

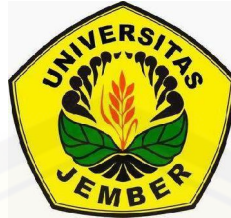


**THE EFFECT OF USING THREE-STEP-INTERVIEW ON THE SEVENTH GRADE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT
AT SMP MA'ARIF 08 WULUHAN JEMBER**

THESIS

By:
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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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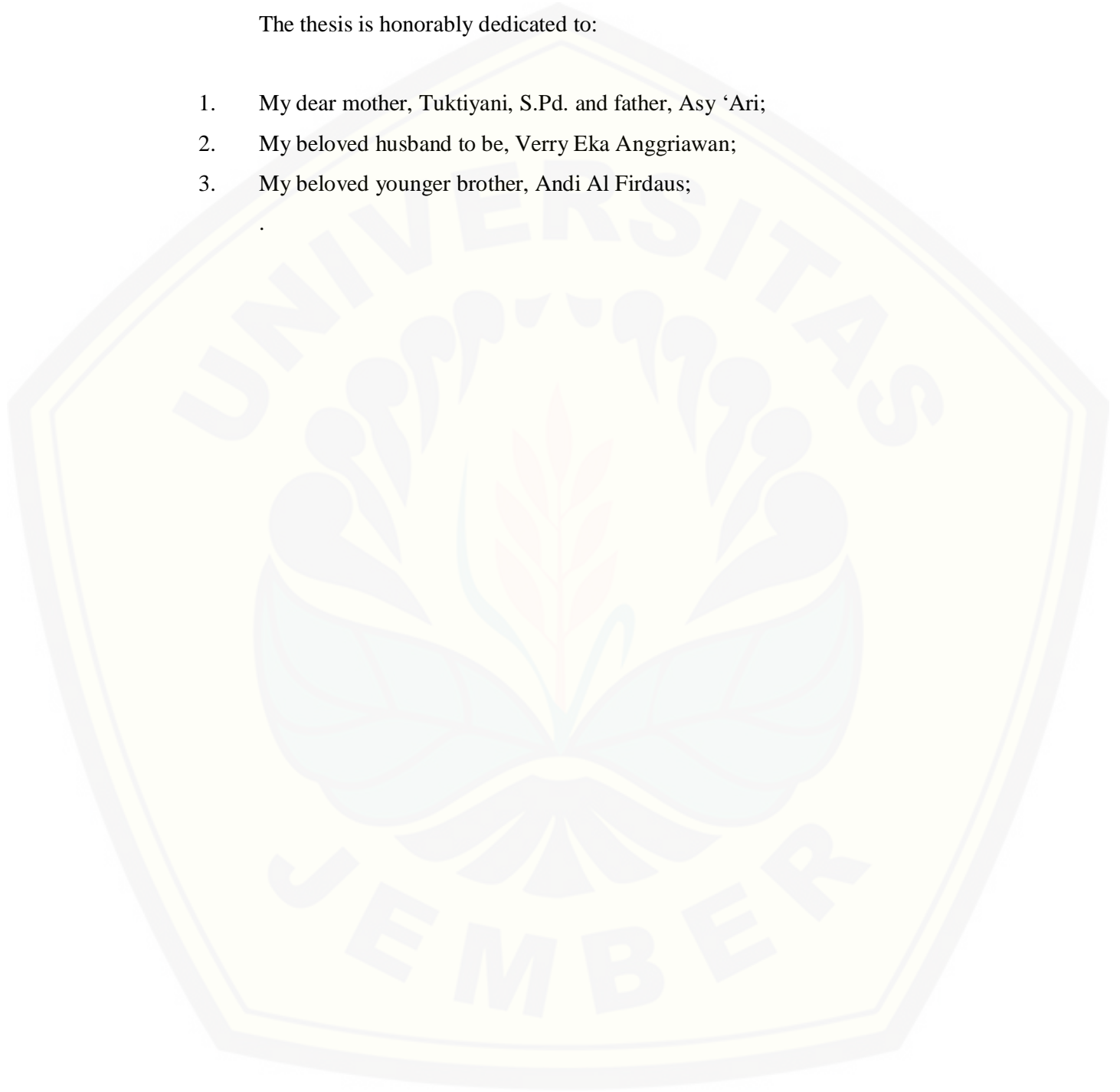
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2015**

DEDICATION

The thesis is honorably dedicated to:

1. My dear mother, Tuktiyani, S.Pd. and father, Asy 'Ari;
2. My beloved husband to be, Verry Eka Anggriawan;
3. My beloved younger brother, Andi Al Firdaus;



MOTTO

An idea rising enthusiasm will produce more than a great idea not inspiring
anyone

- Mark Kay Ash -



Ask V. K. 2015. Kata-kata Mutiara. A part of Article Bahasa Indonesia.
Available at <http://kata-kata-mutiara.org/kata-kata-mutiara/>.
[Accessed on 18th April 2015].

STATEMENT OF THESIS AUTENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of 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. cancellation of my academic award.

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Jember, Mei 2015

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CONSULTANTS' APPROVAL

THE EFFECT OF USING THREE-STEP-INTERVIEW ON THE SEVENTH GRADE
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Finally, I hope that this thesis will be useful for the readers and me myself. Any criticism and suggestions would be appreciated to make this thesis better.

Jember, Mei 2015

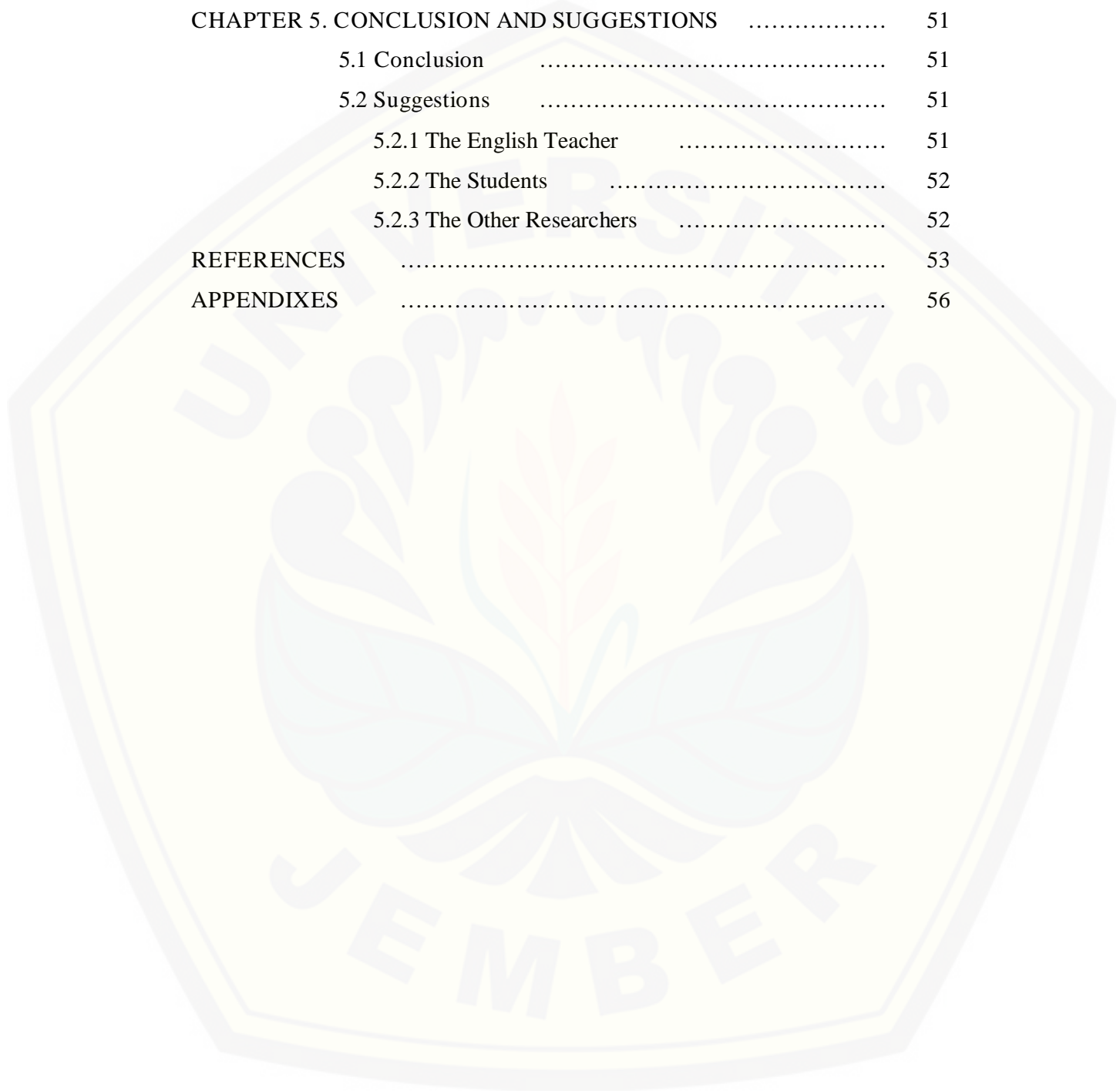
The Writer

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SUMMARY

The Effect of Using Three-Step-Interview on the Seventh Grade Students' Descriptive Paragraph Writing Achievement at SMP Ma'arif 08 Wuluhan Jember; Tita El Warda, 090210401031; 2015; 58 pages; Study Program of English Language Education, Department of Language Education and Arts, Faculty of Teacher Training and Education, Jember University.

This research focused on writing. It was conducted at SMP Ma'arif 08 Wuluhan that the English teacher did not use certain technique in teaching writing. She taught by lecturing and gave task directly after explaining. In addition, writing is a complex activity because all language components are covered simultaneously. Accordingly, Three-Step-Interview was used as a technique in teaching writing given to the experimental class. By using Three-Step-Interview, the students could enrich the ideas then written in their descriptive paragraph writing.

This quasi experimental research was conducted to know whether there is a significant effect of using Three-Step-Interview on the Seventh Grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember or not. The respondents of this research were the Seventh Grade students of SMP Ma'arif 08 Wuluhan Jember that the numbers were 129 students. By using One Way Anova formula of SPSS (Statistical Package for Social Science) in analyzing the students' previous writing English scores from the English teacher, it was known that the population of the Seventh Grade students at SMP Ma'arif 08 Wuluhan Jember was homogenous. Therefore, the samples could be taken randomly. Class VII C and VII D were chosen as experimental and control classes. By lottery, class VII D was chosen as experimental class that there were 32 students and VII C was chosen as control class that there were 34 students.

After determining the samples, the treatment was given to both classes. The researcher taught writing by using Three-Step-Interview technique, and the control class taught writing by lecturing. The posttest was given to the respondents after giving treatment that before the researcher conducted Try out test to the class of the Seventh Grade which did not belong to the respondents.

The writing test results were scored by different scorers that are the researcher and the English teacher to obtain the reliability. The students' posttest results were analyzed statistically by using independent sample t-test formula of SPSS with 5% significant level. Based on the result of independent sample t-test formula of SPSS, the mean score of posttest at experimental class was 70.25 and at control class was 61.88. Then, in t-test column, it could be seen that the value of significant on the column of Lavene's test was 0.235. The value of significant 0.235 was higher than 0.05. Accordingly, the row showing Equal Variances Assumed must be read for analyzing the data. It can be seen that the sig. (2-tailed) value was 0.017. It was lower than 0.05 (significant level 5% of confident interval 95%). Therefore, it could be said that there was a statistically different between the experimental and the control classes. Consequently, the null hypothesis (H_0) that was "There is no significant effect of using Three-Step-Interview on the Seventh Grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember" was rejected and the alternate hypothesis (H_a) that was "There is a significant effect of using Three-Step-Interview on the Seventh Grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember" was accepted.

CHAPTER 1. INTRODUCTION

Research in the use of Three-Step-Interview implemented in the teaching of writing skill has revealed the fact that it has a significant effect on students' writing achievement. The use of Three Step Interview is used to teach and to know its effect. The technique is chosen under the reason that it can help the students in developing ideas about what they will write.

This chapter presents the background of the research, the problems of the research, the objectives of the research, and the significances of the research.

1.1 The Background of the Research

English is an International language so that there are many countries, even more non-native speakers using it than native speakers as communication. According to Kachru in Sasaki et al (2006:382), there are more non-native than native users of English in the world. They use English as international language in many aspects such as economics, politics, law, and many others so that they feel it is important to learn English. In this case, Sasaki et al (2006:385) say that "clearly the sources of feelings about language are extremely broad in scope, including, for instance, economics, politics, the law, policy making, and so on." Because of the importance of English as international language, it has been taught in many countries as a foreign language or a second language. In Indonesia, English has been taught as the foreign language in which it is taught as a compulsory subject to the students of junior high school and senior high school. According to Institutional Based Curriculum/KTSP 2006, English is taught to develop the ability of communication that is the ability to understand and/or produce oral and/or written text realized in four language skills; listening, reading, speaking, and writing.

This research focused on writing skill. Writing is one of language productive skills, which is used to express ideas in written form that a writer can express everything he/she hears, he/she sees, or he/she feels. White and Arndt (1992:1) say that through writing the writer are able to share ideas, arouse

feelings, persuade, and convince other people. Through writing activities, students are expected to be able to communicate their ideas in written form that later they can describe, give opinion, entertain the reader, and give report according to their ideas and the fact that they hear, they see, or they feel.

In English writing, a writer does not just write what he/she thinks but organizing his/her ideas as well. It is necessary that a writer can organize the ideas so that the writing product can be communicated to the readers. Olson (2009:viii) states that writing is an activity not only delivering the writers' thoughts but also organizing them. Without organizing ideas well in writing, the result of writing cannot communicate what the writer wants to tell in his/her writing.

Writing is also known as a complex activity because writing includes some language components such as grammar, vocabulary, mechanics, and organization. Lyon and Heasley as quoted in Sudarsono (2001:65) state that "writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired." In this case, a writer has to apply the language components in his/her writing. He/she has to use correct grammar and mechanics and appropriate vocabulary. A writer cannot just write the ideas because they have to organize the ideas in a good organization so the writing has unity and coherence. All language components are covered simultaneously when writing activity is done so that it becomes a complex activity.

Based on the informal interview with the English teacher, Mrs. EH conducted at SMP Ma'arif 08 Ampel-Wuluhan on November 18th, 2014, in teaching writing, the English teacher did not have a certain technique. She did not use certain techniques or media. She explained the text, gave an example, discussed the material together, and then asked the students to do task or write a paragraph. The task given is in the form of guided writing such as completing the text with vocabularies or arranging the jumbled sentences to be a correct paragraph usually from the book used at the school and also in the form of free writing that the students write whatever they want about the topic given after given an example. The teaching materials were English in Focus for Grade VII

Junior High School (SMP/MTs), Practice Your English Competence 1 for SMP/MTs Class VII and students' worksheet (LKS).

It would be very useful if the English teachers vary their teaching writing by using certain techniques. The use of technique in teaching was also needed to avoid teaching learning process from boring situation. The researcher proposed one of the teaching techniques in writing descriptive paragraph. It was Three-Step-Interview. Three Step Interview is one technique that can be used because it is built up to share ideas done by the members and getting information of something needed for the writing from their colleagues in the group. It will be very helpful among the members to get the ideas for the topic of their writing from their sharing ideas session. Kagan as quoted in Coffey (2010) states that the three-step interview takes place of the traditional group discussion because each person in the group must produce and receive information.

There are three steps in Three-Steps-Interview. The first step is students are paired within their groups of four, one student interviews to another on a given topic. The second is students reverse roles and repeat step 1. Then, the students round robin to share the information.

By using Three Step Interview, the students have several opportunities to develop their ideas and rehearse their language. They develop their ideas from the interview. In addition, when Three Step Interview is conducted, a teacher has roles as a commander, facilitator and supervisor.

