**THE INFLUENCE OF VIDEO ON THE EIGHTH GRADE STUDENTS'**
**DESCRIPTIVE TEXT WRITING COMPETENCE**
**AT SMPN 2 JEMBER**

**BY:**

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**ENGLISH EDUCATION PROGRAM**
**LANGUAGE AND ARTS EDUCATION DEPARTMENT**
**THE FACULTY OF TEACHER TRAINING AND EDUCATION**
**JEMBER UNIVERSITY**
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**THESIS**

Composed to fulfil one of the requirements to obtain the SI degree

at the Englih Education Study Program, Language and Arts Education Department,

Faculty of Teacher Training and Education,

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## DEDICATION

*This thesis honorably dedicated to all special people of mine. They are:*

1. *My beloved parents, Ir.Budi Setiawan and Dra.Sri Rachmawati, who always love, care, support, help, motivate, and pray for me.*
2. *My younger sisters, Revina Rizkika Rahmadanti and Revita Chintya Puspasari. Thank you for your support and pray.*
3. *Dhimas Muhammad Wirdani, who always gives me never ending support to finish this thesis.*
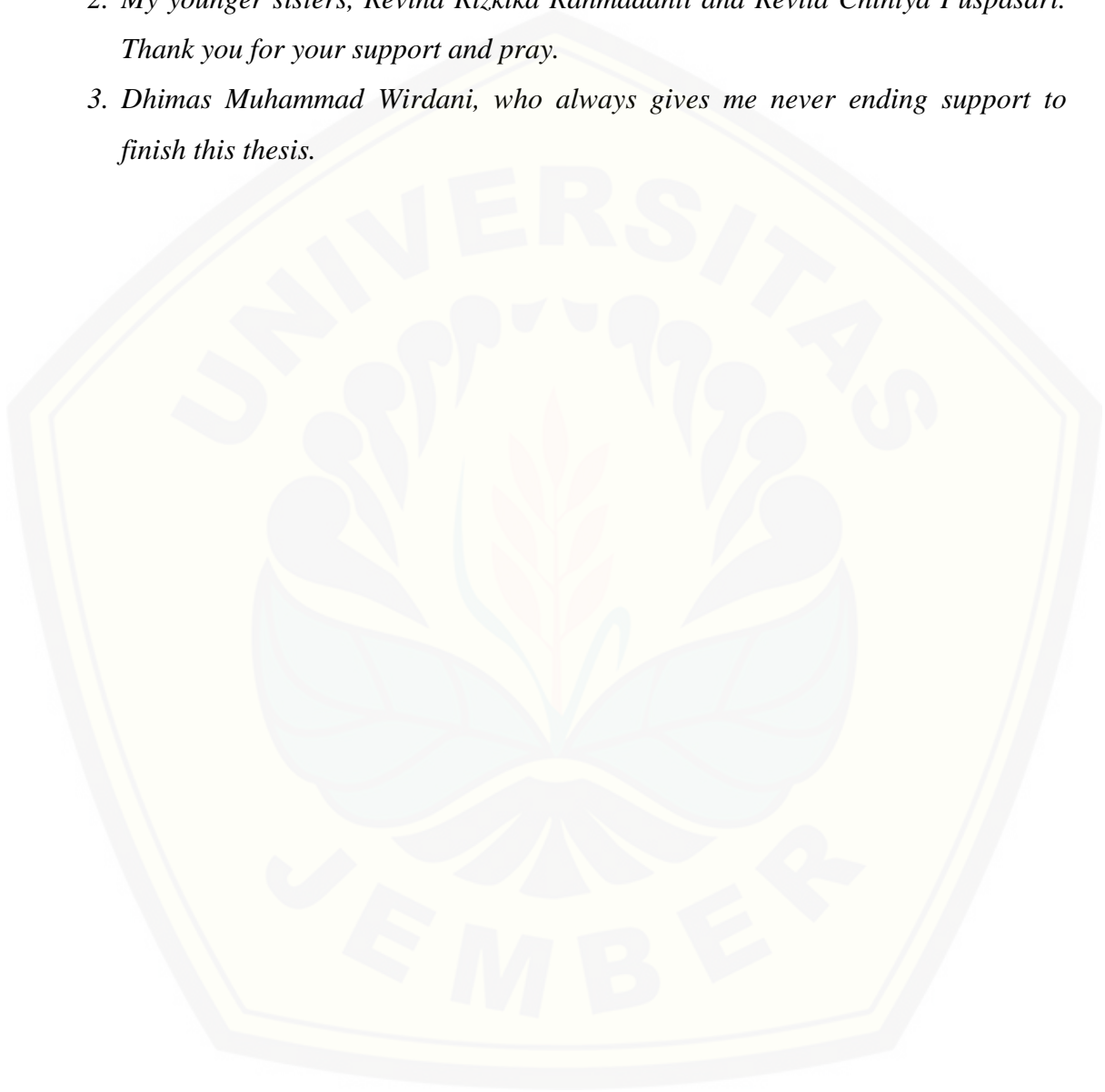
## MOTTO

*Start writing, no matter what.*

*The water does not flow until the faucet is turned on.*

*(Louis L'Amour)*

*(Source: writingcooperative.com)*

**STATEMENT OF THESIS AUTHENTICITY**

I certify that the content of this thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study. All of the materials from secondary sources used in this thesis have been fully acknowledged and referenced. The content of the thesis is the result of work which has been carried out since the official commencement date of the approval thesis title.

I also certify that this thesis has not been submitted previously, in whole or in a part, to any other university for any academic award or higher degree. Ethics procedure and guideline of the thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

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Jember, 2018
The Writer

Revanda Ameilia Damayanti
130210401018

**CONSULTANT APPROVAL**

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Finally, I believe that this thesis has some weaknesses. I will appreciate if there are any suggestions or criticisms.
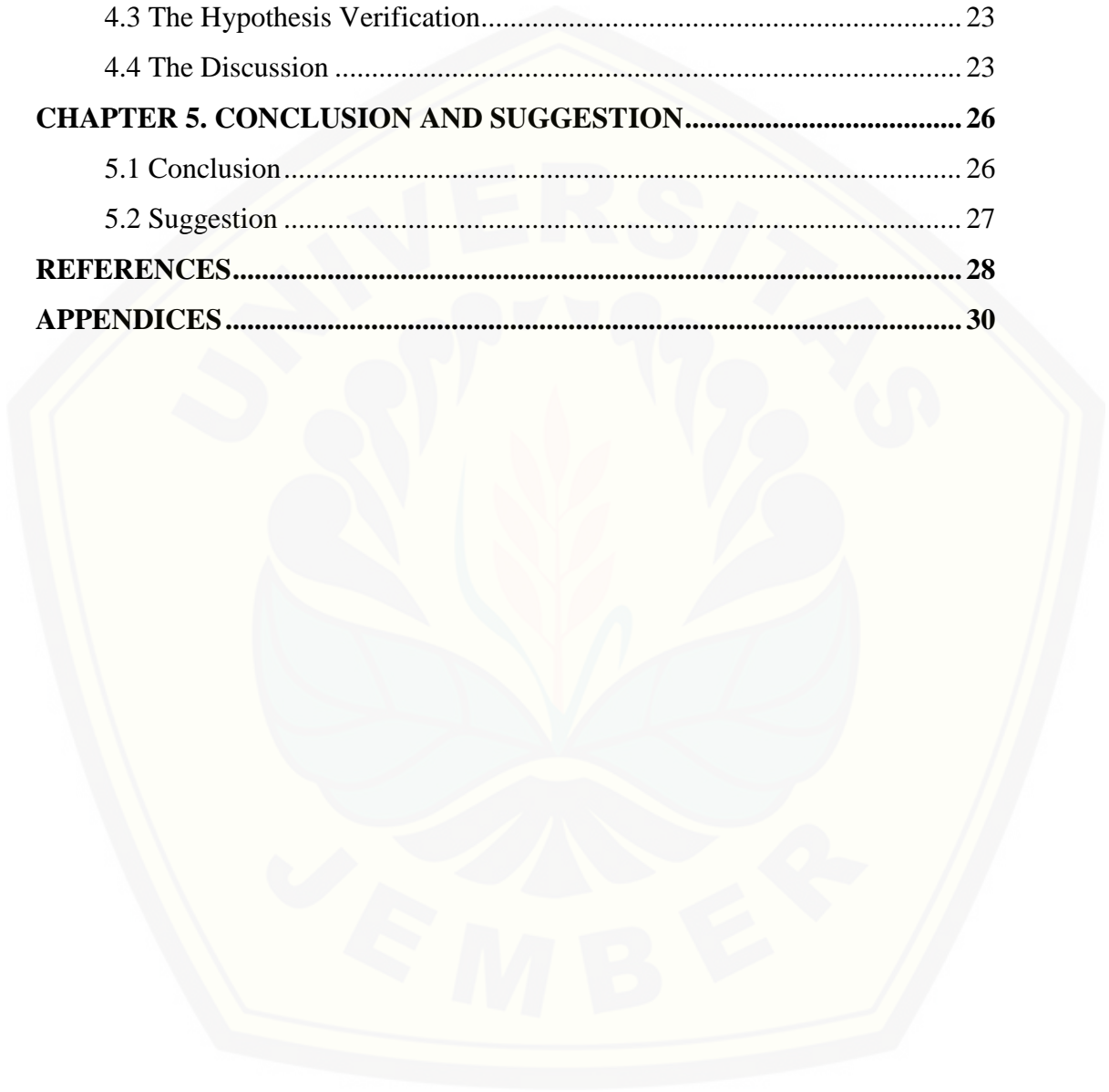
The Writer
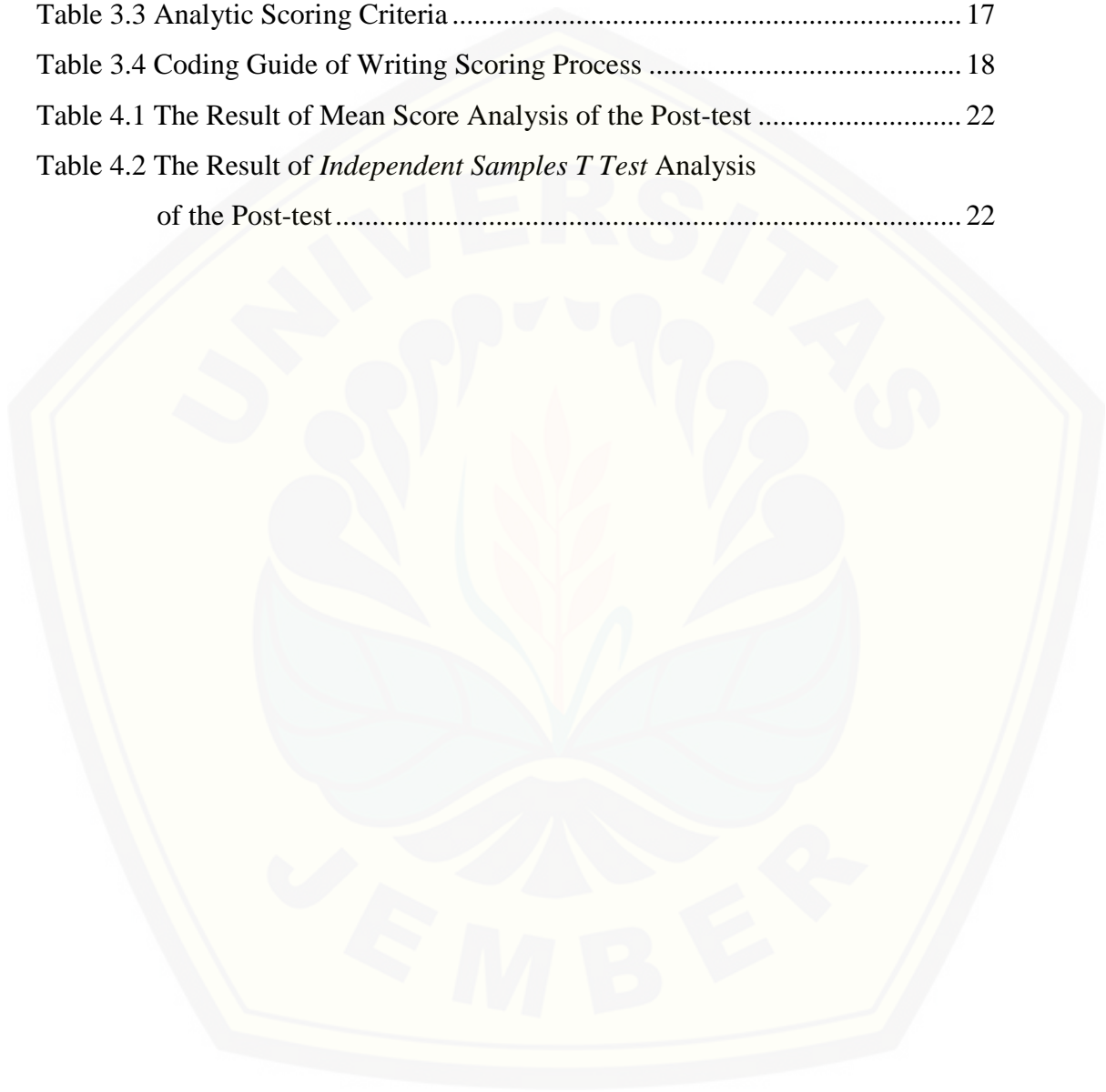
Revanda Ameilia Damayanti

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# SUMMARY

**The Influence of Video on the Eighth Grade Students' Descriptive Text Writing Competence at SMPN 2 Jember;** Revanda Ameilia Damayanti, 130210401018; 2018; English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, The University of Jember.

