor</b></p> <p>(Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).</p>	13 – 10

	<p><b>Very poor</b></p> <p>(Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).</p>	9 – 7
Language Use	<p><b>Excellent to very good</b></p> <p>(Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions).</p>	25 – 22
	<p><b>Good to average</b></p> <p>(Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).</p>	21 – 18
	<p><b>Fair to poor</b></p> <p>(Major problems in simple/ complex constructions,</p>	17 – 11

	frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured).	
	<b>Very poor</b> (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).	10 – 5
Mechanics	<b>Excellent to very good</b> (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	5
	<b>Good to average</b> (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4

	<p><b>Fair to poor</b></p> <p>(Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).</p>	3
	<p><b>Very poor</b></p> <p>(No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).</p>	2
	<b>Total</b>	100

Medan, Juni 2018

Kepala Sekolah

Guru Mata Pelajaran

Mahasiswa

**Suwarto, S.Pd**

**Herlina S.Pd**

**Ziana Zulkarnain Sitorus**

**APPENDIX III****Test Items in Pre-test**

1. Write down your name on piece a paper.
2. Fill the blanks with the correct words.
3. This test allocated 30 minutes.

**APPENDIX IV****Test Items in Post-test**

1. Write down your name on piece of paper
2. Make a descriptive writing individually based on your discussion in your small group.
3. This test allocated in 60 minutes.

## APPENDIX V

**THE STUDENTS' INITIAL AND REAL NAME  
OF EXPERIMENTAL GROUP (VIII-A)**

<b>No</b>	<b>Initial Name</b>	<b>Real Name</b>
1	ANP	AndianiNovitaPasaribu
2	AA	AmaliaAzzahra
3	BAP	BayuAdityaPratama
4	BA	BungaAgustia
5	DWP	DelaWahdanaPohan
6	DS	Depi Sipahutar
7	DAY	Devani Altriyani
8	DAK	DindaArsika
9	EFS	Eka Feronika Sianturi
10	EMRS	Eva MulianiRezekiSihombing
11	FA	FriscaAndini
12	HK	Hari Karan
13	HDT	HaryonoDahnerTampubolon
14	IISN	IhsanIbnuSyifaNst
15	INR	Indria Nova Rahmadini
16	IS	IntanSyahdella
17	IR	IrgiRahmadi
18	JAW	JuwitaAmaliaWijaya
19	KN	KhairunNisa
20	LPL	LievannyPutriLiekardo



## APPENDIX VI

**THE STUDENTS' INITIAL AND REAL NAME  
OF CONTROLL GROUP (VIII-B)**

<b>No</b>	<b>Initial Name</b>	<b>Real Name</b>
1	AP	AdityaPermana
2	AIY	Aida Irma Yuliana
3	AR	AdityaRamadhan
4	AM	Aminda
5	AN	Annisa
6	AA	ArmeliaAudyta
7	AF	AuliaFitri
8	AKS	AyuKartika Sari
9	DFA	DaffaFikriAliftama
10	FA	Fajar Anwar
11	FY	FarindaYakub
12	FAP	FikaAuliaPutri
13	FLB	Frista Linda Batubara
14	IID	Indri Indah Dewi
15	KDR	Karina Devi Risardi
16	KI	KhairulIkhsan
17	MBBM	MeyyinBalqis Br. Marpaung
18	MEST	Mhd. EkoSyafutraTanjung
19	MFF	Mhd. FahriFadli
20	MS	Miranda Syahrani

**APPENDIX VII**

**Peer Review**

ORGANIZATION (10%)

CITATIONS (20%)

GRAMMAR AND STYLE (20%)

CONTENT (50%)

## APPENDIX VIII

Table of Errors' Correction

Symbol	Meaning	Word/Sentence
S	Incorrect spelling	
W.O	Wrong word order	
T	Wrong tenses	
C	Concord, subject, and verb do not agree.	
WF	Wrong form	
S/P	Singular or plural form wrong	
Λ	Something has been left out.	
[ ]	Something is not to necessary	
?	Meaning is not clear	
NA	The usage is not appropriate	
P	Punctuation wrong.	

## APPENDIX IX

## THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> $\sqrt{n}$	<u>0,886</u> $\sqrt{n}$	<u>0,805</u> $\sqrt{n}$	<u>0,768</u> $\sqrt{n}$	<u>0,736</u> $\sqrt{n}$

APPENDIX X

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

V <sub>2</sub> = dk penyebut	V <sub>1</sub> = dk pembilang																								
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞	
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254	
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,48	19,48	19,49	19,49	19,50	19,50	
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52	
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63	
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36	
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67	
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23	
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93	
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71	
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54	
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40	
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30	
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,59	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21	
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13	
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07	
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01	
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96	
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92	
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88	
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84	
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81	
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78	
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76	
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73	
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71	
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,93	2,87	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,17	

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,85	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,71	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,12	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,11	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,71	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,10	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,22	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,83	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78												

## APPENDIX XI

## DOCUMENTATION



Pict 1. The Researcher control of experimental group are doing pre test



Pict 2. The Researcher checks the students' do in the shee



Pict 3. The Researcher gives instructions in experimental Group



Pict 4. The Researcher with The Headmaster and English Teacher