According to the ideas above, it is obvious that Three-Step-Interview can give effects as a guide in helping students' writing achievement of descriptive paragraph. In addition, there were some previous research outcomes using Three-Step-Interview that are. They were:

1. Improving Students' Speaking Ability through Three-Step Interview Technique that was carried out by Fahimah Saifuddin;
2. The Use of Three – Steps Interview Technique towards Students' Speaking Ability (A Classroom Action Research of the Tenth Grade Students of SMK Informatika NU Ungaran in the Academic Year of 2012/2013) that was carried out by Arista Fitrianingrum;

3. Improving the Tenth Year Students' Speaking Ability through Three Step Interview Technique at SMA Plus Al-Azhar Jember in the 2010/2011 Academic Year that was carried out by Ribut Paidi.

All of the previous research used Three-Step-Interview. The Three-Step Interview was used for speaking skill. In this case, three previous researches used Classroom Action Research design and it was able to improve speaking. It could be said that Three-Step-Interview could success for the Tenth Grade students of Senior High School. In this research, the focus was writing skill that was integrated with speaking skill. Speaking was used in interview when the students ask about the picture described. The questions were useful for students in finding the ideas. In addition, Three-Step-Interview was done in prewriting session that prewriting is important procedure in writing. Three-Step-Interview gave contribution in prewriting session because it used brainstorming in finding and developing ideas.

Based on the description above, it was interested to undertake an experimental research entitled "The Effect of Using Three-Step-Interview on the Seventh Grade Students' Descriptive Paragraph Writing Achievement at SMP Ma'arif 08 Wuluhan Jember".

1.2 The Problem of the Research

Based on the background of the research above, the problem of this research was fundamental as "Is there any significant effect of using three-step-interview on the seventh grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember?"

1.3 The Objective of the Research

The objective of this research was to investigate whether or not there is a significant effect of using Three-Step-Interview the seventh grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember.

1.4 The Significances of the Research

The result of this research was expected to give contribution to the following people:

a. The English Teacher

The result of this research was expected to be useful for the English teacher as an input of alternative technique in teaching writing especially teaching writing descriptive paragraph. In which, Three-Step-Interview can be used as an alternative to teach writing in the class. By using Three-Step-Interview, the teacher can maximize the students' participation in the class to discuss and share everything about their writing. Three-Step-Interview can help the teacher to encourage the students in finding information to be their ideas for writing descriptive paragraph.

b. The students

The treatment given to the students was Three-Step-Interview which was expected to be useful for students to improve their writing achievement of descriptive paragraph. In Three-Step-Interview, the students do the roles as interviewees and interviewers to share the ideas and discuss about their writing of descriptive paragraph. When the students become interviewees, they can improve their ability to give information or opinions to others; while when they become interviewers; they can take participation to look for the information from others. In this case, by using Three-Step-Interview the students can get benefit in finding the ideas to write and in discussing about the grammar or mechanics.

c. The other researchers

The result of this research was expected to be useful as a reference and a source of information for other researchers who want to conduct further researches which put it as the basis of the extended and relevant research topic. The result was expected to be a reference by make it a collection in the library of Jember University that later can be read by other students studying at Jember university. It was also expected to be read by people

that are not students at Jember university that is by make it a journal uploaded at social network.



CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents the literature related to the variables of the research. It covers writing skill, paragraph writing, descriptive paragraph writing, assessing students' writing product, cooperative learning, Three-Step-Interview in cooperative learning, and teaching writing by Using Three Step Interview.

2.1 Writing

Writing is an activity to deliver the ideas and thoughts in a written form. In writing, someone presents or deliver the ideas into the arrangement of words and sentences producing meaning that other people can understand the ideas. Olson (2009:viii) states that writing is an activity not only delivering the writers' thoughts but also organizing them. According to the idea, writing is organizing ideas on people's thought by selecting words and putting them together in a written or printed form in order to be able to be got the meanings by other people. In conclusion, writing is an activity done to communicate ideas and thoughts by arranging words and sentences in written form.

2.1.1 The Aspects of Writing

As a form of communication, the ideas and thoughts are arranged and organized into the communicative writing product. Therefore, the ideas and thoughts should be well organized and written coherently so that readers can receive the writers' intention in their writing. In addition, writing covers some aspects that are required when to write a good writing. Dealing with the aspects of writing, Heaton (1991:146) mentions five aspect of writing, they are (1) content, refers to the ability to think creatively and develop thoughts; (2) organization, it is the ability of the writer to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph; (3) vocabulary, it deals with a list of words with meanings; (4) grammar, that is elements of writing deals with a set of rules to help the writer make sentences that make sense and acceptable in

English; (5) mechanics, which is important in writing, it is related to punctuation, spelling, and capitalization.

1. Content

According to Cohen (1994:317), in analytical scoring, content becomes one of components in scoring writing. Content refers to the how the substantives of the writing. Content of writing should show knowledge about the topic given in the writing. In this case, the topic will be developed in the form of paragraph. In a paragraph, there has to be a main. It is written in a topic sentence. Then, in order to support information, the topic sentence is developed by additional information stated in supporting details. All information in the paragraph can be summarized that is stated in the form of a concluding sentence. All parts of paragraph should be well developed because the writing gives adequate information relating to the knowledge.

2. Organization

Organization is important to produce a good writing. It relates to the arrangement of ideas in a logical order. In this case, Harmer (2004:33) says “a lot of writing follows a defined discourse organization; typical English paragraph construction, for example, has a topic sentence followed by exemplification, then perhaps exception or further exemplification, and then resolution or conclusion.” Kanar (1998:16) states that organization in writing is that the ideas are presented in a logical order to make sense. Relating to the Kanar’s idea, logical order means that a paragraph gives sentences that each sentence follows logically and clearly the sentence stated before it and can connect with the sentence stated after. A paragraph having good organization will produce a piece of writing that can be understood by the readers easily. Thus, to make a good paragraph, the main idea and the supporting sentences should be organized well in a logical order.

a. Unity

Oshima and Hogue (2007:67) say that a paragraph has unity if all the supporting sentences in the paragraph discuss only one idea. From beginning to end, each sentence is directly related to the topic. Relating to the idea, a paragraph should explain one main idea that it will be supported by supporting sentences.

All sentences supporting the main idea have to explain more and clarify the topic sentences. All ideas as the evidence in the supporting sentences become one unity with the topic sentences so that the readers can receive and understand the content of paragraph. If there is a sentence that does not relate to the main in the topic sentence, it should be omitted from the paragraph. It is because the sentence can destroy the content of paragraph so that the readers cannot understand and get the point of paragraph.

b. Coherence

Rindang (2004:44) explains that the connection of one sentence to others that flows smoothly and logically is defined that it has coherence. It means that a paragraph is coherent if the sentences having connection each other. One sentence links to others and they support each other clearly. In which, each sentence connects another sentence smoothly without suddenly jumps. Thus, the readers can understand the paragraph easily.

3. Vocabulary

"Vocabulary is a total number of words, which (with rules combining them) make up language" (Hornby, 1995:959). It is very important in spoken and written language because everything said or written by someone are vocabularies. In this case, having more vocabularies will be easier for someone in expressing ideas in oral and in written form. It means that the students having many vocabularies will be able to express their ideas easier in their writing, while the other students having limited vocabularies will face difficulties in expressing their ideas in their writing. Thus, the students should enrich their vocabularies so that they can write easily in expressing their ideas.

There are many vocabularies used to express ideas. Each vocabulary has each function. It can be subject, verb, adverb, etc. The examples of vocabularies are nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, etc. According to Wingersky et al (1999:58-61), there are eight parts of speech that are (a) nouns (b) pronouns (c) verbs (d) adjectives (e) adverbs (f) prepositions (g)interjections (h)conjunctions.

a. Nouns

A noun is any word that names a person, place, or thing. Example: Jason steven (person), attorney (person), city (place), and law (thing).

b. Pronouns

A pronoun is a word that takes the place of a noun. Using pronoun can keep the writer from repeating the same nouns over and over again. There are 6 kinds of pronouns, they are:

1. Personal pronouns are probably the most frequently used pronouns in English (I, you, they, we, he, she, it). Possessive pronouns are also personal pronouns, but they show ownership (my, mine, your, yours, her, hers, his, its, our, ours, their, theirs).
2. Demonstrative pronouns point out persons, places, things. The most common demonstrative pronouns are this, that, these, and those.
3. Indefinite pronouns also point out persons, places, and things. The most common indefinite pronouns are all, another, boyh, each, either, everyone, few, many, neither, none, one, other, several, and some.
4. Interrogative pronouns are used when asking questions. Interrogative pronouns include who, whom, what, which, and whose.
5. Relative pronouns have function as connecting words. Relative pronouns include that, what, which, who, whom, and whose.
6. Intensive and reflexive pronouns are personal pronouns that end in –self or –selves. Intensive pronouns rever to a noun or other pronouns to give emphasis. Reflexive pronouns refer to the subject. Common intensive and reflexive pronouns include myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

c. Adverbs

An adverb is a word that describes or modifies a verb, an adjective, or another adverb.

d. Prepositions

A preposition is a word used with a noun or pronoun to form a phrase that shows location, time, ownership/identification, or exclusion within the sentence.

e. Conjunctions

A conjunction joins items in a sentence. There are 3 conjunctions that are coordinating conjunction, subordinating conjunction, and conjunctive adverb.

f. Interjections

An interjection is an exclamatory word that shows strong feeling. Some words often used as interjections are awesome, help, wow, hooray, fantastic, and fine/fine then.

This research focused on descriptive paragraph that the vocabularies mostly used are nouns, pronouns, verbs, adjectives, and conjunction.

4. Grammar

Grammar is important in writing to give the correct sentences in writing product. It is important to make the writing product acceptable so that the writing product will be meaningful. The acceptable writing product will be got when the writer uses the correct grammar. In this case, Fairbairn and Winch (1996:108) state that “grammar is a set or rules to help you to construct sentences that make sense and are in acceptable English. From the acceptable English in writing product by using the correct grammar, the reader will get the correct information”.

In this research, students’ good writings were the students’ writings using correct grammar sentences. It concerned with sentences having main verbs. The verbs used had to agree with the nouns or pronouns and be consistent with the tense.

5. Mechanics

Mechanics is essential in writing because it relates to delivery of the messages in writing for the readers. The use of mechanic can give the influences to the readers’ acceptance about the means of sentences in writing product. Hughey et al (1983:132) says that mechanics is minor points in writing but it can affect a reader’s understanding and acceptance of a message. It means that

mechanics is needed to be used correctly in writing in order to avoid the readers' misunderstanding. When the writer uses the wrong mechanics, the readers get the wrong perception of messages. Thus, the writing will fail communicate the messages to the readers.

Heaton (1991:135) uses the term mechanical skill for punctuation and spelling. The writer has to use the correct punctuation in his or her writing. The use of correct punctuation will help the readers to get the correct meaning of every sentence in the writing. Related to punctuation, Fairbairn and Winch (1996:81) state that punctuation is the name given to variety of devices that we use in order to help readers to understand the writers' meaning when they write. In addition, it is also important to use the correct spelling. If the writer misspell in writing, it will change the meaning of sentences. As the consequences, the readers will misunderstand the meaning.

2.1.2 Techniques in Teaching Writing

Teaching writing is not easy to be done. Heaton (1991:135) states that "the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements." According to the idea, writing skill is a complex skill. It has many aspects to be taught so that the students can master the writing.

The aspects of writing have to be mastered by the students. A teacher as a person transferring the knowledge about writing should be able to help the students in mastering writing and the components. However, there are techniques in teaching writing. About the techniques, a teacher or a trainer cannot judge that there is one technique of writing as the correct technique. Sudarsono (2001:65) states that there is no a right way to teach writing and it is believed that individual teachers should be allowed the freedom of making their own decision of the way to teach writing. Relating to the idea, there is not an obligation for teachers to use certain technique in teaching writing. They can use technique that they feel it is in accordance with the students and the classroom.

There is a technique that is usually taught to the students about the way to write. It uses writing process. According to Barbara (2003:1), there are four principal steps to the writing process that are prewriting, drafting, revising, and editing.

1. Prewriting is a procedure for coming up with ideas in the absence of inspiration of inspiration.
2. Drafting is a procedure that writers make their first attempt at getting the ideas down.
3. Revising is a procedure that writers take the raw material of the draft and rework it to get it in shape for the reader.
4. Editing is a procedure that writers find and eliminate mistakes on their writing.

One of the important procedures of the writing process is prewriting. There are some ways in doing prewriting. One of them is brainstorming. The first kind of brainstorming is word maps. Zemach and Islam (2005:27) say that a word map is a technique that can help writers think of many ideas for their writing and see the connections between the ideas. After making a word map, students make decision which ideas that will be kept and which one that will be crossed out and then order the ideas used. Another kind of brainstorming is free writing. Zemach and Islam (2005:36) says that free writing is a kind of brainstorming where writers write everything about what they think of, quickly and without stopping. Free writing helps students to improve writing fluency and gives ideas for the writing. After doing free writing, students edit what they have written. They can do it by underlining good ideas and crossing out unrelated ideas.

There is no certain technique in teaching writing. Teachers can use technique that they think it is good to be taught according to the students' condition and the classrooms atmosphere. The technique that is usually used is using brainstorming. Brainstorming can be done by making word maps or free writing. In this research, the researcher as a teacher will modify brainstorming with the technique used that is Three Step Interview. In this case, the students used braistorming by writing everything as the information from the result of

interview done. Thus, Three-Step-Interview was done by students in prewriting session to find and develop the ideas.

2.1.3 Writing Achievement

The term achievement is defined as the students' success in achieving the teaching objectives that is represented by the test result. The test given is called achievement test. Hughes (2003:12-13) states that "achievement tests are directly related to language course, their purpose being to establish how successful individual students, groups of students, or the course themselves have been in achieving objectives". Thus, writing achievement is the students' mastery of writing after they learn and practice writing. The students' mastery of writing is shown by their writing scores of the writing test. In this research, the writing test was administered after the researcher teaches writing by giving the treatment to the experimental group and by lecturing writing the control group.

2.1.4 Writing Skill according to Institutional Based Curriculum (KTSP)

This research was conducted in Junior High School that is SMP Ma'arif 08 Wuluhan Jember in the second semester of 2014/2015 academic year. In this research, the curriculum used was Institutional Based Curriculum (KTSP). According to the Institutional Based Curriculum (KTSP), the first grade of Junior High School in the second semester stated one of the basic competence saying "Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure". It meant that the students had to be able to produce writing products in a form of descriptive or procedure type of text.

This research focused on writing a simple descriptive paragraph. From the basic competence, the objective as the product expected to be achieved by the students is the students are able to compose a descriptive paragraph based on the information they have got in the interview that is one of procedures of Three Step Interview correctly and individually. In this case, the researcher used cooperative

learning as the teaching learning strategy into practice writing by the students. The technique used was Three-Step-Interview.

2.1.5 Teaching Writing at SMP Ma'arif 08 Wuluhan Jember

This research was conducted at SMP Ma'arif 08 Wuluhan Jember. As the importance of the research, the researcher had done interview with the English teacher. From the interview, the researcher had known how the English teacher conducting the teaching a writing.

Teaching writing at SMP Ma'arif 08 Wuluhan Jember was done in conventional technique that is lecturing. The English teacher did not use certain technique or media in teaching writing. She explained about the text including social function, generic structure, and lexico grammatical features then gave an example of the text. The text as the examples was taken by the teacher from the book used in the school. After having the discussion between the teacher and the students, she gave tasks of guided writing that were available in the book used. The task could be completing the text with vocabularies given or arranging the sentences to be a correct paragraph or text carried out individually or in groups. After that, she asked the students to compose a paragraph by using their own ideas. That was the way teaching writing used by the English teacher at SMP Ma'arif 08 Wuluhan Jember.