This research was quasi-experimental with post-test only design. The purpose of this research was to know whether or not there was a significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember. The area of this research was SMPN 2 Jember. The population of this research was the of eighth grade students at SMPN 2 Jember. Based on the ANOVA analysis, the result showed that the Sig. value was 0.992 which was higher than 0.05. It means that all the students belong to homogenous population. Since the population was homogeneous, two classes were selected by using lottery. Based on the lottery, 8D was selected as the experimental group and 8E as the control group.

In this research, writing test was used to get the data from the students' descriptive text writing. This was done through post-test. A post-test was administered after giving the treatment in both groups, the experimental group and the control group on the third meeting. Experimental group received the post-test on Monday, August 20th 2018. The control group received the post-test on Wednesday, August 22nd 2018. There were 35 students in each group who joined the post-test. The scores of the post-test were used as the main data to investigate whether there was a different effect of using animal video in the experimental class and without using animal video in the control class.The test was writing a descriptive text and scored with the same scoring system. The students were asked to write a descriptive paragraph about animal in about 80-100 words. The students were provided three animals and they had to choose one of them. The students were required to do this test in about 60 minutes.

Based on the output of the *Independent Samples T Test* analysis by using SPSS, it was known that the value of Sig. 2-tailed was 0.014 which was lower than 0.05. It means that the null hypothesis which says "There is no significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember" was rejected and means that the alternative hypothesis which says "There is a significant

effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember" was accepted. It could be concluded that there was a significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember. Therefore, the researcher suggests to English teachers to use video as a medium in teaching descriptive text. Using video can help the students develop their ideas in composing a good writing easily. An interesting and appropriate video can also create a good atmosphere inside the class.

# CHAPTER I
# INTRODUCTION

This introductory chapter gives readers' information about the issue of investigation, the importance of investigating the issue, the position of this research in relation to the related previous studies (research gap), the research questions (foci), research objectives, and the research contributions.

## 1.1    Research Background

To test the effectiveness of video in English language teaching (ELT), the present study has investigated the extent to which video helps students learn writing skills and affect their  writing performance. Investigating the issue on the effectiveness of video in language teaching is important to carry out by considering the strengths of video as audio-visual aid, the language learning materials, and the findings of previous studies experimenting on the use of video.

Since audio-visual were first studied during World War II (1939 – 1945) as a training tool for soldiers, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Therefore, it is not new using audio-visual materials in the classroom. As one of the language learning materials, the effectiveness of video has been investigated as an ELT research topic. Hemei (1997) convinces us that video is well-liked by both students and teachers because video presentations are interesting, challenging, stimulating to watch, also rich and valuable resource. In addition, the language learning materials (printed and non-printed materials) must be capable of facilitating learners to master the English skills: listening, speaking, reading and writing.

Dealing with the use of video in teaching writing, there are some previous researchers who have conducted a research by using video as the media with different focuses. Applying action research, Kutluay (2012) used video to teach grammar in ESP class. The findings revealed that the usage of the videos for grammar teaching motivated the students to take part in the lessons. They became more active to ask some questions according to the videos and they enjoyed the lesson. Sihem (2013) used video to develop speaking skills for second year of university students. The findings showed that the use of video helped the students to enrich their vocabulary and master the language as well.

Also, it helped them to improve their level in speaking. Woottipong (2014) used video to teach listening skills for university students and showed that the use of video materials to develop listening comprehension of first year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score.  Lastly, Almurashi (2016) used video for teaching English language in classroom as suplementary material. Of the four studies, the results showed that video plays an important role in helping students develop their English skill, especially listening and speaking. Writing seems to be the neglected skill explored by the previous studies.

With regard to the strengths of video in language teaching as well as the findings of previous studies which mostly reported video as an effective media to teach English, the present study has conducted an experiment to examine the effect of video on students' writing performance. The present study has filled in the gap the previous studies have not been explored. In line with the English curriculum, the present study focused on investigating the effects of video on students' performance in writing descriptive text in junior high school.

## 1.2    Research Problem

Based on the background explained above, the problem can be stated as follow: Is there any significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember?

## 1.3    Research Contribution

The results of the research are expected to give meaningful contributions empirically and practically:

### a. Empirical Contribution

The result of this research can be used as a reference and recommendation for those who want to conduct another research in the same topic. Some of the future researchers may  use video to teach descriptive text, or they use video to teach another text genre.

### b. Practical Contribution

The result of this research hopefully will be useful for the English teachers to be more innovative in preparing media for teaching writing. Hopefully, this research can also help the students to understand and interact well in writing skill, especially in

descriptive text writing. Therefore, the students can be motivated to practise more their writing skill by using many varieties of video.

## CHAPTER II
## RELATED LITERATURE REVIEW

This chapter discusses about some related literature about the research. They are related theories on the importance of media in ELT, operationalizing the concept of video in ELT, using video and its effects on students writing performance, previous research studies on the use of video in ELT, and research hypothesis.

### 2.1 Related Theories on the Importance of Media in ELT

A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver. Definition of media focuses on the use of technologies plus concepts and contexts (Dewdney & Ride, 2006). Media mean transmitting or delivering messages. In teaching learning perspective, it means delivering content to the learners, to achieve effective instruction. Locatis and Atkinson (1990) argue that the use of media is designed intentionally to make the teaching learning process more interesting and effective. In line with Locatis and Atkinson, Thomas (2008:106) says that the use of variety of teaching media has successfully transformed most classrooms from traditional setup, where teachers do most of the talking and students are passive listeners, into participatory learning centers facilitating productive learning.

Media in teaching learning process provide with the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communication. If it is properly designed, skillfully produced and effectively used, media have great influence on teaching and learning process because they produce impact of: saving time, increasing interest, holding attention, clarifying ideas, reinforcing concepts and aiding memory (Mohan et al, 2001). According to Reiser and Dick (1996:67), media are defined as one of the instructional planning that should be prepared by teachers before coming in classroom. They also say that media can be defined as the traditional media such as chalk, blackboard, textbooks and modern media such as videos, tape, recorders, computers and projectors.

The Cone of Experience which is introduced by Dale (1969) shows the progression of experiences from the most concrete (at the buttom of the cone) to the most abstract (at

4

the top of the cone). The Cone of Experience purposes to inform readers how much people remember based on how they encounter the information.

Figure 1. The Cone of Experience
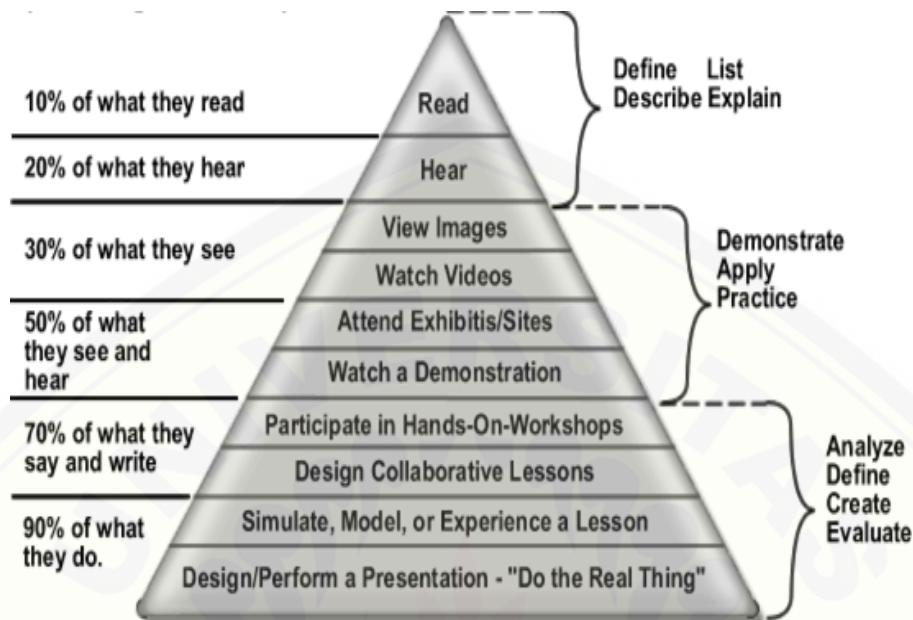


In Dale's perspective, most students in schools did not learn how to think, discover, and solve real problems. Rather, students were forced to memorize facts and knowledge in most schools. As a result, any knowledge they acquired was inert in their real lives. For this reason, Dale promoted the potential of audio-visual materials, believing that they could provide vivid and memorable experiences and extend them regardless of the limitations of time and space. Based on the Figure 1, people can generally remember 50% of what they see and hear. It means that by using audio-visual media such as video, students can remember at least 50% information or more by watching video.

## 2.2 Operationalizing the Concept of Video in ELT

There are several kinds of media which can be used in teaching English . Among them are realia, audio, visual, and audio-visual media. Besides, teachers also can use other media in teaching such as flash card, games, puzzles, and so on. But, in this era of technology, every teacher is required to be able to integrate their classroom with the use of technology. Using technology in classroom becomes common issue in teaching English as foreign language in recent years. The use of audio-visual media in teaching has become more popular for English teachers especially EFL teachers. It is because almost every school has been supported by multimedia equipment and electricity in every

classroom. Therefore, it is easier for teachers to use the media whenever and wherever they want. One of audio-visual media which is commonly used by English teacher is video.

Nowadays, video resources have too many advantages to be wasted in this way. One of the video resources that people can use easily is Youtube. As a video-sharing website which is formed in 2015, Youtube allows us to watch video clips, short documentaries, and even upload our own videos. Zhu (2012) explains that video is a product of technology which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects.

Using video seems to be a great way to attract students' attention and present information. Longergan (1995) explains that video presentation will be interesting for learners. By generating interest and motivation in learning, video can create an atmosphere of successful learning. Sherman (2003) adds that video is today's medium and as a matter of fact, people spend more time with audio-visual than with printed material. Watching videos involves two different senses, seeing and hearing at the same time.

Being a rich and valuable resource as a media in teaching and learning process, video is well-liked by both students and teachers. According to Hemei (1997), students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing in to the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is a well-known fact that audio-visual material is a very great medium in stimulating and facilitating the learning in understanding foreign language. According to Wright (1976), many media and many styles of audio-visual presentation are useful to the language learners. That is to say, all audio-visual materials have positive contributions to

language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears.

Even though it is easy to watch and download, not all videos can be used as media in teaching. According to Gallacher (2004), there are some criteria (i.e. watchable, completeness, length, appropriateness content, and level of maturity) that can help the teacher select the appropriate video for students. Watchable means that the video must be interesting, so that the students will attract to watch the video. Completeness means that video must contain complete information. Length means that the video should not be too long because it can make the students bored. Appropriate content means that the content of the story should be suitable with the students. The teacher should pay attention with the students' age and culture. Level of maturity deals with the suitability of video content with younger and/or older students.

The teacher plays a key role in using the video as an attractive medium for language teaching. Teacher has the prime responsibility for creating a successful language learning environment. Video should never be considered as medium which rivals or overshadows the teacher, but it should be useful media that can only teach things which are recorded.

## 2.3 Using Video and Its Effects on Students Writing Performance

There are many definitions about writing stated by some experts. According to Fairbain and Winch (1996:32), writing is about conveying meaning by selecting words and putting them in the written or printed form. In other words, writing is an activity to express the writer's ideas by selecting and putting proper words in proper places. Writing also consider as a form of communication. The writer can communicate with other people and transfer his messages through writing, even though the readers are in long distance or across the country (Hartfiel et. al, 1983:90).

To produce a good writing, the writer should consider some aspects of writing in order to make a good and readable writing. Those aspects are grammar, vocabulary, mechanic, content, and organization (Hartfiel et. al, 1983:90). To be a good writer, he or she has to make sure that all aspects have been used properly because all of them are related to one another. In this research, the main concern of grammar was the use of simple present tense because it is one of the language features of descriptive writing. The grammatical rules that must be fulfilled by the writer was to use simple present tense in correct pattern and to use appropriate word order, pronouns and prepositions. The second

aspect that should be used properly by the writer is vocabulary. The writer should have a great store of vocabulary hence his/her writing is readable and understandable. The third aspect is mechanics. Punctuation is one of mechanical type that is used to clarify meaning and to help readers to understand the emphasises and the pauses in the text. Spelling is also important in producing a piece of writing because wrong spelling will affect the meaning of a certain word. Therefore, wrong spelling must be avoided by the writer in order the writing can make sense and meaningful. The forth aspect is contents. Contents are related to the use of subject, details, information and the development of the text. The subject in writing should be understandable and if there are aspects that support the subject, this should show their relationship between them. The details should appropriately support the text, and the main points in writing should be discussed clearly. The last aspect is organization. The writer should relate the details of writing, the topic sentences and the supporting details.

Writing is one of the four English skills that must be learnt by junior high school students besides listening, speaking and reading. Based on *Kurikulum 13*, there are five kinds of functional text which have to be learnt by junior high school students, i.e.: recount, narrative, procedure, descriptive, reports. In this research, the researcher focuses only on descriptive text because it is one of the genres of functional texts that has been taught in the first grade level of junior high school in odd semester. Another reason why the researcher chooses descriptive text is because the students are familiar to this genre of text since they have used this genre in almost all of their daily life.

There are some explanations about descriptive text based on some experts. According to Stanley (1992:152), descriptive text is a text that presents the appearance of things, they can be objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually deals with the physical appearance of the described thing. In other words, a particular person, place or thing is described in details in this text. Meanwhile, Tompkins (1994) considers that descriptive text is painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see the real objects.

Furthermore, in teaching descriptive text writing, video will be used as media to help students to generate their ideas and construct their new knowledge. The content of the videos are varied based on the goal of teaching and learning process. Before starting to write a descriptive text, the students should know well what they want to describe.

They have to describe their ideas and thought clearly based on what they see, hear, taste, smell, or touch. When the students start to write a descriptive text, they must organize their writing based on the generic structure of descriptive text including identification and description. So, their writing will be well-organized.

In addition, the use of video in classroom will increase students' motivation in learning and doing varieties of tasks. It is hoped by using attractive and interesting video students will involve actively in learning and do not feel bored during the class. Denning (2010) claims that video can be important media for motivation. It means that the characteristic of video can improve the students' motivation in learning process. Also, teacher can bring out the outside world into the classroom so students can connect the materials with their real life context and get many ideas for writing. As a result, students will find out that the writing activity is interesting, challenging, and meaningful.

### 2.4 Previous Research Studies on the Use of Video in ELT

Past researchers who investigated the use of video as a medium in teaching are: Kutluay (2012); Sihem (2013); Woottipong (2014); Almurashi (2016). Kutluay (2012) had conducted an action research for four adult learners taking English courses for business purposes at a private language school. He wanted to know the effects of video used to teach grammar explicitly in an ESP grammar class. From his research, he got a conclusion that the usage of the videos for grammar teaching motivated the students to take part in the lessons. He also reported that as the ESP students, the students attended the courses only in the evenings, they could not spare time to practice English outside the classroom. However, by using videos, students could reach the materials in their own time.

The second previous researcher is Sihem (2013) who used questionnaire as a data collection method. Students' questionnaire included both open-ended and close-ended questions in order to give the students an opportunity to explain their opinions concerning the use of video technique and its effects toward their speaking skill. The second year students at the English department at Mohammed Kheider University of Biskra were the participants of this reserach. The analysis of the students' questionnaires showed that teaching by using video was important and helpful to improve students' speaking skill and could help the students to understand the lessons well.

The third previous researcher is Woottipong (2014) who had implemented the one-group pretest-posttest design in her research. The purposes of the research were to develop the listening skills of university students studying English with the use of video materials and to evaluate students' attitudes towards the use of video materials in teaching listening skills. The participants for this research were 41 first-year English major students in the second semester of the academic year of 2012 at Thaksin University, Thailand who were selected by simple random sampling. The comparative result of English listening pre-test and post-test scores of students showed that the learning achievement of students' post-test is higher than the pre-test. The students' English listening comprehension ability increased significantly after learning with the videos.

The last is Almurashi (2016) who used both qualitative and quantitative methods. For the qualitative portion, he used an interview with the participants regarding their opinions about using YouTube video in their classrooms as a supplementary tool. For the quantitative portion, he asked the participants to watch two videos, then they had to answer a quiz about the videos and answer some questions to reflect their opinions and feelings.

The participants of the study were 53 learners studying the English language at Taibah University in Alula. All participants answered the quiz correctly and reflected their opinions about watching such videos in the classroom. According to the survey feedback, more than 85 percent of participants agreed that YouTube video can improve their understanding. In addition, they found these kinds of lessons to be helpful and interesting.

In summary, the results of reviewing past studies found that the use of video in teaching English plays an important role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English. In other words, video presented a substantial influence on students' understanding of English. In short, the results showed that video is a good media to teach grammar, listening and speaking skills for university students. To add the past studies, the researcher tried to conduct an experimental research to examine the effect of video on students' descriptive writing performance in junior high school.

## 2.5 Research Hypothesis

The research hypothesis of this research can be formulated as follows:

$H_0$ : There is no significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember.

$H_1$ : There is a significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember.

# CHAPTER III
# RESEARCH METHODOLOGY

This chapter deals with the research methodology that was applied in this research. They are research design, research context, research participants, the result of homogenity analysis, description of teaching in the experimental and control group, data collection method, and data analysis method.

## 3.1    Research Design

This present research applied quasi-experimental research with post-test only design. The procedure in conducting quasi-experimental research in the present adopts the procedures proposed by Creswell (2012) as illustrated in Diagram 1.

Diagram 1: Quasi-experimental research

| Group | Treatment | Post Test |
|---|---|---|
| Experimental (A) ——————  X  ——————→ O | | |
| Control (B) ————————————————————→ O | | |
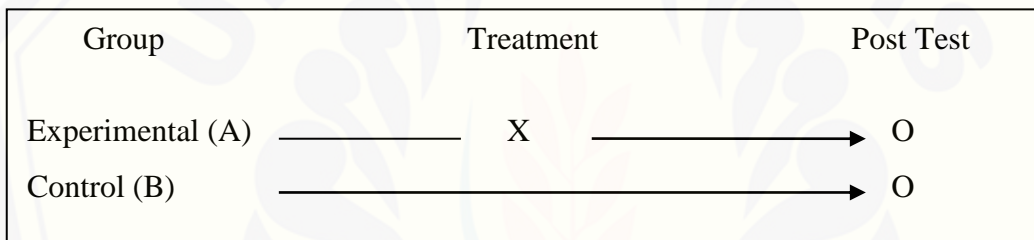
Note:
A   : The experimental class
B   : The control class
X   : Treatment
O   : Post-test

(Creswell, 2012:310)

Based on Creswell's design, the procedures of the research were described as follows:

1. Collecting the English scores of the examination test from the English teacher to test the homogeneity of the population.

2.  Analyzing the scores by using ANOVA (Analysis of Variance) in the SPSS application.

3. Determining two classes by taking two classes as control group and experimental group by using lottery, if the population was homogenous. If they were heterogeneous, two classes having the closest mean difference were selected to be the samples of the study by lottery.

4. Giving treatment to the experimental class by using video containing the materials for teaching descriptive text, while the control class was taught through pictures of the same topic in the video.

5. Giving the post-test to both the experimental and the control classes to measure the students' performance in writing descriptive text.

6. Analyzing the writing scores post-test by applying *Independent Samples T Test* in order to know the significant mean difference between the experimental class and the control class.

7. Interpreting the results of t test.

## 3.2 Research Context

The present study was conducted at a Government Junior High School in Jember, that was SMPN 2 Jember. This school has 17 classes consisting of 5 classes for grade VII, 6 classes for grade VIII, and 6 classes for grade IX. Since 2013, SMPN 2 Jember has used the *Kurikulum 2013*. In this school, English is taught twice a week with 2 x 40 minutes for each meeting. English is used as a foreign language that means it is used only in English subject. The English teachers seldom speak English while teaching the students. The same thing happens to the students, they seldom or never speak English inside or outside the classroom.

The researcher had asked permission to conduct a research at SMPN 2 Jember and had an interview with the eighth grade English teacher. The teacher was also eager to know the influence of video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember because he never used a video to teach English.

## 3.3 Research Participants

The population in this research was the eighth grade students that consisted of 6 classes. Each class consisted of 35 – 36 students (Document of SMP 2 Jember). From 6 classes, it was taken two classes as the research participants by using cluster random sampling. Cluster random sampling is a procedure where the entire groups, not inviduals, are randomly selected. Each group/class in the population has an equal chance of being included in the sample after a homogenous test (using Anova) has been conducted. If all eighth grade classes were homogenous, two classes (experimental and control class) were

selected by lottery. However, if all eighth grade classes were heterogenous, the two classes having similar mean scores were selected as the control and experimental groups.

The research participants were the eighth grade students of SMP Negeri 2 Jember. There were six classes of the eighth grade students, and each class consisted of 35 − 36 students. Overall, there were about 213 students, so there were more sixty students chosen as the respondents.

## 3.4    The Result of Homogenity Analysis

As stated in 3.3, to divide the existing population (213 students) into two groups (the experimental group and the control group), the students' previous English test scores were analyzed by using One Way Anova which is provided in SPSS application. The following table presented the distribution of the students in each class and the mean score list of the six classes in eighth grade.

Table 3.1 The Distribution and The Mean Score List of The Eighth Grade Students at SMPN 2 Jember

| Descriptives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Nilai Siswa | | | | | | | | |
| | | | | | 95% Confidence Interval for Mean | | | |
| | N | Mean | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 8A | 36 | 86.81 | 9.036 | 1.506 | 83.75 | 89.86 | 65 | 100 |
| 8B | 36 | 88.06 | 8.966 | 1.494 | 85.02 | 91.09 | 70 | 100 |
| 8C | 36 | 87.22 | 9.137 | 1.523 | 84.13 | 90.31 | 70 | 100 |
| 8D | 35 | 87.00 | 9.641 | 1.630 | 83.69 | 90.31 | 65 | 100 |
| 8E | 35 | 87.00 | 10.015 | 1.693 | 83.56 | 90.44 | 65 | 100 |
| 8F | 35 | 87.71 | 8.518 | 1.440 | 84.79 | 90.64 | 70 | 100 |
| Total | 213 | 87.30 | 9.130 | .626 | 86.07 | 88.53 | 65 | 100 |

From the table above, it could be seen that the mean score of the eighth grade students was 87.30. The highest mean score was 88.06 and lowest mean score was 86.81. These data, then, were analyzed by using One Way Anova in SPSS application to know the homogenity of the population. The result of ANOVA analysis was presented in the following table.

Table 3.2 The Result of ANOVA Analysis

| ANOVA | | | | | |
|---|---|---|---|---|---|
| Nilai Siswa | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 41.877 | 5 | 8.375 | .098 | .992 |
| Within Groups | 17630.893 | 207 | 85.173 | | |
| Total | 17672.770 | 212 | | | |

Based on the ANOVA table, the result of the analysis showed that the Sig. value was 0.992 which was higher than 0.05. It means that all the students belong to homogenous population. Since the population was homogeneous, two classes were selected by using lottery. Based on the lottery, 8D was selected as the experimental group and 8E as the control group.

### 3.5 Description of Teaching in the Experimental and the Control Group

This study was conducted in 3 weeks. The meeting was conducted once in a week running for 80 minutes. Both experimental and control group was given the same materials and exercises. The experimental group was treated by using animal video while the control group was treated by using animal picture.

**Experimental Group.** In teaching writing using video, some procedures proposed by Gallacher (2004) was used in the present study. There were three activities in teaching writing using video, such as:

- Pre-viewing activities : In pre viewing activities, the teacher tried to introduce the topic to the students. In this research, animal video that they were going to watch. Then, the teacher gave some leading questions to build the students' prior knowledge about the topic that would be discussed.

- While-viewing activities : The teacher played the video and asked the students to fully focus on the video so that they can identify the characteristic of the animal. While watching the video, the students were allowed to take a note. The teacher played the video three times to give the students chance to add some informations based on the video. Students concluded the overall information from the video. They composed descriptive text individually based on their notes.

- Post-viewing activities : In the last activities, together with the students, the teacher discussed the content of the video by playing the video one more time.

**Control Group.** This group received the same materials and exercises as the experimental group. In this group, the teacher treated the students using animal pictures. The teacher asked the students to identify the characteristic of the animal picture given. After all, the students did the task individually and discussed the answers together with the class.

### 3.6 Data Collection Method

In this research, writing test was used to get the data from the students' descriptive text writing. This was done through post-test. A post-test was administered after giving the treatment in both groups, the experimental group and the control group. The purpose of the post-test was to collect data of the students' descriptive text writing achievement after the treatment was given. The test was writing a descriptive text and scored with the same scoring system. The students were asked to write a descriptive paragraph about animal in about 80-100 words. The students were provided three animals and they had to choose one of them. The students were required to do this in about 60 minutes.