2.2 Paragraph Writing

Paragraph is a collection of sentences combined to express a specific idea, main point, topic and so on (Beare, 2010). Relating to the idea, a paragraph there must be a main idea stated in a topic sentence. Then, the main idea in the topic sentence is supported by some evidence. The evidence is stated in sentences called supporting sentences. The last, all things discussed in sentences before will be re-told briefly in the last sentence that is concluding sentence. It can be concluded that paragraph is association of sentences consisting one main idea stated in the topic sentence, some supporting sentences that supports the main idea and concluding sentence.

A good paragraph has to consist of those three parts of paragraph. It is applied to produce a logical and systematic paragraph so that the readers can understand what the paragraph tells about easily.

2.2.1 The Main Parts of Paragraph

As explained before that a good paragraph has to consist of three parts of paragraph. They are a topic sentence that is a main point of the paragraph, supporting sentences that support the main idea and explain more detail about the main idea, and the last is a concluding sentence that summarizes the paragraph.

It will be explained more that there are three parts of a paragraph that are a topic sentence, supporting sentences, and concluding sentence. It is like stated by Brannan (2003:36) that the body paragraph has three basic parts: topic sentence, support sentences, and concluding sentence.

1. Topic sentence

Topic sentence states the main idea of paragraph. It means that in topic sentence, the writer tells about what will be discussed in paragraph because the main idea stated in topic sentence is what the paragraph about. By reading the topic sentence, the reader will know the direction of discussion told in the paragraph. In this case, Brannan (2003:36) states that “topic sentences focus the direction of the author’s and the reader’s mental travel.”

2. Supporting sentences

Supporting sentences develop the topic sentence. It consists of sentences showing evidences and examples to explain more and support the main idea in topic sentence. In this case, Beare (2010) states that supporting sentences provide explanations and support for the topic sentence of paragraph. The sentences are organized coherently and related to each other so that the reader can understand what the content of paragraph.

3. Concluding sentence

Concluding sentence is the last sentence in a paragraph. Rindang (2004:17) says that a concluding sentence is the end of paragraph and leaves reader with important to remember. It is used to summarize of all presented in a

paragraph. It is the final of paragraph attracting the readers what the paragraph is about.

Fardhani (2005:57-58) gives the example of paragraph that is complete with the parts of paragraph:

Chien and Chun also differ in hobbies \Leftarrow (A topic sentence). Chien like to read true stories and books about real life. He likes to watch the news, late movies, and midnight specials on weekend. He does not like to play any outdoor sport, eventhough, he can miss a minute of sport news on TV. Instead, he prefers indoor games such as pingpong. In contrast to Chien, Chun likes to read science fiction and mystery stories. Whereas Chien likes to play indoor games, Chun likes to play basketball and football \Leftarrow (Supporting sentences). (A concluding sentence) \Rightarrow In conclusion, I guess that you could say Chien is more of an intellectual and realist, whereas Chun is more adventure.

2.2.2 Descriptive Paragraph Writing

Descriptive paragraph is a paragraph that gives a picture about something or someone through words in a logical pattern of paragraph. In this case, Langan (2008:208) states when describing something or someone, writers give readers a picture in words. In descriptive paragraph, the writer creates pictures about the things described in his or her writing. The writer states the main idea that then it should be described by using descriptive details organized in a logical patterns. Thus, the readers can imagine the characteristics of the thing described and get the clear pictures of it in their mind when they read the paragraph.

In order to make a correct descriptive paragraph, there are two main aspects that have to be obeyed. They are the generic structure and the lexico grammatical features of descriptive paragraph.

- a. Generic structures of descriptive paragraph are identification and description. Identification is a part of paragraph stated to identify or introduce a person, a place, or an object that will be described, while description is a part of paragraph stated to describe the characteristics of a person, a place, or an object.
- b. Lexico grammatical features of descriptive paragraph commonly are using simple present tense, using specific noun, and specific adjective to explain

the characteristics of a person, a place, or an object described. In conclusion, writers have to obey the main aspects of descriptive paragraph that are generic structures of descriptive paragraph and lexico grammatical of descriptive paragraph so that the paragraph produced can transfer the meaning to the readers correctly and understandably.

Below is an example of descriptive paragraph.

Lidia is a nurse. She is beautiful and smart. She works in a hospital in Surabaya. She is very kind in doing her job. She helps patients. She gives patients medicine. She often talks to them and listens to their problems. Sometimes, she talks to the patients' families about the patients' condition. She always wears her nurse's uniform. The patients are happy when she takes care of them.

“Adapted from English in Focus for Grade VII Junior High School (SMP/MTs, 2008:104)”

- a. Identification : Lidia is a nurse.
- b. Description : She works in a hospital in Surabaya. She is beautiful and kind. She helps patients. She gives the patients the medicine. She often talks to them and listens to their problems. Sometimes, she talks to the patients' families. She always wears her nurse's uniform. The patients will enjoy when she takes care of them.

2.3 Assessing Students' Writing Product

There are two methods in scoring the students' writing. In this case, Hughes (2003:94) says that there are two basic approaches to scoring: holistic and analytic. Holistic scoring method is a method scoring the students' work rapidly according to the overall of production of writing. Analytic scoring method is a

method scoring the students' writing according to the aspects of writing one by one.

Holistic scoring is a method of scoring that a piece of writing is scored based on the global interpretation of it. It just needs a few minutes to score a piece the students' writing by using holistic scoring because it does not judge each aspect of writing. "Holistic scoring involves the assignment of a single score to a piece of writing on the basis of an overall impression of it. It is possible for each piece of work to be scored more than once" (Hughes, 2003:94-95). However, the teacher or the scorer cannot identify the aspects of writing in each student's writing when using holistic scoring.

Analytic scoring is a method of scoring which each aspect of task is scored separately (Hughes, 2003:100). It means that by using analytic scoring, each aspect of writing will be scored. The aspects of writing that are scored one by one are grammar, vocabulary, mechanic, and organization. In this case, the teacher or the scorer will identify the students' weaknesses or strength of each aspect in their writing.

In this research, the scoring method used was analytical scoring. It was intended to know the students' ability in writing a descriptive paragraph by applying the aspects of writing that are grammar, mechanics, vocabulary, and organization. In grammar, the scorers assessed the students' ability in the use of simple present tense as the one of lexico grammatical of descriptive paragraph. In mechanics, the scorers assessed the students' ability in applying the correct spellings and punctuation (full stop, comma, and capital letters). In vocabulary, the scorers assessed the students' ability in the use of verbs, nouns, adjectives, and conjunctions used in describing something or someone in their writing. In organization, the scorer assessed the students' ability in applying unity and coherent of a writing descriptive paragraph.

2.4 Three-Step-Interview

Three-Step-Interview is a technique that the students in each group have the equal participation to do the task. In three step interview, the students will do

the same roles in doing the task because the roles are done by the students in turns. If one student has finished doing the role, another student in a group will do the same role. Kagan in Coffey (2007) says that in three step interview, the students get the same participation. The students' roles in Three Step Interview are as interviewer and interviewee. When a student becomes interviewer, another student becomes interviewee. It is done by turns.

Three-Step-Interview trains the students to share the knowledge and information. In sharing the knowledge, the students in a group have an occasion to ask questions and give information. They take some notes in receiving the information from their friends in a group. It means that in three step interview, the students' roles are giving and taking the information in turns.

There are some structures of Three-Step-Interview. According to Kagan (1990:13), three steps in process of three step interview are:

1. Students form two pairs within their teams of four and conduct a one-way interview in pairs.
2. Students reverse roles: interviewers become interviewees.
3. Students round-robin: each student takes a turn sharing information learned in the interview

In the implementation, the students individually asked to write their ideas helped by the information they got from the interview in their descriptive paragraph writing. The questions asked in the interview session were the questions giving information about a person and his/her job described. The examples of the questions were:

1. Who is your uncle?
2. What are your uncle's characteristics?
3. What is he?
4. Where does he work?
5. What does he usually do in his work?
6. What does he usually do with his sewing machine?
7. What does he makes?
8. What does else he use when working?

2.4.1 The Advantages and Disadvantages of Three-Step-Interview

Like the other techniques, Three-Step-Interview has also advantages and disadvantages. Bennet et al (2006) states the advantages of Three-Step-Interview are; (1) Three-Step Interview creates simultaneous accountability, (2) Students share and apply different questioning strategies, (3) Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking. While according to Paidi (2012:27), the disadvantages of Three Step Interview are; (1) Students might be using too much time for interview, (2) This technique can be very slow, so less material can be covered.

In order to prevent the disadvantages of Three-Step-Interview, the researcher as an instructor of Three-Step-Interview gave some provisions in doing Three-Step-Interview that are:

1. Giving time for each step. In this case, the instructor gave time to the students in doing each step. Thus, when the time was over, the students had to stop doing the step and continue to the next step.
2. Before doing Three-Step-Interview, the students were asked to make a list of questions that were asked in the interview.

2.5 Teaching Writing by using Three Step Interview

There are many students in foreign language country feel difficult in mastering writing because they feel that writing is a hard work. In order to make the students feel more relax in writing, the teacher should be able to make the activity of teaching writing in the class exciting and make the students enjoy and confident to write. Sudarsono (2001:65) says that “we need to develop the confidence that will enable us to overcome whatever frustrations a writing assignment may present.”

In this research, the researcher used Three-Step-Interview to know whether there was a significant effect of using Three-Step-Interview on the Seventh Grade students' descriptive paragraph writing Achievement at SMP Ma'arif 08 Wuluhan Jember. In this case, Three-Step-Interview gave the students chances in sharing

information about what they wrote so the students enjoyed and be interested in thinking and practicing writing. In addition, by using Three-Step-Interview, the students had several opportunities to develop their ideas and rehearse their language. They developed their ideas from the interview. When the students did the roles in interview, they asked information about a person with his/her occupation to the interviewee. From the questions, the interviewee was able to think about everything related to things asked. It could help the students to find and develop the ideas for their writings.

In addition, when Three-Step-Interview was conducted, a teacher had the roles as a commander, facilitator and supervisor. As a commander, the teacher made groups and decided the time that how long the students did their roles that were as interviewer and interviewee in each session. As a facilitator, the teacher told the students about what they had to do in Three-Step-Interview. The teacher also gave explanation and helped if there were students who did not understand or did not know what they had to do. As a supervisor, the teacher monitored the students in doing the activity.

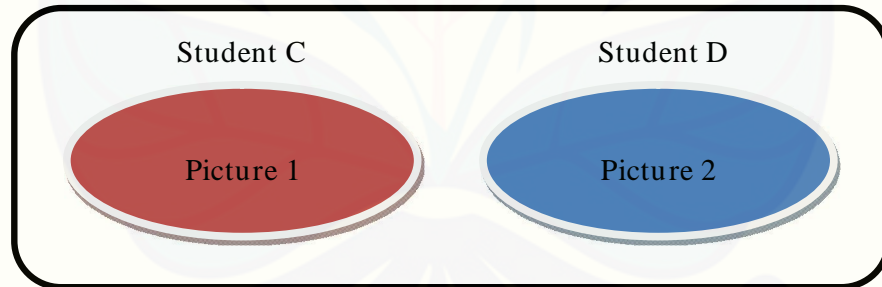
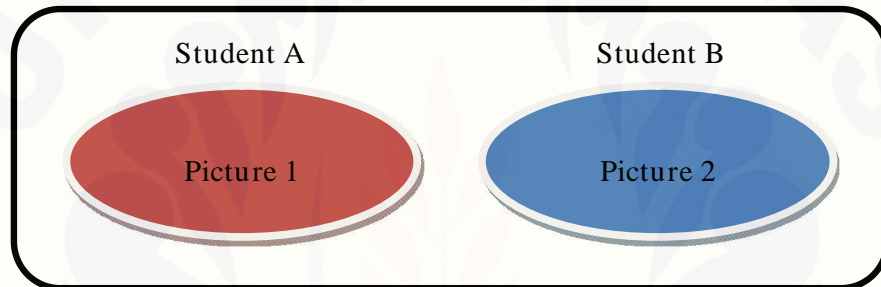
In this research, the Three-Step-Interview was conducted in practice in writing session. In this case, the Three-Step-Interview had roles to help the students in finding ideas and to make the students feel confident in writing. The researcher adapted the process of Three-Step-interview by entering writing process in the last step. The steps of Three-Step-Interview in teaching writing were:

1. Making groups of four (students A, B, C, and D) that the groups were divided by the teacher.
2. Two students in each group got same picture. Students A got the same picture with students C and students B got the same picture with students D.
3. Four groups were then divided into pairs to do interview. One student paired with another student having different picture (students A pair with students B and students C pair with students D).

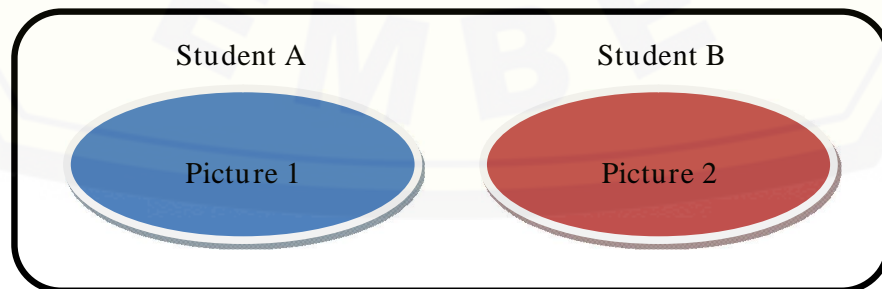
4. Students A interviewed students B. Then, switch the role, students B interviewed students A. Students C and students D did the same step as students A and students B at the same time.
5. Students went back to the group (students A, B, C, and D) and shared the information got from the interview.
6. Students individually wrote the information obtained from the interview session in the form of descriptive paragraph.

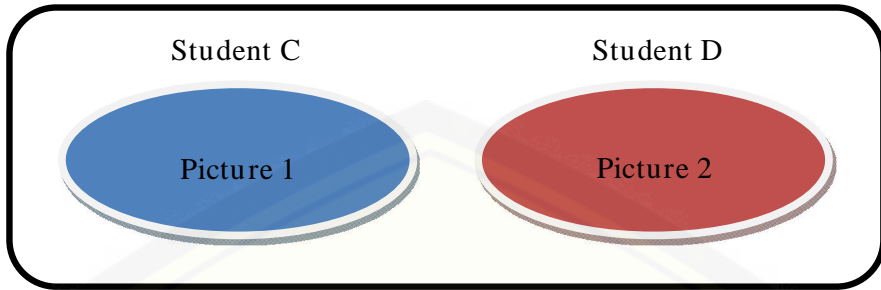
The diagram of the steps of Three-Step-Interview that was conducted in this research was as follow:

1.

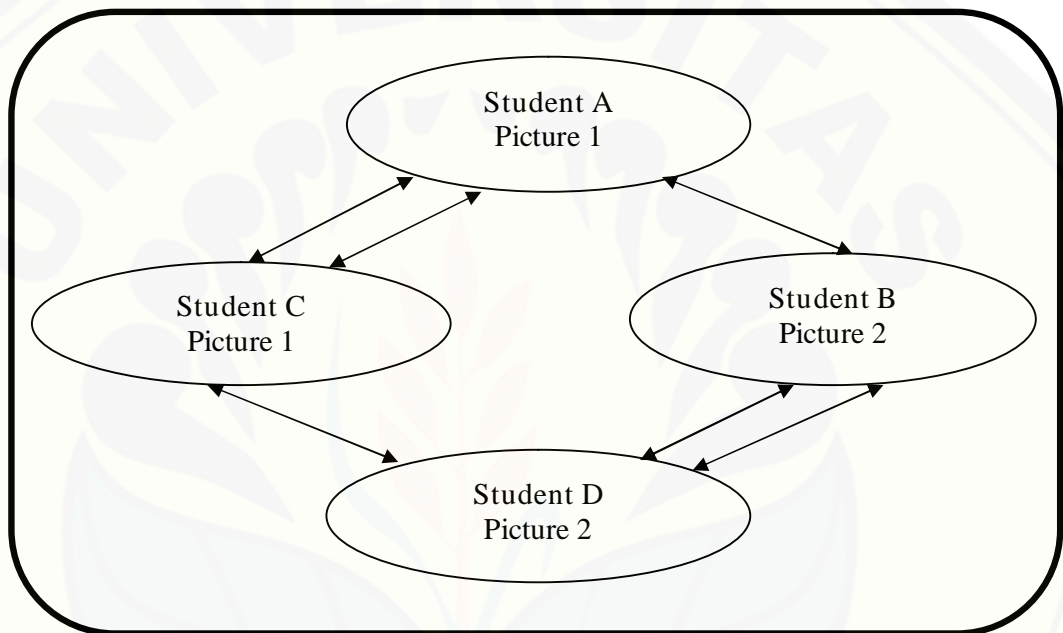


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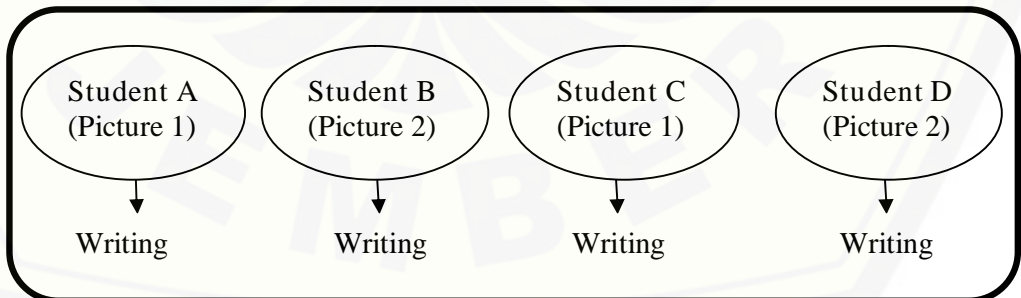




3.



4.



Note:

1. According to diagram, each student got a picture. The pictures here were used only to help the students to answer the questions in Three-Step-Interview.
- 2.



: Interviewer



: Interviewee

2.6 Research Hypothesis

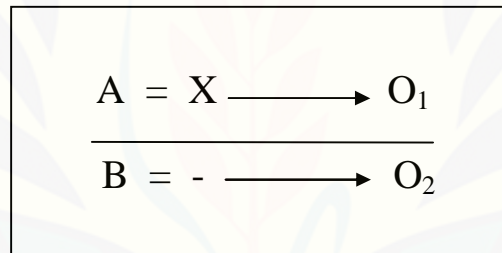
Related to the research problems and review of related literature, it was necessary to state the hypothesis of the research. In this research, hypothesis was formulated as follows: there is a significant effect of using Three-Step-Interview on the seventh grade students' descriptive paragraph writing achievement at SMP Ma'arif 08 Wuluhan Jember.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter explains about the methodologies that will be used in the research. They cover research design, area determination method, respondent determination method, data collection method, operational definition of the terms and data analysis method.

3.1 Research Design

This research used quasi experimental research with posttest-only control group design. This design needed two classes as an experimental group and a control group. The two classes were determined from the same level by cluster random sampling. In this case, the experimental and control group classes were determined by lottery. The following diagram presents the design:



Note:

- A : Experimental group
- B : Control group
- X : Treatment
- O₁ : Post-test for experimental group
- O₂ : Post-test for control group

(Arikunto, 2010: 212)

In this research, treatments (X) that was teaching writing descriptive paragraph by using Three-Step-Interview was given to the experimental group. On the other hand, the control group was taught writing descriptive paragraph

without using Three-Step-Interview that was by lecturing. After that, both of the groups were given posttest (O_1 and O_2).

The procedures of this research design were as follows:

1. Analyzing the students' previous English scores from the English teacher to know the homogeneity of the population by using ANOVA formula.
2. Determining the experimental and control groups based on the result of ANOVA. If the condition of the population was homogeneous, cluster random sampling by using lottery used to determine the experimental and control groups. If the condition was not homogeneous, the researcher took two classes which had the closest mean score to determine the experimental and control groups.
3. Teaching writing descriptive paragraph to the experimental and control groups. In which, the experimental group was given treatment that was teaching writing by using Three-Step-Interview technique and the control group did not receive any treatments that it was taught by lecturing.
4. Conducting a tryout to the class that was not considered as the experimental and control class to know whether the time allocation was appropriate or not.
5. Giving posttest to the experimental and control groups to know the students' writing achievement.
6. Analyzing the results of the posttest by using t-test formula with 5% significant level to find the mean difference of the two groups to know whether the difference showed any effect or not.
7. Drawing the conclusion.

3.2 Area Determination Method

Purposive method was used in this research. The research was conducted in SMP Ma'arif 08 Wuluhan Jember. It was based on the purpose of choosing the research area. According to Arikunto (2002:117), purposive method is employed by the researcher to decide the area of the research because of certain purposes. Relating to the idea, the school was chosen purposively because it was possible to

get permission from the Headmaster and the English teacher to conduct the research. Another reason was that Three-Step-Interview had never been applied by the English teacher to teach writing in this school. And the last there was no research on this topic had ever been carried out at this school.

3.3 Respondent Determination Method

Respondent Determination method was a method in determining the research respondents that the researcher got some information needed from them. Arikunto (2002:122) states that respondent is the person who is asked to give information about a fact or an opinion. The respondents gave the information about the research conducted.

The population of this research was the seventh grade students at SMP Ma'arif Wuluhan Jember in the 2014/2015 academic year. There were four classes of class seven that were VII A, VII B, VII C, and VII D. The classes consisted of 31-34 students in each class. For the research, the researcher took two classes for the samples. Before taking two classes, the researcher analyzed the students' previous scores of English by using ANOVA (analysis of variance) to know whether the achievement of the students in that school was homogeneous or not.

Dealing with the research sample, there are many ways in taking the sample. Fraenkel and Wallen (2006:95-101) states that the ways in taking the samples are simple random sampling, stratified random sampling, cluster random sampling, two-stage random sampling, systematic sampling, convenience sampling, and purposive sampling. In this research, if the condition of the population was homogeneous cluster random sampling was used to determine the samples. In addition, to implement the cluster random sampling, it was done by using lottery. If the condition was not homogeneous, the researcher took two classes which had the closest mean score to determine the experimental and control groups. Cluster random sampling was used because in the school the population was in the form of classes that could not be changed. According to Fraenkel and Wallen (2006:97), the way to select of sample by selecting of groups

or clusters not individual is known as cluster random sampling. Then, in determining the experimental group and control group, the researcher used lottery again.

3.4 Operational Definition of the Key Terms

Operational definition was the definition of the terms used in this research to avoid misunderstanding between the researcher and the readers about the concept. The terms defined operationally were Three- Step-Interview, descriptive paragraph, and descriptive writing achievement.

3.4.1 Three-Step-Interview

Three Step Interview gives the students the same roles done in turns in sharing information. In this research, the researcher modified the procedures of Three-Step-Interview. The speaking skill was integrated with the writing skill of descriptive paragraph. The procedures of Three-Step-Interview used in this research were:

1. Making groups of four (students A, B, C, and D) that the groups were divided by the teacher.
2. Two students in each group got same picture. Students A got the same picture with students C and students B got the same picture with students D.
3. Four groups were then divided into pairs to do interview. One student paired with another student having different picture (students A pair with students B and students C pair with students D).
4. Students A interviewed students B. Then, switch the role, students B interviewed students A. Students C and students D did the same step as students A and students B at the same time.
5. Students went back to the group (students A, B, C, and D) and shared the information got from the interview.
6. Students individually wrote the information obtained from the interview session in the form of descriptive paragraph.

3.4.2 Descriptive Paragraph

In this research, the descriptive paragraph used focused on describing a person with his/her occupation. In writing a descriptive paragraph, the students had to be able to write sentences showing identification (a part of paragraph stated to identify or introduce a place) and description (a part of paragraph stated to describe the characteristics of a place). In addition, the paragraph written had to show the lexico grammatical features of descriptive paragraph. In this research, the lexico grammatical features used focused on the use of simple present tense, specific nouns, and specific adjectives.

3.4.3 Descriptive Writing Achievement

Writing achievement in this research referred to the students' ability to write descriptive paragraph measured by writing test on the aspects of content, organization, grammar, vocabulary, and mechanics represented in the students' score of writing test.

3.5 Data Collection Method

In this research, the researcher collected primary data and supporting data. The primary data was taken directly from the research subject in the form of score of posttest. The posttest was in the form of writing test that was the students were assigned to write a descriptive paragraph which described a person with his/her occupation. While supporting data was obtained from documentation and interview. Documentation was collected from the English teacher that covered names of students and students' previous scores of English and interview was collected from the English teacher's information.

3.5.1 Collecting the Primary Data in the Term of Administering Writing Test

To measure the students' achievement, the researcher administered a writing test to the students. According to McMillan (1992:114), a test is an instrument that presents to each subject a standard set or questions that requires the completion of a cognitive task. Because this research was conducted to know

the students' writing achievement, the achievement test was used. Hughes (2003:13) stated that "achievement tests are directly related to language course, their purpose being to establish how successful individual students, groups of students, or the course themselves have been in achieving objectives." The achievement used in this research was writing achievement test in the form of descriptive paragraph writing of a person with his/her occupation.

The test used to get the data was subjective test that is made by the researcher and consulted to the English teacher. The test was given after the researcher conducts the teaching learning process in both of experimental and control classes as the posttest. The students in the experimental and control class were required to take the test. They were assigned to write a descriptive paragraph about an occupation in 50 minutes. To know whether the time allocation was appropriate or not, the researcher administered a tryout test which was given to the class that was not determined as the experimental or control groups.

The writing test used had to be a good test. In this case, the researcher had to consider the test validity and reliability in constructing the test. Hughes (2003:26) says that a test is said to be valid if it measures accurately what it is intended to measure. The tests made have to be suitable with what will be measured. If it does not measure what will be measured, it is not valid. In this research, the writing test was used to measure the students' achievement of writing a descriptive paragraph. According to the test used, content validity was established in this research because the test was constructed by consulting the curriculum used in the school that was Institutional Based Curriculum/KTSP. In addition, the researcher also consulted it to the English teacher to know the students' level in achieving English and doing the test. Hughes (2003:26) says that a test has content validity when it measures language skills, structures, etc. This writing test was measured the students' writing achievement a descriptive paragraph covering the component of content, organization, vocabulary, grammar, and mechanic.

Besides that, the test used must be reliable. Dealing with reliability, Fraenkel and Wallen (2006:157) says that "reliability refers to consistency of the

scores obtained.” In order to obtain the reliability, the writing tests results will be scored using inter rater scoring method (Hughes, 2003:43). Different scorers conducted the scoring, the researcher was as the first scorer and the English teacher was as the second scorer. It was done by copying the students’ answer sheets twice and the answer sheets were scored at different place but relatively at similar time. If the result of scoring by the two scorers was the same or nearly the same, the test could be categorized as reliable. If the result was not the same or nearly the same (the difference is more than 5), the researcher discussrd it with the English teacher to get reliable score for the students’ writing.

In analyzing the students’ writing, there are two basic approaches to scoring that are holistic scoring and analytical scoring (Hughes, 2003:94). Holistic scoring is one that is based on a single, integrated score of writing behavior (Cohen, 1994:314), while analytic scoring is the use of separate scales, each assessing a different aspect of writing (Cohen, 1994:317). This research used analytic scoring because by scoring separate the aspects of writing which tend to make the scoring more reliable. There were five aspects of writing that were analyzed. They were content, organization, vocabulary, grammar, and mechanics. Below was the measurement

Table 3.1 The Scoring Guide

Aspects of writing	Score	Criteria
Content	5	Main ideas stated very clear and accurately, change of opinion very clear
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	Main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	Main ideas not clear or accurate, change of opinion statement weak
	1	Main ideas not at all clear or accurate, change of opinion statement very weak
Organization	5	Well organized and perfectly coherent
	4	Fairly organized and generally coherent
	3	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Ideas disconnected, lacks logical sequencing

	1	No organization, incoherent
Vocabulary	5	Very effective choice of words
	4	Effective choice of words
	3	Adequate choice of words
	2	Limited range, confused use of words
	1	Very limited range, very poor knowledge of words
Grammar	5	No errors, full control of complex structure
	4	Almost no errors, good control of structure
	3	Some errors, fair control of structure
	2	Many errors, poor control of structure
	1	Dominated by errors, no control of structure
Mechanic	5	Mastery of spelling and punctuation
	4	Few errors in spelling and punctuation
	3	Few numbers of spelling and punctuation errors
	2	Frequent errors in spelling and punctuation
	1	No control over spelling and punctuation

(Cohen, 1994:328-329)

In order to make clearer in scoring, the researcher adapted the form of measurement into the following scoring checklist.

Table 3.2 The Scoring Guide Adapted and Used by the Researcher

Aspects of writing	Score	Criteria
Content	5	Topic sentence is stated very clearly, it expresses the main idea clearly and supporting details are written very clearly.
	4	Topic sentence is stated fairly clearly and supporting details are written relatively clearly.
	3	Topic sentence is stated somewhat unclearly and supporting details are written somewhat weakly.
	2	Topic sentence is not clear and supporting details are written weakly.
	1	Topic sentence is not at all clear and supporting details are written very weakly.
Organization	5	Paragraph has a topic sentence stating the main idea clearly and supported by details written well organized and perfectly coherently.
	4	Paragraph has a topic sentence stating the main idea clearly and supporting details written fairly organized and generally coherently.
	3	Paragraph has a topic sentence stating the main idea clearly but the supporting details are written

		incomplete sequencing.
	2	Paragraph has a topic sentence but the main idea is not clear and the supporting details are not coherent.
	1	Paragraph does not have a topic sentence and the supporting details are not coherent.
Vocabulary	5	There are no inappropriate vocabularies.
	4	There are few inappropriate vocabularies.
	3	There are some inappropriate vocabularies.
	2	There are many inappropriate vocabularies.
	1	There are too many inappropriate vocabularies.
Grammar	5	There are no grammatical errors.
	4	There are almost no grammatical errors.
	3	There are some grammatical errors.
	2	There are many grammatical errors.
	1	There are too many grammatical errors.
Mechanic	5	There are no errors in capitalization, spelling, and punctuation.
	4	There are few errors in capitalization, spelling, and punctuation.
	3	There are some errors in capitalization, spelling, and punctuation.
	2	There are many errors in capitalization, spelling, and punctuation.
	1	There are too many errors in capitalization, spelling, and punctuation.

(Adapted from Cohen, 1994:328-329)

The formula of scoring used by the researcher was as follows:

$$\text{Writing Score} = \frac{\text{Writing Score}}{25} \times 100$$

Notes:

- Writing Score : the score of the student gets
 : Content + Organization + Vocabulary + Grammar +
 Mechanic
 25 : the total of score criteria

3.5.2 Documentation

This research used documentation in order to get information about administrative data. In this case, Arikunto (2002:135) explains that documentation is used to get data from written documents such as books, magazine, document, regulations, daily notes, etc.

Dealing with the need of using documentation to get supporting data, the researcher asked the English teacher about the syllabus used by the English teacher, the number and the name of the respondents from class VII, and the students' previous scores of English.

3.5.3 Interview

In this research, the researcher had conducted an interview to support the primary data which was done in the preliminary study on November 18th, 2014. In this case, the researcher needed data about the curriculum, the techniques in teaching writing used by the English teacher, the English books used by the English teacher, and how the writing skill was assessed. McMillan (1992:132) says that the interview is a way to collect data by asking some questions orally to the informants which the responses are recorded. Relating to the idea, in collecting the data, the researcher asked some relevant questions to the English teacher (see appendix B). The questions were arranged first by the researcher in order to make easy in asking for the information. The interviewee was the seventh grade English teacher of SMP Ma'arif 08 Wuluhan Jember who is Mrs. EH.