In creating a good writing test, there were two aspects to be considered. Those aspects were the validity and the reliability of the test. According to Hughes (2003), a test has content validity if its content represent the skills, structures, or materials to be tested. The content validity of the test in this research was adjusted to the *Kurikulum 2013* for SMP, so that the test item was appropiate with *Kurikulum 2013* for SMP.

To score the writing test, inter-rate scoring method was applied. It was the way to establish the reliability of test scores through inter-rater reliability. Inter-rater scoring method is a scoring method that requires two different raters to give scores in a certain test. In this research, the researcher was the first rater and the English teacher was the second rater.

To score students' writing, analytical scoring was used. Analytical scoring is a type of scoring based on aspects of writing with separate score for each aspect (Hughes, 2003). In this research, the scoring rubric from Jacob, Zingraf, Hartfield, and Hughey (1981) was used to score students' writing. It is a rubric which has different aspects of writing and every aspect has its own level of score. After using the scoring rubric, there should be the calculation of the students' writing which is gained based on the criteria of score on the rubric. The analytic scoring criteria that was used in this research is presented in Table 3.3.

Table 3.3 Analytic Scoring Criteria

| No | Aspects | Score | Level | Criteria |
|---|---|---|---|---|
| 1. | Content | 30-27 | Very good | The content is very relevant to the topic, it covers all of the subtopics and very easy to understand |
| | | 26-22 | Good | The content is relevant to the topic, it covers four to five subtopics and easy to understand |
| | | 21-17 | Fair | The content is fairly relevant to the topic, it covers three to four subtopics, and fairly easy to understand |
| | | 16-13 | Poor | The content is irrelevant to the topic, it covers only one to two subtopics, and hard to understand |
| 2. | Organization | 20-18 | Very good | Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively |
| | | 17-14 | Good | Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively |
| | | 13-10 | Fair | Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively |
| | | 9-7 | Poor | No organization, lack of logical sequence, connectors are not effectively used/ no connector |
| 3. | Vocabulary | 20-18 | Very good | Effective choice of words and mastery of word form |
| | | 17-14 | Good | Adequate choice of words, mastery of word form, sometimes misused words |
| | | 13-10 | Fair | Limited choice of words, confusing words and meaning |
| | | 9-7 | Poor | Very limited choice of words, confusing words and meaning |
| 4. | Grammar | 25-22 | Very good | No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar |
| | | 21-18 | Good | Some errors of using present tense, pronoun, articles, and other aspects of grammar |

| | | 17-11 | Fair | Many errors of using present tense, pronoun, articles, and other aspects of grammar |
| | | 10-5 | Poor | Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar |
| 5. | Mechanics | 5 | Very good | No errors in spelling, punctuation, and capitalization |
| | | 4 | Good | Few errors in spelling, punctuation, and capitalization |
| | | 3 | Fair | Some errors in spelling, punctuation, and capitalization |
| | | 2 | Poor | Many errors in spelling, punctuation, and capitalization |

**SCORE:**
**Content + Organization + Grammar + Vocabulary + Mechanic = Total**

(Adapted from Jacob et al., 1981)

In order to make the scoring process easier for both raters, the researcher used a list of coding guide which represent each aspect of writing. For example, if one student makes an error in the aspect of grammar, then researcher will underline the error and make "G" under the underlined error. In addition, the researcher used two different markers in the scoring process in order to differentiate the scores between the two raters, there were red marker for the first rater and blue marker for the second rater. The coding guide used is presented in Table 3.4 below.

Table 3.4 Coding Guide of Writing Scoring Process

| Aspects of Writing | Coding Guide |
|---|---|
| Components | C |
| Organization | O |
| Grammar | G |
| Vocabulary | V |
| Mechanic | M |

**3.7    Data Analysis Method**

*Independent Samples T Test* which is available on SPSS (Statistical Product and Service Solutions) was applied as the data analysis method. The data from those groups were analyzed by using *Independent Samples T Test* with significant level of 5% by using SPSS application. The *Independent Sample T Test* was used in this research in order to compare the mean difference between the experimental and the control group. The aim of the analysis was to know whether or not there was a significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember. If the result of the test showed that the value of Sig. (2-tailed) $\geq 0.05$, this meant that $H_0$ was accepted and so the result of the research was not significant. If the value of Sig. (2-tailed) $\leq 0.05$, this meant that $H_1$ was accepted and the result of the reseach was significant.

# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter contains the coclusion of the findings and the sugestions for the English teacher and the future researchers.

## 5.1 Conclusion

An experimental research investigating the effect of using video on junior high school students' competence in writing descriptive text has been implemented. The results of test were scored using analytic scoring rubric and involved two raters. Then, the scores of both groups were analyzed statistically using *Independent Samples T Test* with 95% significance level. Based on the result of the data analysis, it was revealed that there was a significant effect of using video on the eighth grade students' descriptive text writing competence in SMPN 2 Jember. This means that the teaching of writing by using video could give significant influence on the students' competence in writing descriptive text in the experimental group.

## 5.2 Suggestion

Since the use of video gave significant effect on the students' descriptive text writing achievement, this medium can be used as alternative medium for teaching writing. Some suggestions are proposed by the researcher to the English teacher and the future researcher.

## 1. The English Teacher

The researcher suggests to English teachers to use video as a medium in teaching descriptive text. Using video can help the students develop their ideas in composing a good writing easily. An interesting and appropriate video can also create a good atmosphere inside the class. It can also be used to teach other text genres of writing such as narrative, recount, report or procedure. To get the video, the teachers can download from Youtube or make their own video using an application such as PowToon. If the teachers want to download the video from Youtube or other sources, they have to make sure that the video is suitable with

the topic of the lesson. Also, the class must be supported with LCD and audio. The teacher should prepare the tools before starting the class.

## 2. The Future Researchers

The researcher hopes that the result of this research can be used as a reference for future researchers who want to conduct further research dealing with the use of video. It is also suggested to investigate the use of video in a different research design, for example using classroom action research design to teach other text genres of writing such as narrative, recount, report or procedure. Considering the limitations that occur in this research, hopefully they can develop the use of video better in their future research.
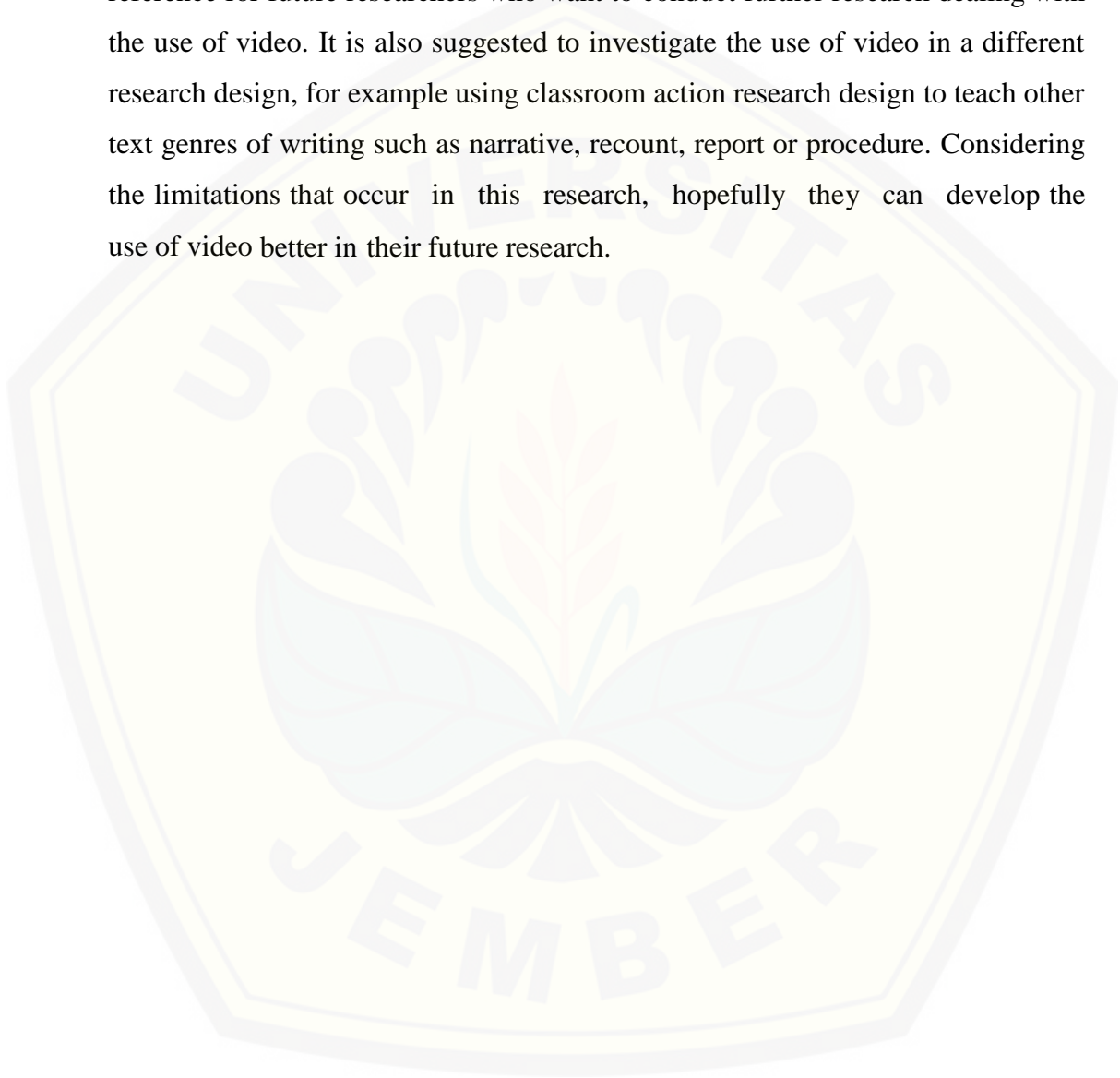
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**Appendix A**

## RESEARCH MATRIX

| Title | Problems | Variable | Indicators | Data Resource | Research Method | Hypothesis |
|-------|----------|----------|------------|---------------|-----------------|------------|
| The Influence of Video on the Eighth Grade Students' Descriptive Text Writing Competence at SMPN 2 Jember | Is there any significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember? | **1. Independent Variable:** Teaching writing by using video<br><br>**2. Dependent Variable:** The students' descriptive text writing competence | a. Writing the title of descriptive text<br>b. Writing identification of descriptive text<br>c. Writing description of descriptive text<br>d. Constructing a descriptive text related to the animal by using video shown<br><br>**The students' writing competence:** The students' writing scores, covering the aspect of:<br>a. Vocabulary<br>b. Grammar<br>c. Mechanic<br>d. Content<br>e. Organization | **1. Research Respondent:** The eighth grade students of SMPN 2 Jember<br><br>**2. Informant:** The English teacher of the eighth grade students of SMPN 2 Jember<br><br>**3. Document:**<br>- The number of the respondents<br>- The names of the respondents<br>- The English scores of the students in the previous semester | 1. **Research Design:** Quasi-experimental research with post-test only design<br><br>2. **Research Area:** Purposive Method<br><br>3. **Respondent Determination:** Cluster Random Sampling<br><br>4. **Data Collection Method:** The students' descriptive writing competence<br><br>5. **Data Analysis Method:** The data obtained are analyzed statiscally by using SPSS | There is a significant effect of using video on the eighth grade students' descriptive text writing competence at SMPN 2 Jember |

**Appendix B**

## The Schedule of the Research

| No. | Activities of the Research | Date |
|---|---|---|
| 1. | Doing an interview with the eighth grade English teacher | January, 29$^{th}$ 2018 |
| 2. | Asking for the students' previous writing scores and interview to the English teacher | August, 1$^{st}$ 2018 |
| 3. | Analyzing the previous writing scores | August, 2$^{nd}$ 2018 |
| 4. | Conducting lesson plan 1 to the experimental | August, 6$^{th}$ 2018 |
| 5. | Conducting lesson plan 1 to the control class | August, 8$^{th}$ 2018 |
| 6. | Conducting lesson plan 2 to the experimental | August, 13$^{th}$ 2018 |
| 7. | Conducting lesson plan 2 to the control class | August, 15$^{th}$ 2018 |
| 8. | Administering post test for experimental class | August, 20$^{th}$ 2018 |
| 9. | Administering post test for control class | August, 22$^{nd}$ 2018 |
| 10. | Analyzing the result of both classes | August, 25$^{th}$ 2018 |