3.6 Data Analysis Method

Data analysis method is a method used by researchers to manage and interpret the collected data. In this research, the data analyzed were the primary data that were the result of students' writing of experimental group and control group. The result was from the posttest. The posttest mean scores of the experimental group and the control group were analyzed and compared in order to know whether or not there is any significant effect after the students are taught using the treatment in the experimental group.

The formula of t-test was as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

Notes:

\bar{X}_1 : Mean score of experimental group

\bar{X}_2 : Mean score of control group

$\sum X_1^2$: Individual score deviation number of experimental group

$\sum X_2^2$: Individual score deviation number of control group

n_1 : Total number of experimental group

n_2 : Total number of experimental group

(Adapted from Arikunto, 2010:394)

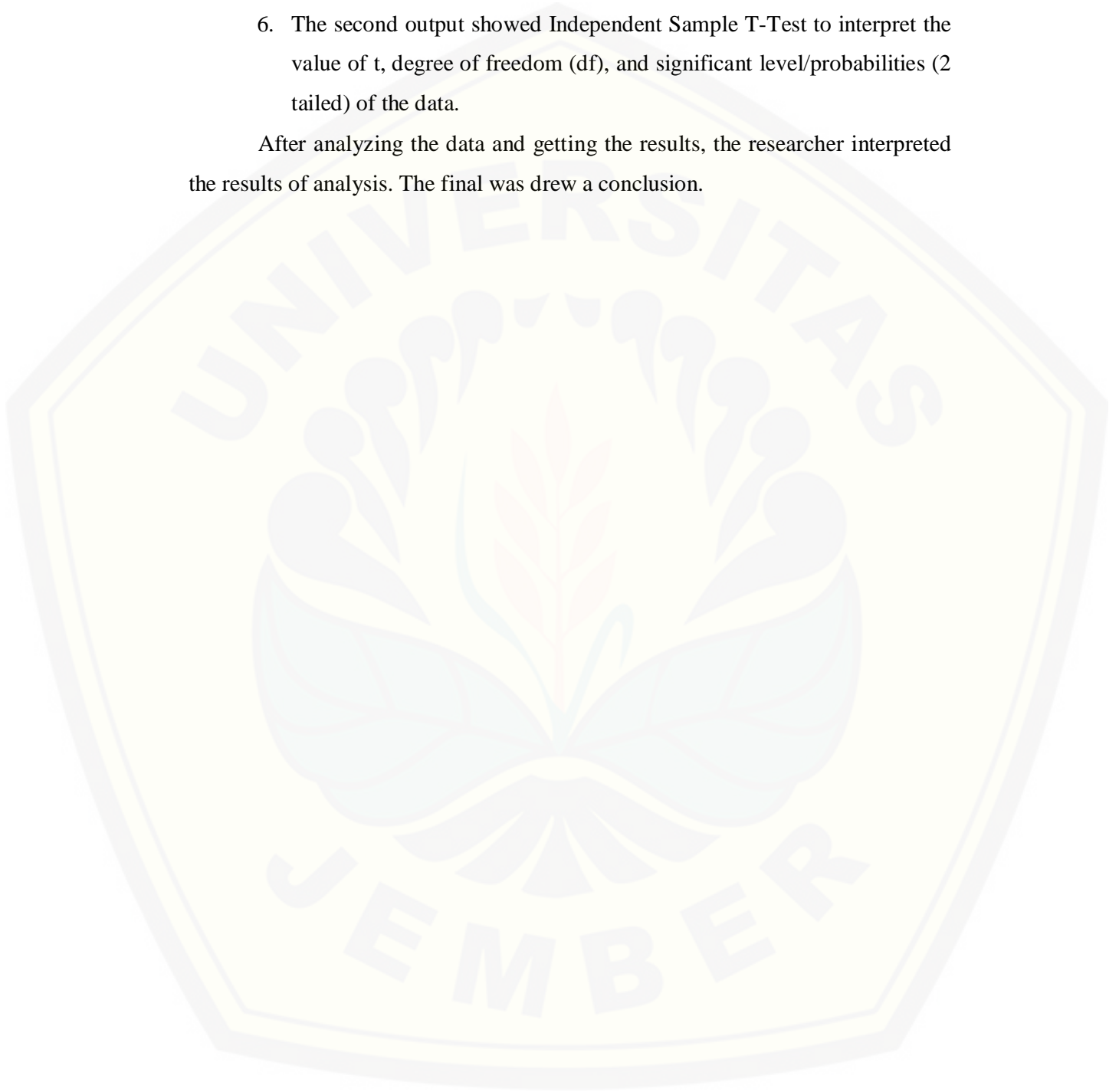
However, in this research the data obtained from the posttest were analyzed by using t-test in SPSS computing system. It was used because it was easier than calculating it manually. The t-test used in this research was Independent sample t-test. It was used to find the mean difference of the experimental group and the control group. In this case, Setiyadi (2006:168) states that an independent sample t-test is used because the researcher wants to compare the means of two independent classes.

The procedure in analyzing the data was as follows:

1. Entering the data experimental and control group to SPSS data editor.
2. Examining the mean differences of experimental and control group data by using Analyze-Compare-Means-Independent Sample t-test.
3. Defining the groups into number; group 1 for experimental group and group 2 for control group.
4. Determining the 95% Confidence Interval of the Difference.

5. The first output showed the Group Statistics which used to interpret mean score and standard deviation.
6. The second output showed Independent Sample T-Test to interpret the value of t , degree of freedom (df), and significant level/probabilities (2 tailed) of the data.

After analyzing the data and getting the results, the researcher interpreted the results of analysis. The final was drew a conclusion.



CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter reports all the activities and the results of the research, which covers the schedule of the research, the results of the supporting data, the result of homogeneity analysis, the result of the tryout test, the results of the primary data, the hypothesis verification, and the discussion. All aspects described in the following sections respectively.

4.1 The Schedule of the Research

In this research, the experimental class received a treatment that was teaching writing by using Three-Step-Interview technique. Whiles, the control class was taught by using lecturing technique. The different treatments were given in four meetings during the research. They were given twice in each class. The schedule of administering the research can be read in Table 4.1 below.

Table 4.1 The Schedule of Administering the Research

No.	Activities	Date
1.	Conducting interview with the English teacher	18 th of November 2014
2.	Analyzing the previous writing scores	3 rd of March 2015
3.	Giving treatment 1 to the experimental class	5 th of March 2015
4.	Giving treatment 1 to the control class	6 th of March 2015
5.	Giving treatment 2 to the experimental class	7 th of March 2015
6.	Giving treatment 2 to the control class	7 th of March 2015
7.	Conducting the try out test	10 th of March 2015
8.	Analyzing the try out test results	10 th of March 2015
9.	Administered post test for experimental class	12 th of March 2015
10.	Administered post test for control class	13 th of March 2015
11.	Analyzing the result of posttest of both classes	18 th of March 2015

According to the schedule, it is seen that the treatment given to the experimental class was done in two meetings. The first meeting was conducted on 5th of March 2015 that was on Thursday at 08.20 up to 09.40 and the second

meeting was on 7th of March 2015 that was on Saturday at 08.20 up to 09.40. In addition, the activity of the control class was also done in two meetings. The first meeting was carried out on 6th of March 2015 that was on Friday at 09.10 up to 10.30 and the second meeting was on 7th of March 2015 that was on Saturday at 07.00 up to 08.20. The second meeting of both classes was conducted at the same day but different period. The meeting of the experimental class was done at the first up to the second period while the meeting of the control class was done at the third up to the fourth period. The procedure of the treatment was explained in the lesson plan enclosed. The lesson plans of the teaching learning process were presented in Appendix C and D.

Table 4.1 also showed that posttest was administered at different day because it was administered on the following week after the teaching learning activities and based on the English schedule at school. The difference time between administering the posttest to the experimental and control classes and analyzing the results of posttest was 5 up to 6 days. The reason was that the researcher needed the time to give scores and the researcher also waited for the scores from the English teacher. As researcher stated at the previous chapter that this research used inter rater scoring method.

4.2 The Results of the Supporting Data

The results of the supporting data were obtained from two different techniques of data collection. They included conducting interview with the English teacher and getting the documentation.

4.2.1 The Result of Interview

The interview was conducted with the English teacher of the Seventh Grade students at SMP Ma'arif 08 Wuluhan Jember on November 18th, 2014. According to the English teacher, the curriculum used is Institutional Based Curriculum/KTSP. The English books used are English in Focus for Grade VII Junior High School (SMP/MTs), Practice Your English Competence 1 for SMP/MTs Class VII and students' worksheets (LKS). The English teacher also

said that she did not have a certain technique in teaching writing. She did not use certain techniques or media. Her teaching technique, commonly follow the steps: (1) she explained the text; (2) she gave an example; (3) she discussed the material together with the students; and (4) she asked the students to do task or asked the students to write a paragraph. The tasks given were in the form of guided writings such as completing the text with vocabularies or arranging the jumbled sentences to be a correct paragraph usually from the book used at the school. The task was also in the form of free writing that the students write whatever they want about the topic given after they learned an example. In other words, the English teacher had never used Three-Step-Interview in teaching writing.

4.2.2 The Result of Documentation

In this research, documentation was used for obtaining supporting data about the total numbers of the population from class VII, and the names of the research respondents in both experimental and control classes, and the students' previous scores of writing. The total number of the seventh grade students of SMP Ma'arif 08 Wuluhan Jember was 129. They were divided into four classes that the distribution is presented in the Table 4.2 below.

Table 4.2 The Total Number of the Seventh Grade Students of SMP Ma'arif 08 Wuluhan Jember in 2014/2015 Academic Year

No.	Class	Student Numbers		Total
		Male	Female	
1.	VII A	17 students	14 students	31 students
2.	VII B	17 students	15 students	32 students
3.	VII C	19 students	15 students	34 students
4.	VII D	12 students	20 students	32 students
Total		65 students	64 students	129 students

(Source: SMP Ma'arif 08 Wuluhan Jember/2014-2015 academic year)

Table 4.2 showed number of the grade seventh students at SMP Ma'arif 08 Wuluhan Jember in 2014/2015 academic year. From the table, it was seen that 4 classes consisted of 31-34 students. Male students were greater than female students, except class VII D.

The respondent of the research were class VII C and VII D. Class VII C was the control class consisting of 34 students and class VII D was the experimental class consisting of 32 students. Therefore, the total number of the research respondents was 66. The names of the research respondent can be seen on Appendix I and J.

4.3 The Result of Homogeneity Analysis

The homogeneity analysis was done to know whether or not the population was homogenous. The data analyzed were the students' writing scores obtained from the English teacher in the first semester.

Table 4.3 Students' previous writing English Score

No.	VII A	VII B	VII C	VII D	No.	VII A	VII B	VII C	VII D
1.	65	60	75	30	18.	55	65	30	65
2.	75	60	60	60	19.	60	25	65	80
3.	65	75	70	60	20.	75	60	55	60
4.	70	70	65	65	21.	30	70	60	80
5.	80	50	75	40	22.	40	80	65	70
6.	80	75	35	35	23.	75	60	75	75
7.	75	65	70	70	24.	70	60	60	70
8.	60	70	75	70	25.	70	60	50	40
9.	70	70	65	75	26.	20	80	75	70
10.	75	70	75	50	27.	70	75	60	75
11.	55	50	65	40	28.	65	70	30	70
12.	60	70	60	70	29.	50	70	65	70
13.	70	60	60	50	30.	45	60	70	50
14.	70	55	80	55	31.	30	60	60	30
15.	45	40	70	75	32.	-	55	25	70
16.	60	25	50	45	33.	-	-	50	-
17.	65	60	55	60	34.	-	-	60	-
SUM						1895	1975	2060	1925

Table 4.3 revealed the information of the students' previous writing scores obtained. From the table, it was seen that there were some blank number of columns in class VII A, VII B, and VII D. It happened because of inequality number of students in every class. Then, the students' scores were analyzed statistically by using One Way ANOVA formula of SPSS (Statistical Package for Social Science). The data analysis can be seen in Table 4.4 and Table 4.5.

Table 4.4 The Mean scores of the Seventh Grade Students of SMP Ma'arif 08 Wuluhan Jember

Descriptives

Nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VII A	31	61.13	15.368	2.760	55.49	66.77	20	80
VII B	32	61.72	13.113	2.318	56.99	66.45	25	80
VII C	34	60.59	13.804	2.367	55.77	65.40	25	80
VII D	32	60.16	14.837	2.623	54.81	65.51	30	80
Total	129	60.89	14.135	1.244	58.43	63.35	20	80

From table 4.4, it could be informed that there were 129 students of the Seventh Grade students at SMP Ma'arif 08 Wuluhan Jember as the population of the research that was distributed into 4 classes (VII A, VII B, VII C, and VII D). There were 31 students in class VII A having mean score 61.13 and the difference between minimum and maximum score was 60. In class VII B, there were 32 students having mean score 61.72 and the difference between minimum and maximum score was 55. Then, there were 34 students in class VII C having mean score 60.59 and the difference between minimum and maximum score was 55. The last, class VII D having mean score of class VII D 60.16 and the difference between minimum and maximum score was 50. Thus, class VII A had the highest difference score between minimum and maximum score.

Table 4.5 The Anova

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	44.074	3	14.691	.072	.975
Within Groups	25528.407	125	204.227		
Total	25572.481	128			

Based on the result of the ANOVA analysis by using 5% significant level showed that the sig. value was 0.975. It was known that the value of variance was higher than 0.05. Table 4.5 also showed that the value of F-test was 0.72. By using the value of df between group that was 125 and df within group that was 3 to read F-table, it could be seen that the value of F-table was 2.68. It meant that F-table was higher than the value F-test ($2.68 > 0.072$). According to the sig. value and the value of F-test, it can be said that the population of the Seventh Grade students at SMP Ma'arif 08 Wuluhan Jember was homogenous. Therefore, the samples could be taken randomly from any classes of the population. The researcher took 2 classes as the samples randomly by using lottery. Then, those two classes were chosen by doing lottery again to determine the experimental and control classes. From the lottery, it was determined that class VII C as the control class and class VII D as the experimental class. Thus, the researcher intuitively got the class C and class D as the samples that the two classes had low mean score.

4.4 The Result of the Try Out Test

The researcher administered a tryout test to one of the classes which did not belong as the research respondents prior to doing posttest to the experimental and the control classes. It was administered on Tuesday, March 10th, 2015 at 08.20 up to 09.40. Try out test was done to VII B of SMP 08 Ma'arif Wuluhan Jember as the sample of try out test that was chosen by lottery. The material used in try out test was the same as the material used in posttest. In this research, the

purposes of conducting the try out test was to know, (1) whether the test items were suitable or not with the students levels; (2) whether the time allocation was enough or not; and (3) the instruction of writing test was clear or not for the respondents.

The result of try out proved that all students were able to understand the instruction well which meant that the instruction was clear enough. They constructed a descriptive paragraph that consisted of 40-50 words for about 50 minutes. It meant that the topic was in accordance with the students' ability in writing a descriptive paragraph and the time allocation was sufficient for the students. Therefore, there was no revision for the time and the instruction of the posttest.

4.5 The Result of Primary Data

The primary data were obtained from the students' descriptive writing achievement in the form of posttest scores. These data were obtained to analyze the significant difference on the mean scores between the experimental and the control classes.

4.5.1 The Component of the Posttest Analysis

In this research, the posttest was administered to both experimental and control classes. It was conducted on the 12th of March 2015 to the experimental class (VII D) and on the 13th of March 2015 to the control class (VII C). The posttest was given after the researcher taught writing to the experimental class by using Three-Step-Step Interview and to control class by lecturing. The treatment was given twice or in two meeting for both two classes.

The students' results of posttest in writing descriptive paragraph were evaluated based on the aspects of: (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics. Each aspect was scored based on Cohen's (1991: 328-329) rating scale that had been adapted like stated in the previous chapter (39-40). The highest score was five (5) and the lowest score was one (1). The student's obtained scores of the rating score were divided by maximum score

of rating score that was 25 (5 as the highest score for each aspect time by 5 as the number of the aspects) then time by one hundred. The total of the result score became the score of students' writing test. One hundred will be the highest score.