**Appendix C**

**Interview Guide**

| No | Questions from Researcher | Answers from English Teacher |
|----|---------------------------|------------------------------|
| 1 | What curriculum do you use in the class? | I use *Kurikulum 2013*. |
| 2 | How many times do you teach the eighth grade in a week? | There are two meetings for each class in a week, so I teach twelve times in a week. |
| 3 | What books or references do you usually use for teaching English? | I use a book from *Kementrian Pendidikan dan Kebudayaan* and also *Mandiri* book from *Erlangga*. |
| 4 | What media do you use in teaching writing? | I usually use picture to teach writing. |
| 5 | How do you teach descriptive text writing? | I decide the topic and ask the students to describe the object based on the picture. |
| 6 | Is there LCD projector and sound inside the class? | Every class has been completed with LCD projector but there isn't sound. |
| 7 | Have you ever used video in teaching descriptive text? | I never use video to teach descriptive text. |

**Appendix D**

**The Names of Research Participants**

| No | Experimental Group Names | Control Group Names |
|---|---|---|
| 1 | AAA | AFW |
| 2 | AF | ARM |
| 3 | AFM | ARA |
| 4 | AAS | AMA |
| 5 | AC | ADFP |
| 6 | AB | A |
| 7 | ANA | ABA |
| 8 | ARA | ADM |
| 9 | AKAS | ASC |
| 10 | CAN | ANZ |
| 11 | DNEMH | BRP |
| 12 | DN | CJI |
| 13 | EDP | CCPSP |
| 14 | FSG | DDDA |
| 15 | FWIW | DZD |
| 16 | FM | EZPP |
| 17 | GRW | FNRR |
| 18 | GAPS | IMH |
| 19 | JDR | JH |
| 20 | JTM | KPS |
| 21 | KA | KAAF |
| 22 | MANDP | MDRVA |
| 23 | MTAF | MDP |
| 24 | MIP | NMK |
| 25 | MNH | NRMP |
| 26 | NNA | PNAMRAP |
| 27 | QAKY | PAAG |
| 28 | QAW | RDJ |
| 29 | RJ | SN |
| 30 | RHD | SRWWT |
| 31 | SDL | SA |
| 32 | USR | TSA |
| 33 | VAL | UAK |
| 34 | WSDS | WMN |
| 35 | ZAD | YAM |

**Appendix E**

**The Students' Previous Writing English Scores**

| Students Number | VIII A | VIII B | VIII C | VIII D | VIII E | VIII F |
|---|---|---|---|---|---|---|
| 1 | 100 | 95 | 95 | 75 | 95 | 85 |
| 2 | 95 | 85 | 90 | 95 | 75 | 100 |
| 3 | 80 | 100 | 85 | 90 | 85 | 95 |
| 4 | 90 | 95 | 95 | 90 | 90 | 80 |
| 5 | 80 | 85 | 90 | 95 | 80 | 95 |
| 6 | 75 | 90 | 100 | 95 | 75 | 80 |
| 7 | 90 | 100 | 95 | 80 | 95 | 80 |
| 8 | 100 | 70 | 75 | 100 | 85 | 95 |
| 9 | 70 | 85 | 80 | 95 | 100 | 90 |
| 10 | 95 | 95 | 100 | 100 | 100 | 75 |
| 11 | 90 | 80 | 85 | 80 | 90 | 90 |
| 12 | 85 | 90 | 95 | 70 | 90 | 75 |
| 13 | 85 | 75 | 90 | 85 | 70 | 85 |
| 14 | 80 | 75 | 95 | 95 | 100 | 80 |
| 15 | 65 | 85 | 90 | 90 | 85 | 100 |
| 16 | 95 | 85 | 80 | 90 | 75 | 85 |
| 17 | 90 | 100 | 100 | 65 | 90 | 95 |
| 18 | 95 | 80 | 90 | 100 | 80 | 95 |
| 19 | 85 | 95 | 100 | 85 | 75 | 80 |
| 20 | 100 | 90 | 90 | 90 | 65 | 100 |
| 21 | 80 | 70 | 85 | 80 | 90 | 75 |
| 22 | 85 | 95 | 70 | 90 | 95 | 95 |
| 23 | 70 | 85 | 95 | 75 | 65 | 80 |
| 24 | 100 | 75 | 75 | 75 | 95 | 90 |
| 25 | 85 | 85 | 75 | 100 | 90 | 85 |
| 26 | 90 | 100 | 70 | 95 | 85 | 70 |
| 27 | 80 | 95 | 70 | 70 | 95 | 95 |
| 28 | 85 | 90 | 95 | 95 | 80 | 80 |
| 29 | 80 | 100 | 85 | 75 | 90 | 95 |
| 30 | 90 | 80 | 80 | 85 | 100 | 90 |
| 31 | 95 | 80 | 90 | 95 | 95 | 80 |
| 32 | 95 | 95 | 95 | 95 | 100 | 95 |
| 33 | 85 | 100 | 75 | 85 | 90 | 95 |
| 34 | 90 | 80 | 90 | 80 | 95 | 85 |
| 35 | 75 | 95 | 80 | 85 | 80 | 100 |
| 36 | 95 | 90 | 90 | | | |

**Appendix F**

**LESSON PLAN I**

Subject        : English
School        : Junior High School
Class / Semester : VIII / 2
Theme        : Animal
Genre        : Descriptive Text
Language Skill   : Writing
Time Allocation : 2x40 minutes

## A. CORE COMPETENCIES

KI 1      : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2      : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3      : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4      : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. BASIC COMPETENCIES AND INDICATORS

| Basic Competencies | Indicators |
|---|---|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.10.1 Writing a title of descriptive text<br>3.10.2 Writing identification of descriptive text<br>3.10.3 Writing description of descriptive text |
| 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.12.1 Constructing a descriptive text related to the animal by using video shown |

## C. LEARNING OBJECTIVES

At the end of the lesson:
1. The students are able to write a title of descriptive text
2. The students are able to write identification of descriptive text
3. The students are able to write description of descriptive text
4. The students are able to construct a descriptive text related to the animal by using video shown

## D. LEARNING MATERIALS

(Material is enclosed)

**E. LEARNING METHOD**

|  | Experimental class | Control class |
|---|---|---|
| Approach | • Student-centered Learning | • Student-centered Learning |
| Method | • Pre-viewing activities<br>• While-viewing activities<br>• Post-viewing activities | • Pre-viewing activities<br>• While-viewing activities<br>• Post-viewing activities |
| Technique | • Individual work | • Individual work |

**F. MEDIA AND RESOURCES**

|  | Experimental class | Control class |
|---|---|---|
| Media | Animal video | Animal picture |
|  | Worksheets | Worksheets |
|  | Laptop | Laptop |
|  | LCD | LCD |
|  | Power point presentation | Power point presentation |
| Resources | https://youtu.be/8OmRW4em_vA<br>(tiger video) | https://i.pinimg.com/736x/d9/07/ec/d907ec461fbfa0f172a1098a0d9e9324--wild-tiger-thetiger.jpg<br>(tiger picture) |
|  | https://youtu.be/tlZwYsJpqjo<br>(lion video) | https://blog.oxforddictionaries.com/wpcontent/uploads/Aslan.jpg<br>(lion picture) |
|  | https://youtu.be/qyTNzTYFqlw<br>(crocodile video) | https://www.qfiles.com/images/pages/galleries/362/crocodilesnile.jpg?344<br>(crocodile picture) |

**G. TEACHING LEARNING ACTIVITY**

| TEACHER'S ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| No | The Experimental Class | Time | No | The Control Class | Time |
| 1 | OPENING ACTIVITIES | 5' | 1 | OPENING ACTIVITIES | 5' |
| 1.1 | *Pre-viewing activities*<br>Greeting and checking the class | 2' | 1.1 | *Pre-viewing activities*<br>Greeting and checking the class | 2' |
| 1.2 | Giving leading questions:<br>• What do you call an animal that eat meat?<br>• Mention 3 examples of carnivore animals!<br>• How does a tiger look like? | 3' | 1.2 | Giving leading questions:<br>• What do you call an animal that eat meat?<br>• Mention 3 examples of carnivore animals!<br>• How does a tiger look like? | 3' |
| 2 | MAIN ACTIVITIES | 71' | 2 | MAIN ACTIVITIES | 71' |
| 2.1 | *While-viewing activities*<br>Showing a video of tiger | 2' | 2.1 | *While-viewing activities*<br>Showing a picture of tiger | 2' |
| 2.2 | Explaining how to write identification and description of descriptive text based on tiger video shown | 7' | 2.2 | Explaining how to write identification and description of descriptive text based on tiger picture shown | 7' |
| 2.3 | Distributing the worksheet (Task 1) to each student | 1' | 2.3 | Distributing the worksheet (Task 1) to each student | 1' |
| 2.4 | Showing lion video and | 6' | 2.4 | Showing lion picture and | 6' |

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| | | | | | |
|---|---|---|---|---|---|
| | asking the students to pay attention and make a note. Teacher will play the video three times. | | | | asking the students to pay attention and make a note | |
| 2.5 | Asking the students to answer the question about lion video (Task 1) | 8' | 2.5 | Asking the students to answer the question about lion picture (Task 1) | 8' |
| 2.6 | Asking the students to organize the answers in the form of descriptive text (Task 1) | 10' | 2.6 | Asking the students to organize the answers in the form of descriptive text (Task 1) | 10' |
| 2.7 | Discussing the students' worksheet (Task 1) | 5' | 2.7 | Discussing the students' worksheet (Task 1) | 5' |
| 2.8 | Distributing the worksheet (Task 2) to each student | 1' | 2.8 | Distributing the worksheet (Task 2) to each student | 1' |
| 2.9 | Showing crocodile video and asking the students to pay attention and make a note. Teacher will play the video three times. | 6' | 2.9 | Showing crocodile picture and asking the students to pay attention and make a note | 6' |
| 2.10 | Asking the students to write a descriptive text about crocodile video (Task 2) | 20' | 2.10 | Asking the students to write a descriptive text about crocodile picture (Task 2) | 20' |
| 2.11 | Discussing the students' worksheet (Task 2) | 5' | 2.11 | Discussing the students' worksheet (Task 2) | 5' |
| **3** | **CLOSING ACTIVITIES** | **4'** | **3** | **CLOSING ACTIVITIES** | **4'** |
| 3.1 | *Post-viewing activities* Reviewing and drawing a conclusion from the material taught | 3' | 3.1 | *Post-viewing activities* Reviewing and drawing a conclusion from the material taught | 3' |
| 3.2 | Parting | 1' | 3.2 | Parting | 1' |

**H. ASSESSMENT**
- Technique           : Writing task
- Scoring instrument     : Analytic scoring criteria

Analytic Scoring Criteria

| No | Aspects | Score | Level | Criteria |
|---|---|---|---|---|
| 1. | Content | 30-27 | Very good | The content is very relevant to the topic, it covers all of the subtopics and very easy to understand |
| | | 26-22 | Good | The content is relevant to the topic, it covers four to five subtopics and easy to understand |
| | | 21-17 | Fair | The content is fairly relevant to the topic, it covers three to four subtopics, and fairly easy to understand |

| | | 16-13 | Poor | The content is irrelevant to the topic, it covers only one to two subtopics, and hard to understand |
|---|---|---|---|---|
| 2. | Organization | 20-18 | Very Good | Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively |
| | | 17-14 | Good | Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively |
| | | 13-10 | Fair | Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively |
| | | 9-7 | Poor | No organization, lack of logical sequence, connectors are not effectively used/ no connector |
| 3. | Vocabulary | 20-18 | Very Good | Effective choice of words and mastery of word form |
| | | 17-14 | Good | Adequate choice of words, mastery of word form, sometimes misused words |
| | | 13-10 | Fair | Limited choice of words, confusing words and meaning |
| | | 9-7 | Poor | Very limited choice of words, confusing words and meaning |
| 4. | Grammar | 25-22 | Very Good | No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar |
| | | 21-18 | Good | Some errors of using present tense, pronoun, articles, and other aspects of grammar |
| | | 17-11 | Fair | Many errors of using present tense, pronoun, articles, and other aspects of grammar |
| | | 10-5 | Poor | Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar |
| 5. | Mechanics | 5 | Very Good | No errors in spelling, punctuation, and capitalization |
| | | 4 | Good | Few errors in spelling, punctuation, and capitalization |
| | | 3 | Fair | Some errors in spelling, punctuation, and capitalization |
| | | 2 | Poor | Many errors in spelling, punctuation, and capitalization |

**SCORE:**

**Content + Organization + Grammar + Vocabulary + Mechanic = Total**

**LEARNING MATERIAL**
(**For the Experimental Class**)

1. Descriptive text is a text which describes a particular person, place, animal or thing in details.
2. The generic stuctures of descriptive text:
    a. Identification
       This part is written in the beginning of the text. The goal is to introduce to the reader about the object that will be described.
    b. Description
       This part is written in the second paragraph and so on. Description gives details about characteristics or special features which are attached in the object that have been introduced in the first paragraph. It may describe qualities, size, physical appearance, ability, habit and etc.
3. The language features of descriptive text:
    a. Predominantly using simple present tense in the factual point of view. For example: My cat <u>has</u> white fur.
    b. Using relational verbs to identify or describe the appearance or qualities of objects. For example: My favorite food <u>is</u> fried rice because the taste <u>is</u> delicious.
    c. Using action verbs to describe behavior or uses. For example: My mother <u>lives</u> in Jakarta.
    d. Using adjectives to give extra information. For example: Richard is a <u>smart</u> student.
    e. Using adverb to give detail description.. For example: Turtles walk <u>slowly</u>.