In terms of giving the score, the posttest results were scored by two different scorers, the researcher and the English teacher. As stated in the previous chapter (38), that this research applied inter rater scoring in order to obtain the reliability. If the result of scoring by the two scorers was the same or nearly the same, then the test could be categorized as reliable. If the result was not the same or nearly the same (the difference score between two scorers is more than 5), the researcher discussed it with the English teacher to get reliable score for the final score of students' writing. Therefore, the students' scores used to analyze were the score from the first scorer added by the score from the second scorer and divided by two.

4.5.2 The Analysis of the Posttest Result

The posttest results that were the students' scores of descriptive paragraph writing were analyzed statistically by using independent sample t-test formula of SPSS (Statistical Package for Social Science) with 5% significant level to know whether the mean difference between the experimental class and the control class was significant or not. The results of posttest analysis can be seen in the following table.

Table 4.6 The Output of Group Statistics of Posttest

Group Statistics				
Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai Experimental Class (VII D)	32	70.25	14.366	2.540
Control Class (VII C)	34	61.88	13.257	2.274

From the table above, the total number of the test takers of experimental class was 32 students and control class was 34 students. The mean score of posttest of the experimental class was 70.25. Meanwhile, the mean score of

posttest of the control group was 61.88. It could be seen that the mean scores of the test takers were different. The mean score of experimental class was higher than the mean score of control class that the difference was 8.37.

Table 4.7 The Output of Independent Sample T-Test of Posttest

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Nilai	Equal variances assumed	1.440	.235	2.461	64	.017	8.368	3.400	1.575	15.160	
	Equal variances not assumed			2.455	62.743	.017	8.368	3.409	1.556	15.180	

Table 4.7 showed that the value of significant on the column of Lavene's test was 0.235. The value of significant 0.235 was higher than 0.05. It meant that the variance was equal. Accordingly, the row showing Equal Variances Assumed must be read for analyzing the data. It can be seen that the sig. (2-tailed) value was 0.017. It was lower than 0.05 (significant level 5% of confident interval 95%). Therefore, it meant that there was a statistically different between the experimental and the control classes. In other words, there was a significant effect of using Three-Step-Interview technique on student' descriptive paragraph writing achievement.

4.6 The Hypothesis Verification

The formula of the null hypothesis (H_0) was “There is no significant effect of using Three-Step-Interview on the Seventh Grade students’ descriptive paragraph writing achievement at SMP Ma’arif 08 Wuluhan Jember”. Meanwhile, the formula of the alternate hypothesis (H_a) was “There is a significant effect of using Three-Step-Interview on the Seventh Grade students’ descriptive paragraph writing achievement at SMP Ma’arif 08 Wuluhan Jember”.

Referring to the output of independent sample t-test by using SPSS (Statistical Package for Social Science) with 5% significant level, the value of significant on the column of Lavene’s test was 0.235 and it was higher than 0.05 (significant level 5% of confident interval 95%). It meant that the variance between experimental class and control class was equal. Accordingly, the Equal Variances Assumed must be read for analyzing the data.

Based on Table 4.8, the first row of t-test column showed that the sig. (2-tailed) value was 0.017 and it was lower than 0.05 (significant level 5% of confident interval 95%). It meant that there was statistically significant difference between experimental and control classes. In other words, the used of Three-Step-Interview technique gave significant effect on students’ descriptive paragraph writing achievement. Thus, the null hypothesis (H_0) that was “There is no significant effect of using Three-Step-Interview on the Seventh Grade students’ descriptive paragraph writing achievement at SMP Ma’arif 08 Wuluhan Jember” was rejected and the alternate hypothesis (H_a) that was “There is a significant effect of using Three-Step-Interview on the Seventh Grade students’ descriptive paragraph writing achievement at SMP Ma’arif 08 Wuluhan Jember” was verified.

4.7 Discussion

The result of data analysis in this research revealed the fact that the use of Three-Step-Interview interview gave a significant effect to the Seventh Grade students’ descriptive paragraph writing achievement at SMP Ma’arif 08 Wuluhan Jember. It was proved by the scores of the writing posttest that the mean score of

the experimental class was higher than the mean score of the control class. Besides, it could be seen that the experimental class taught writing by using Three-Step-Interview technique showed a significant effect than the control class taught writing by lecturing. It could be proved by the result of Independent Sample T-Test analysis showing the value of significant (2-tailed) was less than 0.05 that was 0.017.

The research proves that Three-Step-Interview technique gives the students opportunity to share ideas and information before they were assigned to write a paragraph. By doing questions and the answers in interview, the students had opportunity to share and compare which ideas is information relevant to the topic so that it gives better results. It was in line with the ideas of Bennet et al, 2006 stating that Three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes. In this case, the technique was used to teach writing that the students enrich the ideas by doing interview and sharing information before doing writing.

Moreover, Three-Step-Interview technique also gives the students the equal participation in doing the steps of Three-Step-Interview. It was like stated by Kagan in Coffey (2007) that in Three-Step-Interview, the students get the same participation. The same participation got when the students do the steps of Three-Step-Interview as the interviewer and the interviewee. In this case, during the treatment in the experimental class done twice, the researcher divided the class into eight groups that each group consisted of 4 students. The students were asked to do the steps of Three-Step-Interview equally in turns integrated with speaking skill to do interview. They asked questions relating to the topic given by the researcher when they became the interviewer and answered the questions by taking notes or sentences when they became the interviewee. In this occasion, the students could enrich their ideas, as well as choose the relevant ideas to write in the paragraph. Then, when they came back to the groups, they shared the information, discussed and reviewed their knowledge about vocabulary and skill of writing sentences which grammatically correct. In addition, the students were more ready and able to produce a good writing when they were given an

individual task. It possibly happened because they got some more information while they had discussions of sentences analysis to find the errors resulting in grammatically correct sentences.

The insight from some experts had strengthened the theory about the good use of Three-Step-Interview technique. Besides the opinion from some experts, the previous research outcomes using Three-Step-Interview technique showed the benefit of using the technique.

The previous research conducted by Paidi (2012) concluded that Three-Step-Interview technique was able to improve the tenth year students' speaking ability at SMA plus Al-Azhar Jember in the 2010/2011 academic year. The percentage of the total number of students as much as 67.57% obtained higher score than 65 in cycle 1 and the percentage of the total number of students that was 83.78% achieved higher score than 65 in cycle 2. Another previous research conducted by Fitrianingrum (2013), also indicated that Three-Step-Interview technique could improve the tenth grade students' speaking of SMK NU Ungaran in the 2012/2013 academic year. The mean of oral test was 62.50 in the first cycle, 67.36 in the second cycle, and 76.44 in the third cycle.

This research focused on writing achievement that the researcher gave treatment twice to the experimental class in two meetings. The researcher found a problem in implementing Three-Step-Interview in the first meeting that the students found difficulty in making questions to be used in interview. Accordingly, in the first meeting the students made questions together guided by the teacher and the teacher wrote the questions on whiteboard. The purpose is to accustom the students to make the questions. Then, in the second meeting, they made the questions with their partners. So that the other researchers who want to conduct the similar research should pay attention to the problem.

From the discussion above, a conclusion is drawn that the use of Three-Step-Interview technique gave positive effect to the students' writing achievement even though in different language skill than the previous researches. The previous researches used Three-Step-Interview technique in teaching speaking. In this research, the researcher used Three-Step-Interview technique in

teaching writing especially in teaching writing descriptive paragraph that was integrated with speaking skill when the students did the interview. Accordingly, Three-Step-Interview was effective not only for speaking skill but also for writing skill. It means that the use of Three-Step-Interview was an effective technique to teach writing descriptive paragraph in the seventh grade students at SMP Ma'arif 08 Wuluhan Jember.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and suggestions. The suggestions are proposed to the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the data analysis, hypothesis verification, and discussion stated in the previous chapter, it could be concluded that there was a significant effect of using Three-Step-Interview on the Seventh Grade students' writing descriptive paragraph achievement at SMP Ma'arif 08 Wuluhan Jember. It was proved by the output of the independent sample t-test showing that the value of significant (2-tailed) was less than 0.05 that was 0.017.

5.2 Suggestions

Since there was a significant effect of using Three-Step-Interview on the Seventh Grade students' writing descriptive paragraph achievement, Three-Step-Interview can be used as an alternative technique in teaching English especially teaching writing descriptive paragraph. Therefore, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

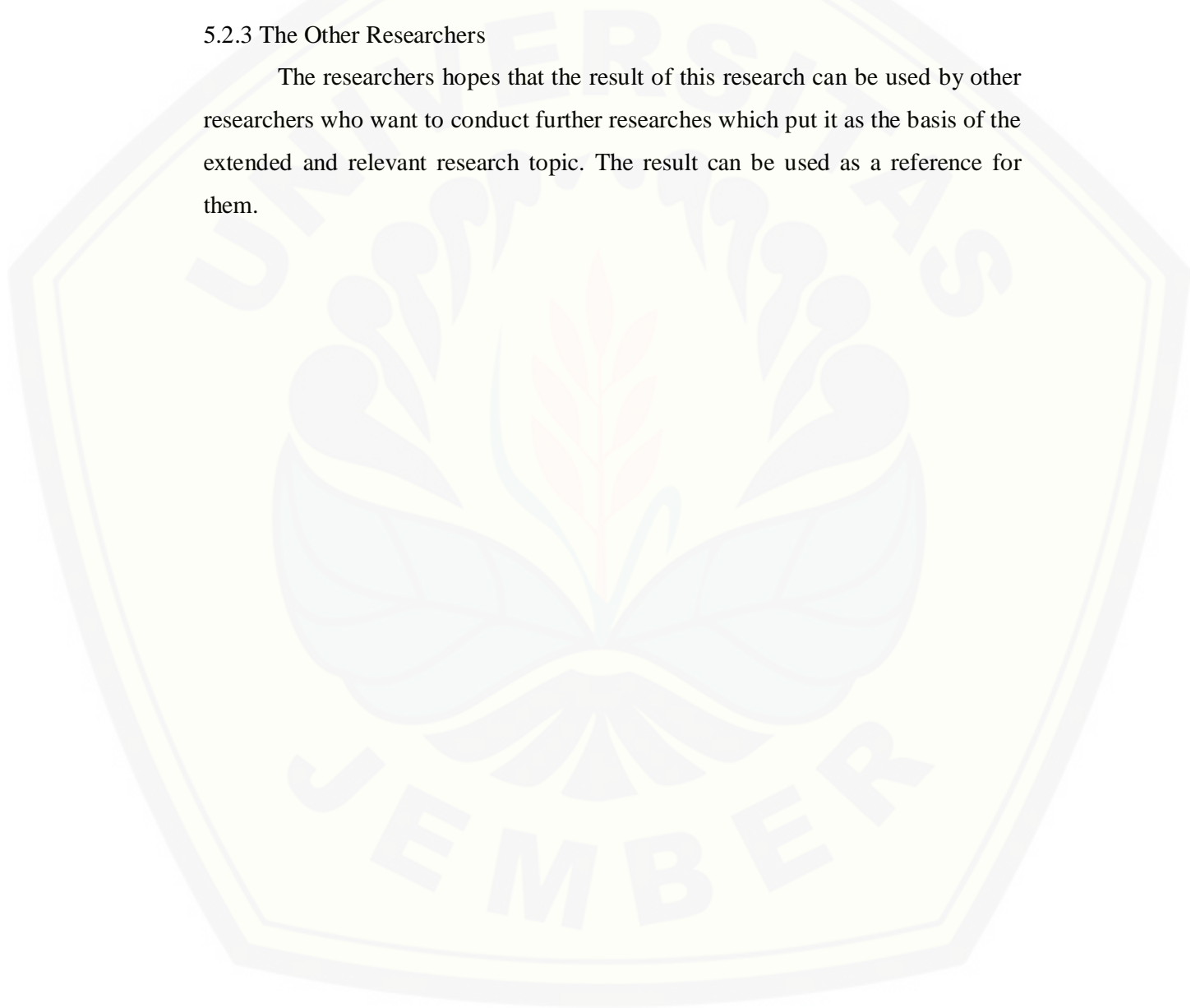
The English teacher of SMP Ma'arif 08 Wuluhan Jember is expected to use Three-Step-Interview technique as an alternative technique to teach writing. By using Three-Step-Interview, the teacher can maximize the students' participation in the class to discuss and share everything about their writing. Three-Step-Interview can help the teacher to encourage the students in finding information through the steps of interview with their friends to be their ideas resource for writing a paragraph, in this case describing person with his/her occupation.

5.2.2 The Students

The students can use Three-Step-Interview in learning writing because they can get benefits in finding the ideas and discussing the points to write. Through interview, they can enrich the ideas then to be written in their writing and discussed about the grammar, vocabulary or mechanics.

5.2.3 The Other Researchers

The researchers hopes that the result of this research can be used by other researchers who want to conduct further researches which put it as the basis of the extended and relevant research topic. The result can be used as a reference for them.



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Appendix A

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Design	Hypothesis
The Effect of Using Three Step Interview on the Seventh Grade Students' Descriptive Paragraph Writing Achievement at SMP Ma'arif 08 Wuluhan Jember	Is there any significant effect of using Three Step Interview on the Seventh Grade Students' Descriptive Paragraph Writing Achievement at SMP Ma'arif 08 Wuluhan Jember?	Independent Variable: Teaching Writing by using Three Step Interview Technique	The indicators of Three Step Interview: 1. Making groups of four (students A, B, C, and D) that the groups are divided by the teacher. 2. Two students in each group get same picture. Students A get the same picture with students C and students B get the same picture with students D. 3. Four groups are then divided into pairs to do interview. One student pair with another student having different picture (students A pair with students B and students C pair with students D). 4. Students A interview students B. Then, switch the role, students B interview students A. Students C and students D do the same step as students A and students B at the same time.	Respondents: The Seventh Grade Students at SMP Ma'arif 08 Wuluhan Jember Informant: The English teacher of the Seventh Grade Students at SMP Ma'arif 08 Wuluhan Jember Documents: 1. The names and the numbers of Grade VII Students at SMP Ma'arif 08 Wuluhan-Jember in 2014/2015 academic year 2. The students' previous scores	Research Design: posttest-only control group design Area Determination Method: Purposive method Respondent Determination Method: Cluster Random Sampling based on the analysis of the students' scores of writing achievement by using ANOVA Data Collection Method: a. Primary data: The students' scores of writing test	There is a significant effect of using Three Step Interview on the Seventh Grade Students' Descriptive Paragraph Writing Achievement at SMP Ma'arif 08 Wuluhan Jember

		<p>Dependent Variable: The seventh grade students' writing achievement at SMP Ma'arif 08 Wuluhan Jember</p>	<p>5. Students go back to the group (students A, B, C, and D) and share the information got from the interview.</p> <p>6. Students individually write the information obtained from the interview session in the form of descriptive paragraph.</p> <p>Students' scores on writing achievement after being taught by using Three Step Interview covering:</p> <ol style="list-style-type: none"> 1. Organization 2. Content 3. Grammar 4. Vocabulary 5. Mechanics 		<p>b. Supporting data:</p> <ul style="list-style-type: none"> - Interview - Document ation <p>Data Analysis Method: Analysis of the students' scores by using t-test formula (using SPSS Computing System).</p>	
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Appendix B

The Result of Interview with the Eighth Grade English Teacher

No.	Questions	Answers
1.	How many times is English taught in a week?	- English is taught 4 hours in a week. Each hour of the lesson is 40 minutes.
2.	What curriculum do you use to teach English in the seventh grade in 2014/2015 academic year?	- I use KTSP.
3.	What book do you use to teach English?	- I use some books to teach English. First, I use Buku Guru Bahasa Inggris "English in Focus for Grade VII Junior High School (SMP/MTs)". Second, I use Practice Your English Competence 1 for SMP/MTs Class VII. This book is used to be taken some exercises related to the topic taught. The last, I use LKS.
4.	Do you teach writing in teaching English?	- Yes, I do.
5.	How do you usually teach writing?	- Usually, I just explain about the topic, give an example, give the students chance to ask what they don't understand, then give them task.
6.	In brief, how do you teach	- In teaching writing descriptive

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	writing descriptive paragraph?	paragraph, I give the students an example of paragraph then explain about the material, like social function, generic structure, and language features. Then, I give them chance to ask about the material they don't understand together in the class or sometimes I ask them do it in pairs. After that, I ask them do task.
7.	What is the writing task given to the students?	- Usually, I give the students writing task in the form of guided writing stated in the book, like completing the text with vocabularies or arranging the jumbled sentences to be a correct paragraph. Besides that, writing task is in the form of free writing. I ask the students whatever they want to write about the topic after giving explanations and an example.
8.	What are their difficulties in writing descriptive paragraph?	- It is difficult for them to get ideas about what they want to write. They are lack of ideas so they usually just copy the example given by changing some words related to topic they write. They also find difficulties in grammar and vocabularies because they have limited vocabularies.

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9.	Do you use certain techniques in teaching writing descriptive paragraph to help the students?	- No, I don't.
10.	Have you ever used cooperative learning in teaching writing descriptive paragraph?	- Yes, I have. Sometimes, I ask the students to discuss about the topic taught in pairs because they feel shy to ask to the teacher.
11.	Have you ever used Three Step Interview model of Cooperative Learning in teaching writing descriptive paragraph?	- No, I have not.

Appendix C

LESSON PLAN

(Meeting 1)

Subject	: English
School	: SMP Ma'arif Wuluhan-Jember
Level/Semester	: VII/II
Language Skill	: Writing (writing descriptive paragraph about a person with his/her hoccupation)
Academic Year	: 2014-2015
Time Allocation	: 2 x 40'

I. Standard of Competence

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure

III. Indicator:

Experimental Class

Product

3.1 Based on the interview results in the terms of list of ideas taken from the activities of Three-step-Interview technique, composing a simple descriptive paragraph about a person with his/her occupation individually.

Process

3.2 Correctly filling in the blanks to complete the dialogue to describe a person. with occupation by using words in the box given correctly in groups of four

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- 3.3 Correctly deciding the generic structures of descriptive paragraph given in pairs.
- 3.4 Correctly composing questions relating to a person with his/her occupation that will be used in Three-Step-Interview based on the picture given in pairs.
- 3.5 Orderly doing Three-Step-Interview using the questions made in groups of four.

Control Class

Product

- 3.1 Individually composing a simple descriptive paragraph about a person with occupation.

Process

- 3.2 Correctly filling in the blanks to complete the dialogue to describe a person with his/her occupation by using words in the box given in pairs.
- 3.3 Correctly deciding the generic structures of descriptive paragraph based on the paragraph given in pairs
- 3.4 Correctly composing sentences based on the topic given in pairs

IV. Learning Objective:

Experimental Class

Product

- 4.1 Based on the interview results in the terms of list of ideas taken from the activities of Three-step-Interview technique, the students are able to compose a simple descriptive paragraph about a person with his/her occupation individually.

Process

- 4.2 The students are able to fill in the blanks to complete the dialogue to describe a person with his/her occupation by using words in the box given correctly in groups of four.
- 4.3 The students are able to decide the generic structures of descriptive paragraph given correctly in pairs.

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4.4 The students are able to compose questions relating to a person with his/her occupation that will be used in Three-Step-Interview based on the picture given correctly in pairs.

4.5 The students are able to do Three-Step-Interview orderly using the questions made in groups of four.

Control Class

Product

4.1 The students are able to compose a simple descriptive paragraph about a person with his/her occupation individually.

Process

4.2 The students are able to fill in the blanks to complete the dialogue to describe a person with occupation by using words in the box correctly in pairs.

4.3 The students are able to decide the generic structures of descriptive paragraph given correctly pairs.

4.4 The students are able to compose sentences based on the topic given correctly in pairs.

V. Material : Enclosed

VI. Learning Approach/Method

Experimental Class

- a. Cooperative Language Learning
- b. Question-answer, Group work, Three-Step-Interview, Lecturing, individual

Control Class

- a. Cooperative Language Learning
- b. Question-answer, Group work, Lecturing, Individual

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VII. Teaching and Learning Activities

No.	Learning Activities				
	Teacher's Activities	Students' Activities (Experimental Class)	Time	Students' Activities (Control Class)	Time
1.	<p>Set Induction</p> <p>1. Greeting the students</p> <p>2. Checking the students' attendance</p> <p>3. Motivating the students:</p> <p>a. Showing some pictures</p> <p>b. Asking some leading questions</p> <p>4. Stating objectives</p>	<p>1. Responding to the greeting</p> <p>2. Responding to the teacher</p> <p>3.</p> <p>a. Paying attention</p> <p>b. Answering the questions</p> <p>4. Paying attention</p>	<p>1'</p> <p>3'</p> <p>5'</p> <p>1'</p>	<p>1. Responding to the greeting</p> <p>2. Responding to the teacher</p> <p>3.</p> <p>a. Paying attention</p> <p>b. Answering the questions</p> <p>4. Paying attention</p>	<p>1'</p> <p>3'</p> <p>5'</p> <p>1'</p>
2.	<p>Main activities</p> <p>1. Explaining about describing a person with his/her occupation</p> <p>2. Dividing the class into groups</p> <p>3. Asking the students to do activity I</p> <p>4. Discussing the answers together with the class</p> <p>5. Asking the students to do activity II</p> <p>6. Discussing the</p>	<p>1. Paying attention and making notes</p> <p>2. Divided into groups of four</p> <p>3. Doing activity I: Filling in the blanks to complete the dialogue to describe a person with his/her occupation by using words in the box correctly in groups of four.</p> <p>4. Discussing the answers together with the class</p> <p>5. Doing activity II: Deciding the generic structures of descriptive paragraph given correctly in pairs</p> <p>6. Discussing the</p>	<p>20'</p> <p>2'</p> <p>5'</p> <p>2'</p> <p>2'</p>	<p>1. Paying attention and making notes</p> <p>2. Divided into pairs</p> <p>3. Doing activity I: Filling in the blanks to complete the sentences to describe a person with his/her occupation by using words in the box correctly in pairs.</p> <p>4. Discussing the answers together with the class</p> <p>5. Doing activity II: Deciding the generic structures of descriptive paragraph given correctly in pairs</p> <p>6. Discussing the</p>	<p>20'</p> <p>2'</p> <p>5'</p> <p>2'</p> <p>2'</p>

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	<p>answers together with the class</p> <p>7. Asking the students to do activity III</p> <p>8. a. Discussing the results of writing sentences together with the class (for control group)</p> <p>b. Asking the students to do Three-step-Interview</p>	<p>answers together with the class</p> <p>7. Doing activity III: Composing questions relating to a person with his/her occupation based on the picture given that will be used in Three-Step-Interview correctly in pairs.</p> <p>8. Doing Three-Step-Interview that the steps are:</p> <p>a. Making groups of four (students A, B, C, and D) that the groups are divided by the teacher. (done at the previous session)</p> <p>b. Two students in each group get same picture. Students A get the same picture with students C and students B get the same picture with students D.</p> <p>c. Four groups are then divided into pairs to do interview. One student pair with another student having different picture (students A pair with students B and students C pair with students D).</p> <p>d. Students A</p>	<p>14'</p> <p>1'</p> <p>1'</p>	<p>answers together with the class</p> <p>7. Doing activity III: Composing sentences based on the topic given correctly in pairs</p> <p>8. Discussing the results of writing sentences together with the class</p>	<p>20'</p> <p>11'</p>
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		interview students B. Then, switch the role, students B interview students A. Students C and students D do the same step as students A and students B at the same time.	10'		
		e. Students go back to the group (students A, B, C, and D) and share the information got from the interview.	5'		
		f. Students individually write the information obtained from the interview session in the form of descriptive paragraph. (done at home)			
3	Closure 1. Guiding the students to make conclusions 2. Giving homework	1. Making conclusions with the teacher 2. Receiving homework: Composing a simple descriptive paragraph about a person with his/her occupation based on the result of interview individually	3' 2'	1. Making conclusions with the teacher 2. Receiving homework: Composing a simple descriptive paragraph about a person with occupation based on the sentences that the students made individually	3' 2'
	3. Parting the students	3. Responding to the teacher	1'	3. Responding to the teacher	1'

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VIII. Media and Sources

1. Sources :

- a. Wardiman, Artono. dkk. 2008. English in Focus for Grade VII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- b. www.image.google.com

2. Media :

- Pictures of a farmer, farmer's utensil, a teacher, and a tailor
- Work sheets
- White board
- Board marker
- LCD
- Power Point

IX. Evaluation

Process Evaluation

Instrument: activity I and activity II

Product evaluation

Instrument : homework

X. SCORING RUBRIC

Aspects of writing	Score	Criteria
Content	5	Topic sentence is stated very clearly, it expresses the main idea clearly and supporting details are written very clearly.
	4	Topic sentence is stated fairly clearly and supporting details are written relatively clearly.
	3	Topic sentence is stated somewhat unclearly and supporting details are written somewhat weakly.
	2	Topic sentence is not clear and supporting details are written weakly.
	1	Topic sentence is not at all clear and supporting details are written very weakly.
Organization	5	Paragraph has a topic sentence stating the main idea clearly and supported by details written well organized and perfectly coherently.

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	4	Paragraph has a topic sentence stating the main idea clearly and supporting details written fairly organized and generally coherently.
	3	Paragraph has a topic sentence stating the main idea clearly but the supporting details are written incomplete sequencing.
	2	Paragraph has a topic sentence but the main idea is not clear and the supporting details are not coherent.
	1	Paragraph does not have a topic sentence and the supporting details are not coherent.
Vocabulary	5	There are no inappropriate vocabularies.
	4	There are few inappropriate vocabularies.
	3	There are some inappropriate vocabularies.
	2	There are many inappropriate vocabularies.
	1	There are too many inappropriate vocabularies.
Grammar	5	There are no grammatical errors.
	4	There are almost no grammatical errors.
	3	There are some grammatical errors.
	2	There are many grammatical errors.
	1	There are too many grammatical errors.
Mechanic	5	There are no errors in capitalization, spelling, and punctuation.
	4	There are few errors in capitalization, spelling, and punctuation.
	3	There are some errors in capitalization, spelling, and punctuation.
	2	There are many errors in capitalization, spelling, and punctuation.
	1	There are too many errors in capitalization, spelling, and punctuation.

(Adapted from Cohen, 2000:328-329)

$$\text{Writing Score} = \frac{\text{Score}}{25} \times 100$$

Notes:

Writing Score : the score of the student gets
 : Content + Organization + Vocabulary + Grammar + Mechanic

25 : the total of score criteria

Appendix C

The English Teacher

Evitalia Hambarwati, S.Pd.

Jember, Februari 2014

The Trainee Teacher

Tita El Warda



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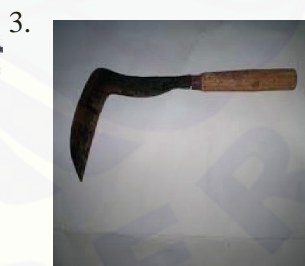
MATERIALS

Set Induction

- Showing pictures in the class



- Leading questions:
 1. What can you see in the pictures?
 2. The man in the picture is Mr. Amir, where is he?
 3. What is he planting?
 4. What does he need in planting?
 5. When does he usually work?
 6. What is his occupation?
 7. How about the following pictures? What are they?



- | |
|---------------|
| a. Hoe |
| b. Sickle |
| c. Fertilizer |
| d. Tractor |
| e. Spade |

Appendix C

Main Activities

Descriptive Paragraph

1. Descriptive paragraph is a paragraph that describes the features of someone, something, or a certain place.
2. Generic structures of descriptive paragraph:
 - a. Identification
Identification is part of paragraph that identifies the objects to be described.
 - b. Description
Description is part of paragraph that describes features of the objects chosen.
3. Language features of descriptive paragraph
 1. Using Simple Present Tense
 2. The use of be (is, am, are) for the identification and showing qualities
 3. The use of verbs related to the topic, especially when describing behaviours or personalities (for persons)
 4. The use of adjectives.
 5. The use of pronouns to make the sentences unified.

Example:

Lidia is a nurse. She is beautiful and smart. She works in a hospital in Surabaya. She is very kind in doing her job. She helps patients. She gives patients medicine. She often talks to them and listens to their problems. Sometimes, she talks to the patients' families about the patients' condition. She always wears her nurse's uniform. The patients are happy when she takes care of them.

Identification : Lidia is a nurse.

Description : She is beautiful and smart. She works in a hospital in Surabaya. She is very kind in doing her job. She helps patients. She gives patients medicine. She often talks to them and listens to their

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problems. Sometimes, she talks to the patients' families about the patients' condition. She always wears her nurse's uniform. The patients are happy when she takes care of them.

Examples of Occupation:



Farmer Buffalo Plough
 Field Plant Plant
 Sickle Fertilizer Harvest
 Plow
 Take care of plants



Secretary Letters Type
 Office Data Fill
 Computer Message Receive
 Telephone Schedule

Appendix C

Students' Worksheet
(Experimental Class)

Activity I (in groups)

Fill in the blank by using words in the box correctly in groups of four.



Lidya : Do you know a secretary?

Vara : Yes, I do. It is a (1)..... job

Lidya : Where does a secretary work?

Vara : I think a secretary works in an (2).....

Lidya : I think so. A secretary usually works with (3).....

Vara : What does secretary do with the computer?

Lidya : She uses computer to process data or type (4)..... What else does a secretary use?

Vara : She uses a telephone. She (5)..... messages and writes it. She also uses the telephone to call someone in other office.

Lidya : She also accompanies her boss in a meeting and arranges the boss' schedule.

Activity II (in pairs)

Decide the generic structures of the descriptive paragraph below by labeling the paragraph.

Fara is a secretary. She is beautiful and friendly. She works in an office in Surabaya. She always comes to the office on time. She works with a computer. She uses it to process data and type letters. She also uses telephone. She receives many messages then writes them. She often calls someone in other offices by

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telephone. She always accompanies her boss in a meeting and arranges his schedule. She is a good secretary.

Activity III

Compose 8 up to 10 questions relating to occupations based on the picture you have got in pairs.



Do	Place
Equipment	
Uniform	
Use	Time



Alternative verbs used by the teacher to guide and help the students make questions

Homework

Compose a simple descriptive paragraph about a person with occupation based on the result of interview individually

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Students' Worksheet
(Control Class)

Activity I (in pairs)

Fill in the blank by using words in the box correctly in pairs.



Lidya : Do you know a secretary?

Vara : Yes, I do. It is a (1)..... job

Lidya : Where does a secretary work?

Vara : I think a secretary works in an (2).....

Lidya : I think so. A secretary usually works with a (3).....

Vara : What does secretary do with the computer?

Lidya : She uses computer to process data or type (4)..... What else does a secretary use?

Vara : She uses a telephone. She (5)..... messages and writes it. She also uses the telephone to call someone in other office.

Lidya : She also accompanies her boss in a meeting and arranges the boss' schedule.

Activity II (in pairs)

Decide the generic structures of the descriptive paragraph below by labeling the paragraph.

Fara is a secretary. She is beautiful and friendly. She works at an office in Surabaya. She always comes to the office on time. She works with a computer. She uses it to process data and type letters. She also uses telephone. She receives many messages then writes them. She often calls someone in other offices by

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telephone. She always accompanies her boss in a meeting and arranges his schedule. She is a good secretary.

Activity III

Compose 10 sentences to describe the occupation based on the topic given correctly in pairs. Choose one topic only.

TRADER

TAILOR

Homework

Compose a simple paragraph to describe a person with occupation individually by combining the sentences you have written in activity III correctly. Use suitable conjunction and correct pronouns.