**The example of descriptive text about tiger:**

>     Tigers are wild animal. They are the biggest cat of their species. They live in jungle.
>
>     Tigers have four leg and a very long tail. They also have some sharp calws in their paws. They have orange fur and have dark vertical stripes pattern on their skin. They are carnivore animal. They usually hunt in daylight.

} **Identification**

} **Description**
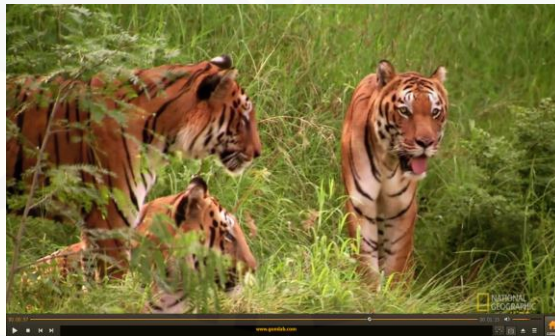


*(Tiger video taken from Youtube* https://youtu.be/8OmRW4em_vA*)*

**Task 1 (Individual Task)**
Answer these questions below completely then arrange the answer into a descriptive paragraph.
1. Are lions tame or dangerous?
2. What area is their habitat?
3. Are lions carnivore or herbivore?
4. Do they have sharp teeth?
5. What do they eat?
6. Are they strong?
7. How do they breed?
8. Are they big?
9. What is their color?
10. How do they hunt their prey?

*(Lion video for task 1 taken from Youtube https://youtu.be/tlZwYsJpqjo)*

**Task 2 (Individual Task)**

Write a descriptive text that consist of 80 – 100 words based on the animal video. You can describe about their classification, food, habbit, color, size, physical appearance, and habitat.



*(Crocodile video for task 2 taken from Youtube https://youtu.be/qyTNzTYFqlw)*

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## LEARNING MATERIAL
(**For the Control Class**)

1. Descriptive text is a text which describes a particular person, place, animal or thing in details.
2. The generic stuctures of descriptive text:
   a. Identification
      This part is written in the beginning of the text. The goal is to introduce to the reader about the object that will be described.
   b. Description
      This part is written in the second paragraph and so on. Description gives details about characteristics or special features which are attached in the object that have been introduced in the first paragraph. It may describe qualities, size, physical appearance, ability, habit and etc.
3. The language features of descriptive text:
   a. Predominantly using simple present tense in the factual point of view. For example: My cat has white fur.
   b. Using relational verbs to identify or describe the appearance or qualities of objects. For example: My favorite food is fried rice because the taste is delicious.
   c. Using action verbs to describe behavior or uses. For example: My mother lives in Jakarta.
   d. Using adjectives to give extra information. For example: Richard is a smart student.
   e. Using adverb to give detail description.. For example: Turtles walk slowly.

**The example of descriptive text about tiger:**

|  |  |
|---|---|
| Tigers are wild animal. They are the biggest cat of their species. They live in jungle. | Identification |
| Tigers have four leg and a very long tail. They also have some sharp calws in their paws. They have orange fur and have dark vertical stripes pattern on their skin. They are carnivore animal. They usually hunt in daylight. | Description |

*(Tiger picture)*

**Task 1 (Individual Task)**
Answer these questions about lions below completely then arrange the answer into a descriptive paragraph.

1. Are lions tame or dangerous?
2. What area is their habitat?
3. Are lions carnivore or herbivore?
4. Do they have sharp teeth?
5. What do they eat?
6. Are they strong?
7. How do they breed?
8. Are they big?
9. What is their color?
10. How do they hunt their prey?

*(Lion picture for task 1)*

**Task 2 (Individual Task)**

Write a descriptive text that consist of 80 - 100 words about crocodiles. You can describe about their classification, habbit, color, size, physical appearance and habitat.



*(Crocodile picture for task 2)*

**Appendix G**

## LESSON PLAN II

| | |
|---|---|
| **Subject** | **: English** |
| **School** | **: Junior High School** |
| **Class / Semester** | **: VIII / 2** |
| **Theme** | **: Animal** |
| **Genre** | **: Descriptive Text** |
| **Language Skill** | **: Writing** |
| **Time Allocation** | **: 2x40 minutes** |

### A. CORE COMPETENCIES

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. BASIC COMPETENCIES AND INDICATORS

| Basic Competencies | Indicators |
|---|---|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.10.1 Writing a title of descriptive text <br> 3.10.2 Writing identification of descriptive text <br> 3.10.3 Writing description of descriptive text |
| 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.12.1 Constructing a descriptive text related to the animal by using video shown |

### C. LEARNING OBJECTIVES

At the end of the lesson:

1. The students are able to write a title of descriptive text
2. The students are able to write identification of descriptive text
3. The students are able to write description of descriptive text
4. The students are able to construct a descriptive text related to the animal by using video shown

### D. LEARNING MATERIALS

(Material is enclosed)

**E. LEARNING METHOD**

| | Experimental class | Control class |
|---|---|---|
| Approach | • Student-centered Learning | • Student-centered Learning |
| Method | • Pre-viewing activities<br>• While-viewing activities<br>• Post-viewing activities | • Pre-viewing activities<br>• While-viewing activities<br>• Post-viewing activities |
| Technique | • Individual work | • Individual work |

**F. MEDIA AND RESOURCES**

| | Experimental class | Control class |
|---|---|---|
| Media | Animal video | Animal picture |
| | Worksheets | Worksheets |
| | Laptop | Laptop |
| | LCD | LCD |
| | Power point presentation | Power point presentation |
| Resources | https://youtu.be/L7XWI8N8EeE (horse video) | http://www.horsedigests.com/wpcontent/uploads/2016/05/jennings-1.jpg (horse picture) |
| | https://youtu.be/0UoBxALepKw (sheep video) | https://hudsonvalleyone.com/wp-content/uploads/2016/10/sheep.jpg (sheep picture) |
| | https://youtu.be/bNYXweQ81vI (girrafe video) | https://puxccbo05zflywheel.netdnassl.com/wpcontent/uploads/2015/02/giraffe-1.jpg (girrafe picture) |

**G. TEACHING LEARNING ACTIVITY**

| TEACHER'S ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| No | The Experimental Class | Time | No | The Control Class | Time |
| 1 | **OPENING ACTIVITIES** | 5' | 1 | **OPENING ACTIVITIES** | 5' |
| 1.1 | *Pre-viewing activities*<br>Greeting and checking the class | 2' | 1.1 | *Pre-viewing activities*<br>Greeting and checking the class | 2' |
| 1.2 | Giving leading questions:<br>• What do you call an animal that only eat plants?<br>• Mention 3 examples of herbivore animals!<br>• How does a horse look like? | 3' | 1.2 | Giving leading questions:<br>• What do you call an animal that only eat plants?<br>• Mention 3 examples of herbivore animals!<br>• How does a horse look like? | 3' |
| 2 | **MAIN ACTIVITIES** | 71' | 2 | **MAIN ACTIVITIES** | 71' |
| 2.1 | *While-viewing activities*<br>Showing a video of horse | 2' | 2.1 | *While-viewing activities*<br>Showing a picture of horse | 2' |
| 2.2 | Explaining how to write identification and description of descriptive text based on horse video shown | 7' | 2.2 | Explaining how to write identification and description of descriptive text based on horse picture shown | 7' |
| 2.3 | Distributing the worksheet (Task 1) to each student | 1' | 2.3 | Distributing the worksheet (Task 1) to each student | 1' |
| 2.4 | Showing sheep video and asking the students to pay attention and make a note. | 6' | 2.4 | Showing sheep picture and asking the students to pay attention and make a note | 6' |

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| | Teacher will play the video three times. | | | | |
|---|---|---|---|---|---|
| 2.5 | Asking the students to answer the question about sheep video (Task 1) | 8' | 2.5 | Asking the students to answer the question about sheep picture (Task 1) | 8' |
| 2.6 | Asking the students to organize the answers in the form of descriptive text (Task 1) | 10' | 2.6 | Asking the students to organize the answers in the form of descriptive text (Task 1) | 10' |
| 2.7 | Discussing the students' worksheet (Task 1) | 5' | 2.7 | Discussing the students' worksheet (Task 1) | 5' |
| 2.8 | Distributing the worksheet (Task 2) to each student | 1' | 2.8 | Distributing the worksheet (Task 2) to each student | 1' |
| 2.9 | Showing giraffe video and asking the students to pay attention and make a note. Teacher will play the video three times. | 6' | 2.9 | Showing giraffe picture and asking the students to pay attention and make a note | 6' |
| 2.10 | Asking the students to write a descriptive text about giraffe video (Task 2) | 20' | 2.10 | Asking the students to write a descriptive text about giraffe picture (Task 2) | 20' |
| 2.11 | Discussing the students' worksheet (Task 2) | 5' | 2.11 | Discussing the students' worksheet (Task 2) | 5' |
| **3** | **CLOSING ACTIVITIES** | **4'** | **3** | **CLOSING ACTIVITIES** | **4'** |
| 3.1 | *Post-viewing activities* Reviewing and drawing a conclusion from the material taught | 3' | 3.1 | *Post-viewing activities* Reviewing and drawing a conclusion from the material taught | 3' |
| 3.2 | Parting | 1' | 3.2 | Parting | 1' |

## H. ASSESSMENT

- Technique                : Writing task
- Scoring instrument     : Analytic scoring criteria

Analytic Scoring Criteria

| No | Aspects | Score | Level | Criteria |
|---|---|---|---|---|
| 1. | Content | 30-27 | Very good | The content is very relevant to the topic, it covers all of the subtopics and very easy to understand |
| | | 26-22 | Good | The content is relevant to the topic, it covers four to five subtopics and easy to understand |
| | | 21-17 | Fair | The content is fairly relevant to the topic, it covers three to four subtopics, and fairly easy to understand |
| | | 16-13 | Poor | The content is irrelevant to the topic, it covers only one to two subtopics, and hard to understand |

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| 2. | Organization | 20-18 | Very good | Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively |
|----|--------------|-------|-----------|---------------------------------------------------------------------------------------------------|
|    |              | 17-14 | Good      | Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively |
|    |              | 13-10 | Fair      | Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively |
|    |              | 9-7   | Poor      | No organization, lack of logical sequence, connectors are not effectively used/ no connector |
| 3. | Vocabulary   | 20-18 | Very good | Effective choice of words and mastery of word form |
|    |              | 17-14 | Good      | Adequate choice of words, mastery of word form, sometimes misused words |
|    |              | 13-10 | Fair      | Limited choice of words, confusing words and meaning |
|    |              | 9-7   | Poor      | Very limited choice of words, confusing words and meaning |
| 4. | Grammar      | 25-22 | Very good | No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar |
|    |              | 21-18 | Good      | Some errors of using present tense, pronoun, articles, and other aspects of grammar |
|    |              | 17-11 | Fair      | Many errors of using present tense, pronoun, articles, and other aspects of grammar |
|    |              | 10-5  | Poor      | Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar |
| 5. | Mechanics    | 5     | Very good | No errors in spelling, punctuation, and capitalization |
|    |              | 4     | Good      | Few errors in spelling, punctuation, and capitalization |
|    |              | 3     | Fair      | Some errors in spelling, punctuation, and capitalization |
|    |              | 2     | Poor      | Many errors in spelling, punctuation, and capitalization |

**SCORE:**

**Content + Organization + Grammar + Vocabulary + Mechanic = Total**

## LEARNING MATERIAL
(**For the Experimental Class**)

**The example of descriptive text about horse:**

> Horse is one of herbivore animal. It can only eat grass. Horse lives in farm, but some of them live in jungle.
>
> Horse has four strong legs so that it can run very fast. It also has a long tail. Most of horses have brown skin, the others have black or white skin. Horse is a useful animal. Horse can be ridden by human as a transportation. It can also carry your heavy things.

} **Identification**

} **Description**



*(Horse video taken from Youtube https://youtu.be/L7XWI8N8EeE)*

**Task 1 (Individual Task)**

Answer these questions below completely then arrange the answer into a descriptive paragraph.

1. Are sheep tame or dangerous?
2. Do people breed them?
3. Do they live in grup?
4. Do they live in farm?
5. Are they carnivore or herbivore?
6. Do they give birth?
7. Do they have thick fur?
8. Is their color white?
9. Do they produce meat?
10. Do they produce milk?



*(Sheep video for task 1 taken from Youtube https://youtu.be/0UoBxALepKw)*

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**Task 2 (Individual Task)**

Write a descriptive text that consist of 80 – 100 words based on the animal video. You can describe about their classification, food, habbit, color, size, physical appearance, and habitat.



*(Girrafe video for task 2  taken from Youtube* https://youtu.be/bNYXweQ81vI*)*

**LEARNING MATERIAL**
(**For the Control Class**)

**The example of descriptive text about horse:**

> Horse is one of herbivore animal. It can only eat grass. Horse lives in farm, but some of them live in jungle.
> Horse has four strong legs so that it can run very fast. It also has a long tail. Most of horses have brown skin, the others have black or white skin. Horse is a useful animal. Horse can be ridden by human as a transportation. It can also carry your heavy things.

**Identification**

**Description**



*(Horse picture)*

**Task 1 (Individual Task)**
Answer these questions about sheeps below completely then arrange the answer into a descriptive paragraph.

1. Are sheep tame or dangerous?
2. Do people breed them?
3. Do they live in grup?
4. Do they live in farm?
5. Are they carnivore or herbivore?
6. Do they give birth?
7. Do they have thick fur?
8. Is their color white?
9. Do they produce meat?
10. Do they produce milk?



*(Sheep picture for task 1)*

**Task 2 (Individual Task)**
Write a descriptive text that consist of 80 – 100 words about giraffes. You can describe about their classification, food, habbit, color, size, physical appearance, and habitat.



*(Girrafe picture for task 2)*

**Appendix H**

### WRITING POST-TEST

| | |
|---|---|
| **School** | **: SMPN 2 Jember** |
| **Subject** | **: English** |
| **Grade/Semester** | **: VIII/1** |
| **Language Skill** | **: Writing** |
| **Text Type** | **: Descriptive Text** |
| **Time Allocation** | **: 60 minutes** |

========================================================

**INSTRUCTION:**

Write a descriptive text about one of these animals : **wolf, cow** or **zebra** which consists of 80 – 100 words. You can write about the animal's nature e.g. **the origin, habitat, classification** and **food** OR you can describe about its physical appearance e.g. **size, color, special body parts**. In addition, yoou can also describe about its ability e.g. **strength, speed** or **voice**. Your writing will be scored based on these aspects: **content, organization, grammar, vocabulary** and **mechanic**.

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**Appendix I**

**The Experimental Group's Post-test Scores by the Researcher and the Teacher**

| No | Names | C | | O | | V | | G | | M | | TOTAL | |
|----|-------|---|---|---|---|---|---|---|---|---|---|-------|---|
| | | T | R | T | R | T | R | T | R | T | R | T | R |
| 1 | AAA | 24 | 22 | 16 | 16 | 15 | 13 | 18 | 18 | 4 | 4 | 77 | 73 |
| 2 | AF | 23 | 22 | 17 | 18 | 17 | 17 | 20 | 18 | 4 | 4 | 81 | 79 |
| 3 | AFM | 24 | 22 | 16 | 16 | 18 | 18 | 20 | 18 | 5 | 5 | 83 | 79 |
| 4 | AAS | 22 | 23 | 18 | 17 | 15 | 16 | 17 | 18 | 4 | 4 | 76 | 78 |
| 5 | AC | 24 | 22 | 16 | 15 | 18 | 17 | 18 | 18 | 4 | 5 | 80 | 77 |
| 6 | AB | 25 | 22 | 18 | 19 | 17 | 16 | 15 | 16 | 5 | 4 | 80 | 77 |
| 7 | ANA | 21 | 20 | 15 | 14 | 14 | 14 | 15 | 16 | 4 | 3 | 69 | 67 |
| 8 | ARA | 30 | 25 | 18 | 20 | 20 | 18 | 16 | 18 | 5 | 4 | 89 | 85 |
| 9 | AKAS | 24 | 22 | 15 | 17 | 15 | 15 | 18 | 17 | 4 | 4 | 76 | 75 |
| 10 | CAN | 22 | 22 | 18 | 18 | 16 | 17 | 18 | 20 | 5 | 5 | 79 | 81 |
| 11 | DNEMH | 20 | 21 | 14 | 15 | 15 | 14 | 15 | 17 | 3 | 4 | 67 | 69 |
| 12 | DN | 19 | 18 | 13 | 13 | 14 | 14 | 16 | 15 | 4 | 4 | 66 | 62 |
| 13 | EDP | 22 | 21 | 16 | 15 | 16 | 14 | 17 | 18 | 4 | 4 | 75 | 72 |
| 14 | FSG | 22 | 23 | 15 | 14 | 15 | 15 | 17 | 17 | 4 | 3 | 73 | 72 |
| 15 | FWIW | 22 | 22 | 15 | 14 | 17 | 16 | 19 | 18 | 5 | 4 | 78 | 74 |
| 16 | FM | 21 | 22 | 14 | 16 | 15 | 16 | 18 | 17 | 4 | 4 | 72 | 75 |
| 17 | GRW | 22 | 23 | 14 | 14 | 15 | 15 | 17 | 17 | 4 | 4 | 72 | 73 |
| 18 | GAPS | 26 | 25 | 18 | 17 | 17 | 18 | 21 | 22 | 4 | 5 | 86 | 87 |
| 19 | JDR | 22 | 24 | 15 | 17 | 18 | 16 | 18 | 18 | 5 | 5 | 78 | 80 |
| 20 | JTM | 24 | 23 | 15 | 17 | 18 | 18 | 18 | 19 | 4 | 4 | 79 | 81 |
| 21 | KA | 22 | 22 | 15 | 16 | 18 | 17 | 18 | 19 | 4 | 5 | 77 | 80 |
| 22 | MANDP | 23 | 24 | 15 | 14 | 15 | 16 | 18 | 18 | 4 | 4 | 75 | 76 |
| 23 | MTAF | 22 | 24 | 14 | 16 | 15 | 15 | 19 | 19 | 4 | 5 | 74 | 78 |
| 24 | MIP | 22 | 24 | 16 | 17 | 18 | 15 | 18 | 16 | 4 | 4 | 78 | 76 |
| 25 | MNH | 24 | 23 | 19 | 17 | 17 | 16 | 20 | 19 | 4 | 4 | 83 | 79 |
| 26 | NNA | 27 | 24 | 17 | 16 | 17 | 20 | 23 | 20 | 5 | 5 | 89 | 85 |
| 27 | QAKY | 23 | 22 | 15 | 14 | 16 | 18 | 18 | 18 | 4 | 5 | 76 | 77 |
| 28 | QAW | 20 | 23 | 18 | 16 | 18 | 19 | 19 | 20 | 4 | 5 | 79 | 83 |
| 29 | RJ | 16 | 16 | 10 | 13 | 17 | 18 | 10 | 10 | 3 | 2 | 56 | 59 |
| 30 | RHD | 23 | 22 | 18 | 15 | 16 | 18 | 19 | 19 | 4 | 4 | 81 | 79 |
| 31 | SDL | 24 | 25 | 17 | 18 | 19 | 19 | 21 | 22 | 4 | 5 | 85 | 89 |
| 32 | USR | 23 | 25 | 18 | 18 | 18 | 17 | 23 | 22 | 5 | 4 | 87 | 85 |
| 33 | VAL | 22 | 24 | 15 | 17 | 16 | 16 | 19 | 20 | 4 | 4 | 80 | 78 |
| 34 | WSDS | 23 | 22 | 14 | 15 | 14 | 15 | 17 | 18 | 4 | 4 | 72 | 74 |
| 35 | ZAD | 23 | 24 | 18 | 15 | 16 | 15 | 17 | 18 | 4 | 4 | 78 | 76 |

T : Teacher

R : Researcher

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**Appendix J**

**The Control Group's Post-test Scores by the Researcher and the Teacher**

| No | Names | C | | O | | V | | G | | M | | TOTAL | |
|----|-------|---|---|---|---|---|---|---|---|---|---|-------|---|
| | | T | R | T | R | T | R | T | R | T | R | T | R |
| 1 | AFW | 23 | 25 | 18 | 20 | 17 | 14 | 18 | 19 | 4 | 5 | 80 | 83 |
| 2 | ARM | 23 | 20 | 15 | 16 | 15 | 16 | 17 | 16 | 4 | 4 | 74 | 72 |
| 3 | ARA | 22 | 23 | 14 | 18 | 16 | 14 | 17 | 15 | 3 | 4 | 72 | 74 |
| 4 | AMA | 24 | 25 | 19 | 16 | 16 | 15 | 20 | 19 | 4 | 4 | 83 | 79 |
| 5 | ADFP | 22 | 22 | 18 | 18 | 17 | 18 | 18 | 18 | 4 | 5 | 79 | 81 |
| 6 | A | 16 | 20 | 13 | 12 | 18 | 17 | 10 | 10 | 4 | 3 | 61 | 62 |
| 7 | ABA | 22 | 21 | 14 | 15 | 16 | 14 | 15 | 16 | 4 | 3 | 71 | 69 |
| 8 | ADM | 20 | 18 | 13 | 15 | 17 | 14 | 16 | 16 | 3 | 3 | 69 | 66 |
| 9 | ASC | 20 | 22 | 14 | 13 | 15 | 14 | 17 | 16 | 4 | 4 | 70 | 69 |
| 10 | ANZ | 24 | 27 | 18 | 16 | 18 | 18 | 18 | 20 | 4 | 5 | 82 | 86 |
| 11 | BRP | 21 | 23 | 14 | 14 | 16 | 14 | 17 | 18 | 4 | 4 | 72 | 73 |
| 12 | CJI | 22 | 24 | 17 | 16 | 17 | 15 | 18 | 20 | 4 | 5 | 78 | 80 |
| 13 | CCPSP | 22 | 22 | 15 | 14 | 15 | 14 | 18 | 18 | 4 | 4 | 74 | 72 |
| 14 | DDDA | 23 | 24 | 18 | 17 | 15 | 16 | 19 | 20 | 4 | 4 | 79 | 81 |
| 15 | DZD | 24 | 24 | 17 | 18 | 18 | 18 | 18 | 19 | 4 | 5 | 80 | 83 |
| 16 | EZPP | 20 | 20 | 13 | 12 | 14 | 12 | 16 | 15 | 3 | 3 | 66 | 62 |
| 17 | FNRR | 22 | 21 | 14 | 14 | 15 | 14 | 18 | 19 | 4 | 4 | 73 | 72 |
| 18 | IMH | 22 | 21 | 14 | 15 | 15 | 16 | 17 | 18 | 4 | 4 | 72 | 74 |
| 19 | JH | 18 | 19 | 12 | 13 | 14 | 14 | 16 | 15 | 3 | 3 | 63 | 64 |
| 20 | KPS | 20 | 19 | 12 | 12 | 14 | 13 | 16 | 17 | 4 | 3 | 66 | 64 |
| 21 | KAAF | 21 | 21 | 13 | 14 | 14 | 12 | 17 | 16 | 4 | 3 | 69 | 66 |
| 22 | MDRVA | 21 | 21 | 14 | 14 | 14 | 14 | 18 | 16 | 4 | 4 | 71 | 69 |
| 23 | MDP | 20 | 21 | 14 | 12 | 13 | 12 | 16 | 15 | 3 | 4 | 66 | 64 |
| 24 | NMK | 22 | 22 | 14 | 13 | 14 | 13 | 16 | 16 | 4 | 3 | 69 | 66 |
| 25 | NRMP | 20 | 18 | 13 | 12 | 13 | 14 | 17 | 15 | 3 | 3 | 66 | 62 |
| 26 | PNAMRAP | 22 | 25 | 16 | 14 | 14 | 14 | 19 | 18 | 4 | 5 | 75 | 76 |
| 27 | PAAG | 23 | 25 | 16 | 15 | 16 | 17 | 18 | 18 | 5 | 5 | 78 | 76 |
| 28 | RDJ | 22 | 22 | 15 | 14 | 14 | 15 | 16 | 18 | 4 | 4 | 71 | 73 |
| 29 | SN | 24 | 25 | 17 | 16 | 16 | 17 | 18 | 21 | 5 | 4 | 80 | 83 |
| 30 | SRWWT | 24 | 24 | 17 | 16 | 18 | 17 | 16 | 20 | 4 | 4 | 79 | 81 |
| 31 | SA | 22 | 22 | 16 | 19 | 18 | 17 | 18 | 18 | 4 | 4 | 78 | 80 |
| 32 | TSA | 24 | 25 | 20 | 20 | 18 | 20 | 16 | 17 | 4 | 4 | 82 | 86 |
| 33 | UAK | 22 | 20 | 14 | 16 | 16 | 15 | 16 | 18 | 4 | 4 | 72 | 73 |
| 34 | WMN | 22 | 22 | 13 | 14 | 16 | 14 | 16 | 18 | 3 | 4 | 70 | 72 |
| 35 | YAM | 20 | 22 | 15 | 14 | 15 | 14 | 17 | 18 | 3 | 4 | 70 | 72 |

T : Teacher
R : Researcher

**Appendix K**

### The Final Post-test Mean Scores for The Experimental Group

| No | Names | Teacher Score | Researcher Score | Mean Score |
|----|-------|---------------|------------------|------------|
| 1 | AAA | 77 | 73 | 75 |
| 2 | AF | 81 | 79 | 80 |
| 3 | AFM | 83 | 79 | 81 |
| 4 | AAS | 76 | 78 | 77 |
| 5 | AC | 80 | 77 | 78,5 |
| 6 | AB | 80 | 77 | 78,5 |
| 7 | ANA | 69 | 67 | 68 |
| 8 | ARA | 89 | 85 | 87 |
| 9 | AKAS | 76 | 75 | 75,5 |
| 10 | CAN | 79 | 81 | 80 |
| 11 | DNEMH | 67 | 69 | 68 |
| 12 | DN | 66 | 62 | 64 |
| 13 | EDP | 75 | 72 | 73,5 |
| 14 | FSG | 73 | 72 | 72,5 |
| 15 | FWIW | 78 | 74 | 76 |
| 16 | FM | 72 | 75 | 73,5 |
| 17 | GRW | 72 | 73 | 72,5 |
| 18 | GAPS | 86 | 87 | 86,5 |
| 19 | JDR | 78 | 80 | 79 |
| 20 | JTM | 79 | 81 | 80 |
| 21 | KA | 77 | 80 | 78,5 |
| 22 | MANDP | 75 | 76 | 75,5 |
| 23 | MTAF | 74 | 78 | 76 |
| 24 | MIP | 78 | 76 | 77 |
| 25 | MNH | 83 | 79 | 81 |
| 26 | NNA | 89 | 85 | 87 |
| 27 | QAKY | 76 | 77 | 76,5 |
| 28 | QAW | 79 | 83 | 81 |
| 29 | RJ | 56 | 59 | 57,5 |
| 30 | RHD | 81 | 79 | 80 |
| 31 | SDL | 85 | 89 | 87 |
| 32 | USR | 87 | 85 | 86 |
| 33 | VAL | 80 | 78 | 79 |
| 34 | WSDS | 72 | 74 | 73 |
| 35 | ZAD | 78 | 76 | 77 |

**Appendix L**

### The Final Post-test Mean Scores for the Control Group

| No | Names | Teacher Score | Researcher Score | Mean Score |
|----|-------|---------------|------------------|------------|
| 1  | AFW   | 80 | 83 | 81,5 |
| 2  | ARM   | 74 | 72 | 73 |
| 3  | ARA   | 72 | 74 | 73 |
| 4  | AMA   | 83 | 79 | 81 |
| 5  | ADFP  | 79 | 81 | 80 |
| 6  | A     | 61 | 62 | 61,5 |
| 7  | ABA   | 71 | 69 | 70 |
| 8  | ADM   | 69 | 66 | 67,5 |
| 9  | ASC   | 70 | 69 | 69,5 |
| 10 | ANZ   | 82 | 86 | 84 |
| 11 | BRP   | 72 | 73 | 72,5 |
| 12 | CJI   | 78 | 80 | 79 |
| 13 | CCPSP | 74 | 72 | 73 |
| 14 | DDDA  | 79 | 81 | 80 |
| 15 | DZD   | 80 | 83 | 81,5 |
| 16 | EZPP  | 66 | 62 | 64 |
| 17 | FNRR  | 73 | 72 | 72,5 |
| 18 | IMH   | 72 | 74 | 73 |
| 19 | JH    | 63 | 64 | 63,5 |
| 20 | KPS   | 66 | 64 | 65 |
| 21 | KAAF  | 69 | 66 | 67,5 |
| 22 | MDRVA | 71 | 69 | 70 |
| 23 | MDP   | 66 | 64 | 65 |
| 24 | NMK   | 69 | 66 | 67,5 |
| 25 | NRMP  | 66 | 62 | 64 |
| 26 | PNAMRAP | 75 | 76 | 75,5 |
| 27 | PAAG  | 78 | 76 | 77 |
| 28 | RDJ   | 71 | 73 | 72 |
| 29 | SN    | 80 | 83 | 81,5 |
| 30 | SRWWT | 79 | 81 | 80 |
| 31 | SA    | 78 | 80 | 79 |
| 32 | TSA   | 82 | 86 | 84 |
| 33 | UAK   | 72 | 73 | 72,5 |
| 34 | WMN   | 70 | 72 | 71 |
| 35 | YAM   | 70 | 72 | 71 |

**Appendix M**

**The Final Post-test Mean Scores of the Experimental and the Control Group**

| No | Experimental Group | Control Group |
|----|----|----|
| 1 | 75 | 81,5 |
| 2 | 80 | 73 |
| 3 | 81 | 73 |
| 4 | 77 | 81 |
| 5 | 78,5 | 80 |
| 6 | 78,5 | 61,5 |
| 7 | 68 | 70 |
| 8 | 87 | 67,5 |
| 9 | 75,5 | 69,5 |
| 10 | 80 | 84 |
| 11 | 68 | 72,5 |
| 12 | 64 | 79 |
| 13 | 73,5 | 73 |
| 14 | 72,5 | 80 |
| 15 | 76 | 81,5 |
| 16 | 73,5 | 64 |
| 17 | 72,5 | 72,5 |
| 18 | 86,5 | 73 |
| 19 | 79 | 63,5 |
| 20 | 80 | 65 |
| 21 | 78,5 | 67,5 |
| 22 | 75,5 | 70 |
| 23 | 76 | 65 |
| 24 | 77 | 67,5 |
| 25 | 81 | 64 |
| 26 | 87 | 75,5 |
| 27 | 76,5 | 77 |
| 28 | 81 | 72 |
| 29 | 57,5 | 81,5 |
| 30 | 80 | 80 |
| 31 | 87 | 79 |
| 32 | 86 | 84 |
| 33 | 79 | 72,5 |
| 34 | 73 | 71 |
| 35 | 77 | 71 |

56

**Appendix N**

**The Students' Worksheet of the Experimental Group**

No. _____

Date : _____

Aulia Robiatul A

8D - 8

Wolves

Wolves are wild animal. They Live in tropicas
Or snowy forest. Wolves become to carnivore animal
because they like eat meat.
Wolves has Four strong legs They have
gray or black Fur. Wolves also have sharp eyes.
Wolves live together in a group. They have a
amazing way to catch their preys. They make a
formation to trap their preys. Then they will share
their foods in a group. They like catch deer and
bison. Wolves also can howl at night to make their
preys afraid.

C = 30
O = 18
V = 20
6 = 16
M = 5 +
89

Never put off till tomorrow what you can do today

SINAR DUNIA

57

No.

Date :

Aulia Robiatul A

8D - 8

Wolves

Wolves are wild animal. They live in tropical
or snowy forest. Wolves become to carnivore animal
belong
because they like ^to eat meat.
           G
Wolves has four strong legs. They have
         have
         G                            G
gray or black fur. Wolves also have sharp eyes.
Wolves live together in a group. They have an
                                             G
amazing way to catch their preys. They make a
formation to trap their preys. Then, they will share
their foods in a group. They like ^to catch deer and
                                    G
bison. Wolves also can hawl at night to make their
preys afraid.

C       → 25

O       → 20

V       → 18

G       → 18

M       → 4 +

        85

No _____
Date . .

Rafi Jauhari / 8D / 29

cow

This is cow. Cow have [has] white and black fur.
Cow [can] make milk. Cow [a] includes mamals. Cow eats grass.
Body [a] cow is big. cow is [a] good animal.
Cow lives in [M] farm. Cow sound is "moo... moo...".
Cow have four legs. Cow also have big back to carry [M] something.

C = 16
O = 10
V = 17
a = 10
M = 3 +
―――
56

No.                    .
Date            .       .

Rafi Jauhari / 8D / 29

COW

This is a cow. Cow has white and black fur. → desc.
G                has                                            G
Cow make milk. Cow includes mamals. Cow eats grass.
     produces V          to                    G
Body cow is big. Cow is a good animal.
        G          M      M
Cow lives in farm. Cow sound is "moo... moo..." M
    has G                 G              M
Cow have four legs. Cow also have big back to carry something.
has G                M         has G
G                    M         G

C    →    16
O    →    13
V    →    18
G    →    10
M    →    2
          59

**Appendix O**

**The Students' Worksheet of the Control Group**

No. _____

Date : _____

Name : Tika Syamsia A.

Class : 8-E

Number : 32

Zebra

Zebra is tame animal. It is not dangerose animal.
We can meet this animal in the zoo. Their habitat
is in the pasture.

The size is not too big, it little bit like a horse.
Zebra likes to eat grass and drink some water in the
river. Zebra have four legs and two small ears. Their
colors are black and white stripes. Zebra can run fast.
I like zebra!

C = 24
O = 20
V = 18
G = 16
M = 4 +
    82

61

No. _____

Date : _____

Name : Tika Syamsia A.

Class : 8 E

Number : 32

### Zebra

Zebra is a tame animal. It is not dangerose animal
We can meet this animal in the zoo. Their habitat
is in the pasture.

The size is not too big, it little bit like a horse.
Zebra likes to eat grass and drink some waters in the
river. Zebra have four legs and two small ears. Their
Colors are black and white stripes. Zebra can run fast.
I like zebra !

C → 25
O → 20
V → 20
G → 17
M → 4 +
      86

SiDU

cute and adorable cat... **Miauu**

Amandita

VIII E  No 6

WOLF

Wolf is a wild animal he lives in the Forest . Wolf eats
meats . He have gray color .
Wolf have Four legs and two ears . He also have some
sharp claws in    the paw . Wolf have sense of hearing
to catch prey . Wolf hunt his prey in the night . Wolf is
a carnivor  animal .

C    =   18
O    =   13
V    =   18
G    =   10
M    =    4   +
         61

SMILE is the melody of the soul

63

cute and adorable cat... Miauw

Amandita

VIII E No 6

WOLF

Wolf is a wild animal. ~~he~~ It lives in the forest. Wolf eats
unc. noun, It has → G
meats. He have gray color. → desc.
Wolf have four legs and two ears. He also have some
sharp claws in its the paws. Wolf have sense of hearing
to catch its prey. Wolf hunts his prey in night. Wolf is
a carnivore animal. → iden.

C → 20

O → 12

V → 17

G → 10

M → 3 +

62

64

**Appendix P**

**Permission Letter of Conducting Research at SMPN 2 Jember**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
**UNIVERSITAS JEMBER**
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

0 7 MAY 2018

Nomor        :  3 8 1 6. / UN25.1.5 / LT / 2018
Lampiran    : -
Perihal       : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 2 Jember
Jember
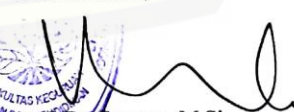
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama                   : Revanda Ameilia Damayanti
NIM                     : 130210401018
Jurusan               : Pendidikan Bahasa dan Seni
Program Studi      : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang saudara pimpin dengan tugas akhir yang berjudul: "The Influence of Video on the Eight Grade Students' Descriptive Text Writing Competence at SMPN 2 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1003

65

**Appendix Q**

**Statement Letter of Accomplising the Research from SMPN 2 Jember**

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 2 JEMBER
Jl. PB. Sudirman 26 Jember 68118, Telp. 0331- 484878, Fax. 0331-426884
Website : www.smpn2jember.sch.id, E-mail : info@smpn2jember.sch.id

**SURAT KETERANGAN PENELITIAN**

Nomor : 415.42 /413 /067 /413.01. 20523857/2018

Yang bertanda tangan di bawah ini:

Nama : **M. Subarno, S.Pd, M.Pd.**
NIP : 19630813 198602 1 006
Pangkat / Gol. Ruang : IV/b - Pembina Tk. 1
Jabatan : Kepala Sekolah

MENERANGKAN BAHWA

Nama : **REVANDA AMEILIA DAMAYANTI**
NIM : 130210401018
Universitas : Universitas Negeri Jember
Jurusan / Prodi : FKIP Bahasa Inggris
Judul Penelitian : The Influence of Video on the Eight Grade Students' Descriptive Text Writing Competence at SMPN 2 Jember

Telah melaksanakan penelitian di SMP Negeri 2 Jember pada tanggal 06 Agustus sampai dengan 22 Agustus di kelas 8D dan 8E tahun ajaran 2018/2019.

Demikian surat keterangan ini dibuat sebagai bukti nama mahasiswi tersebut telah melakukan tugasnya.

Jember, 22 Agustus 2018
Kepala Sekolah

M. Subarno, S.Pd, M.Pd.
NIP. 19630813 198602 1 006