Answer Key

Activity I

- 1. good
- 2. office
- 3. computer
- 4. letters
- 5. receives

Key Answers

Activity II

Fara is a secretary. →

Identification

She is beautiful and friendly. She works in an office in Surabaya. She always comes to the office on time. She works with a computer. She uses it to process data and type letters. She also uses telephone. She receives many messages then writes them. She often calls someone in other offices by telephone. She always accompanies her boss in a meeting and arranges his schedule. She is a good secretary.

Description

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Activity III

a. Experimental Class

TRADER

1. Who is a person in the picture?
2. What does she look like?
3. How are her personalities?
4. What is her occupation?
5. Where does she usually work?
6. What is she doing?
7. When does she work?
8. What does she use to work?
9. What does she sell?
10. With whom does she meet when she work?

TAILOR

1. Who is a person in the picture?
2. What does he look like?
3. How are his personalities?
4. What is his occupation?
5. Where does he usually work?
6. What does he do when he work?
7. When does he work?
8. What does he use to work?
9. What does he make?
10. What do people ask him to do?

b. Control Class

TRADER

1. My aunt is trader.
2. She works in a market.
3. She is diligent.
4. She goes to market at 03.00 a.m and prepares everything there.
5. She sells many things, like rice, sugar, chili, vegetables, and many others.
6. My aunt is friendly.
7. She offers her goods politely.
8. She serves customers well.
9. She never lies to the customers.
10. Many customers like her.

TAILOR

1. Mr. Amri is a tailor.
2. He is good and friendly.
3. He works at home.
4. He has 2 sewing machines to help his job.
5. He is a diligent person.
6. He does not go to work at a company but he always gets up in the early morning.
7. He makes many clothes, trousers, t-shirts, shorts, etc.
8. He sews them very carefully.
9. He makes them like customer's asks.
10. All of his results are beautiful.

Appendix C

Homework

1. TRADER

My aunt is trader. She works in a market. She is diligent. She goes to market at 03.00 a.m and prepares everything there. She sells many things, like rice, sugar, chili, vegetables, and many others. My aunt is friendly. She offers her goods politely. She serves customers well. She always rechecks her goods. She does not sell bad goods. She never lies to the customers. Many customers like her.

2. TAILOR

Mr. Amri is a tailor. He is good and friendly. He works at home. He has 2 sewing machines to help his job. He is a diligent person. He does not go to work at a company but he always gets up in the early morning. He makes many clothes, trousers, t-shirts, shorts, etc. He sews them very carefully. He makes them like customer's asks. All of his results are beautiful.

Appendix D

LESSON PLAN

(Meeting 2)

Subject	: English
School	: SMP Ma'arif Wuluhan-Jember
Level/Semester	: VII/II
Language Skill	: Writing (writing descriptive paragraph about a person with his/her occupation)
Academic Year	: 2014-2015
Time Allocation	: 2 x 40'

I. Standard of Competence

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure

III. Indicator:

Experimental Class

Product

3.1 Based on the interview results in the terms of list of ideas taken from the activities of Three-step-Interview technique, composing a simple descriptive paragraph about a person with his/her occupation individually.

Process

3.2 Correctly composing questions relating to a person with his/her occupation that will be used in Three-Step-Interview based on the picture given in pairs.

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3.3 Orderly doing Three-Step-Interview using the questions made in groups of four.

Control Class

Product

3.1 Individually composing a simple descriptive paragraph about a person with his/her occupation.

Process

3.1 Correctly arranging the jumbled sentences to be a good paragraph in pairs.

3.2 Correctly composing sentences based on the topic given in pairs.

IV. Learning Objective:

Experimental Class

Product

4.1 Based on the interview results in the terms of list of ideas taken from the activities of Three-step-Interview technique, the students are able to compose a simple descriptive paragraph about a person with his/her occupation individually.

Process

4.2 The students are able to compose questions relating to a person with his/her occupation that will be used in Three-Step-Interview based on the picture given correctly in pairs.

4.3 The students are able to do Three-Step-Interview orderly using the questions made in groups of four.

Control Class

Product

4.1 The students are able to compose a simple descriptive paragraph about a person with his/her occupation individually.

Process

4.1 The students are able to arrange the jumbled sentences to be a good paragraph correctly in pairs.

4.2 The students are able to compose sentences based on the topic given correctly in pairs.

Appendix D

V. Material : Enclosed

VI. Learning Approach/Method

Experimental Class

- a. Cooperative Language Learning
- b. Question-answer, Group work, Three-Step-Interview, Lecturing, individual

Control Class

- a. Cooperative Language Learning
- b. Question-answer, Group work, Lecturing, Individual

VII. Teaching and Learning Activities

No.	Learning Activities				
	Teacher's Activities	Students' Activities (Experimental Class)	Time	Students' Activities (Control Class)	Time
1.	<p>Set Induction</p> <p>1. Greeting the students</p> <p>2. Checking the students' attendance</p> <p>3. Motivating the students:</p> <p style="padding-left: 20px;">a. Showing some pictures</p> <p style="padding-left: 20px;">b. Asking some leading questions</p> <p>4. Stating objectives</p>	<p>1. Responding to the greeting</p> <p>2. Responding to the teacher</p> <p>3.</p> <p style="padding-left: 20px;">a. Paying attention</p> <p style="padding-left: 20px;">b. Answering the questions</p> <p>4. Paying attention</p>	<p>1'</p> <p>3'</p> <p>5'</p> <p>1'</p>	<p>1. Responding to the greeting</p> <p>2. Responding to the teacher</p> <p>3.</p> <p style="padding-left: 20px;">a. Paying attention</p> <p style="padding-left: 20px;">b. Answering the questions</p> <p>4. Paying attention</p>	<p>1'</p> <p>3'</p> <p>5'</p> <p>1'</p>
2.	<p>Main activities</p> <p>1. Reviewing about describing a person with his/her occupation</p> <p>2. Dividing the class into groups</p> <p>3. Asking the students to do activity I</p>	<p>1. Paying attention and making notes</p> <p>2. Divided into groups of four</p> <p>3. Doing activity I: Composing questions relating to a person with his/her occupation</p>	<p>14'</p> <p>2'</p> <p>14'</p>	<p>1. Paying attention and making notes</p> <p>2. Divided into pairs</p> <p>3. Doing activity I: Correctly arranging the jumbled sentences to be a good paragraph in</p>	<p>14'</p> <p>2'</p> <p>14'</p>

Appendix D

	<p>4. Discussing the answers together with the class (control class)</p> <p>5. Asking the students to do activity II</p>	<p>based on the picture given that will be used in Three-Step-Interview correctly in pairs.</p> <p>4. Doing activity II: Doing Three-Step-Interview that the steps are:</p> <p>a. Making groups of four (students A, B, C, and D) that the groups are divided by the teacher. (done at the previous session)</p> <p>b. Two students in each group get same picture. Students A get the same picture with students C and students B get the same picture with students D.</p> <p>c. Four groups are then divided into pairs to do interview. One student pair with another student having different picture (students A pair with students B and students C pair with students D).</p> <p>d. Students A interviewe students B. Then, switch the role,</p>	<p>1'</p> <p>1'</p> <p>10'</p>	<p>pairs.</p> <p>4. Discussing the answers together with the class</p> <p>5. Doing activity II: Correctly composing sentences based on the topic given in pairs.</p>	<p>5'</p> <p>20'</p>
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Appendix D

		<p>students B interviewe students A. Students C and students D do the same step as students A and students B at the same time.</p> <p>e. Students go back to the group (students A, B, C, and D) and share the information got from the interview. 5'</p> <p>f. Students individually write the information obtained from the interview session in the form of descriptive paragraph. (activity III)</p>			
	6. Asking the students to do activity III	5. Doing activity III: Based on the interview results in the terms of list of ideas taken from the activities of Three-step-Interview technique, composing a simple descriptive paragraph about a person with his/her occupation individually. 18'		6. Doing activity III: Individually composing a simple descriptive paragraph about a person with his/her occupation. 10'	
3	<p>Closure</p> <p>1. Guiding the students to make conclusions</p> <p>2. Parting the students</p>	<p>1. Making conclusions with the teacher 4'</p> <p>2. Responding 1'</p>		<p>1. Making conclusions with the teacher 4'</p> <p>2. Responding 1'</p>	

Appendix D

VIII. Media and Sources

1. Sources :

a. Wardiman, Artono. dkk. 2008. English in Focus for Grade VII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

b. www.image.google.com

2. Media :

- Pictures of a doctor, doctor's utensil, a policeman, and a doctor
- Worksheets
- Board marker
- LCD
- PowerPoint
- Whiteboard

IX. Evaluation

Process Evaluation

Instrument: activity I and activity II

Product evaluation

Instrument : activity III

X. SCORING RUBRIC

Aspects of writing	Score	Criteria
Content	5	Topic sentence is stated very clearly, it expresses the main idea clearly and supporting details are written very clearly.
	4	Topic sentence is stated fairly clearly and supporting details are written relatively clearly.
	3	Topic sentence is stated somewhat unclearly and supporting details are written somewhat weakly.
	2	Topic sentence is not clear and supporting details are written weakly.
	1	Topic sentence is not at all clear and supporting details are written very weakly.

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Organization	5	Paragraph has a topic sentence stating the main idea clearly and supported by details written well organized and perfectly coherently.
	4	Paragraph has a topic sentence stating the main idea clearly and supporting details written fairly organized and generally coherently.
	3	Paragraph has a topic sentence stating the main idea clearly but the supporting details are written incomplete sequencing.
	2	Paragraph has a topic sentence but the main idea is not clear and the supporting details are not coherent.
	1	Paragraph does not have a topic sentence and the supporting details are not coherent.
Vocabulary	5	There are no inappropriate vocabularies.
	4	There are few inappropriate vocabularies.
	3	There are some inappropriate vocabularies.
	2	There are many inappropriate vocabularies.
	1	There are too many inappropriate vocabularies.
Grammar	5	There are no grammatical errors.
	4	There are almost no grammatical errors.
	3	There are some grammatical errors.
	2	There are many grammatical errors.
	1	There are too many grammatical errors.
Mechanic	5	There are no errors in capitalization, spelling, and punctuation.
	4	There are few errors in capitalization, spelling, and punctuation.
	3	There are some errors in capitalization, spelling, and punctuation.
	2	There are many errors in capitalization, spelling, and punctuation.
	1	There are too many errors in capitalization, spelling, and punctuation.

(Adapted from Cohen, 2000:328-329)

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Notes:

: the score of the student gets
Writing Score : Content + Organization + Vocabulary + Grammar +
Mechanic
25 : the total of score criteria

The English Teacher

Evitalia Hambarwati, S.Pd.

Jember, Februari 2014

The Trainee Teacher

Tita El Warda

Appendix D

MATERIALS

Set Induction

- Showing pictures in the class



- Leading questions:

1. What can you see in the pictures?
2. The woman in the picture is Mrs. Lirna. Where is she?
3. What is she carrying?
4. What does she do with her stethoscope?
5. When does she usually work?
6. What is her occupation?
7. How about the following pictures? What are they?

1.



2.



3.



4.



5.



- | | |
|----|-------------|
| a. | Stethoscope |
| b. | Injection |
| c. | Medicine |
| d. | Hospital |
| e. | Coat |

Appendix D

Main Activities

Descriptive Paragraph

1. Descriptive paragraph is a paragraph that describes the features of someone, something, or a certain place.
2. Generic structures of descriptive paragraph:
 - a. Identification
Identification is part of paragraph that identifies the objects to be described.
 - b. Description
Description is the part of the paragraph that describes features of the objects chosen.
3. Language features of descriptive paragraph
 1. Using Simple Present Tense
 2. The use of be (is, am, are) for the identification and showing qualities
 3. The use of verbs related to the topic, especially when describing behaviours or personalities (for persons)
 4. The use of adjectives
 5. The use of pronouns to make the sentences unified.

Example:

Mrs. Tina is my doctor when I was hospitalized. She works in a hospital in Malang. She is the best doctor there. She is smart. She can solve patients' and the hospital's problem well. She is a kind doctor. She treats patients and command nurses patiently. She examines patients carefully. The patients feel comfortable when she arrives to examine them. She always wears her doctor's coat and carries her tools, like stethoscope and injection. She is a good doctor.

Identification : Mrs. Tina is my doctor when I was hospitalized.

Description : She works in a hospital in Malang. She is the best doctor there. She is smart. She can solve patients' and the hospital's problem well. She is a kind doctor. She treats patients and command nurses patiently. She examines patients carefully. The patients feel comfortable when she arrives to examine them. She always wears her doctor's coat and carries her tools, like stethoscope and injection. She is a good doctor.

Appendix D

Students' Worksheet
(Experimental Class)

Activity I (in pairs)

Compose questions relating to occupations based on the picture you have got in pairs.



Activity II (in groups)

Do Three-Step-Interview by using questions you have made with your friend.

Activity III

Compose a simple descriptive paragraph about a person with occupation based on the result of interview individually

Appendix D

Students' Worksheet
(Control Class)

Activity I (in pairs)

Arrange the jumbled sentences to be a correct descriptive paragraph.

1. He usually goes to the field at 06.00 mornings.
2. My father is a farmer.
3. He uses fertilizer to fertile his plants.
4. His name is Mr. Aldi.
5. He is very happy when the harvest is coming.
6. He is kind.
7. He is also very diligent.
8. He uses tractor to plough the fields.
9. He always loves his family.
10. He plants rice and takes care of it.
11. He works in fields.

Activity II (in pairs)

Compose 10 sentences to describe the occupation based on the topic given correctly in pairs. Choose one topic only.

Activity III

Compose a simple paragraph to describe a person with occupation individually by combining the sentences you have written in activity II correctly. Use suitable conjunction and correct pronouns.

Appendix D

Answer Key

Activity I (Control Class)

2-4-6-9-7-11-1-8-10-3-5

Key Answers

Activity I (Experimental Class)

FISHERMAN

1. Who is a person in the picture?
2. What does he look like?
3. How are his personalities?
4. What is his occupation?
5. Where does he usually work?
6. What is he doing?
7. What does he do when he work?
8. When does he work?
9. What does he look for?
10. What does he use to work?

POLICEMAN

1. Who is one of people in the picture?
2. What does he look like?
3. How are his personalities?
4. What is his occupation?
5. Where does he usually work?
6. What does he do when he work?
7. When does he work?
8. What does he use to work?
9. What does he usually carry when he work?
10. What do people ask him to do?

Activity II (Control Class)

a. FISHERMAN

1. My uncle is a fisherman.
2. His name is Mr. Roni.
3. He has black skin but he is handsome.
4. He works at sea and brings fish net and boat.
5. He looks for fish at sea.
6. He is a brave man.
7. He is not afraid although sometimes there is a big wave at the sea.
8. He usually goes to the sea at 01.30 p.m. and goes back from the sea at 06.00.
9. He sells the fish.
10. He is a strong woman.

Appendix D

b. POLICEMAN

1. Mr. Anggriawan's son is a policeman.
2. He is 27 years old.
3. He is tall and handsome.
4. He works at POLRES Jember.
5. He is very diligent.
6. He never comes late.
7. He wears a policeman uniform.
8. He works to save society from crime.
9. He always brings pistol and uses it to fight criminals.
10. He is a good policeman.

Activity III (Experimental and Control Classes)

1. FISHERMAN

My uncle is a fisherman. His name is Mr. Roni. He has black skin but he is handsome. He works at sea and brings fish nets and a boat. He looks for fish at sea. He is a brave man. He is not afraid although sometimes there is a big wave at the sea. He usually goes to the sea at 01.30 p.m. and goes back from the sea at 06.00. Before going home, he sells the fish. He never feels tired. He is a strong fisherman.

2. POLICEMAN

Mr. Anggriawan's son is a policeman. His name is Mr. Andre. Mr. Andre is 27 years old. He is tall and handsome. He works at POLRES Jember. He is very diligent. He never comes late. Mr. Andre wears a policeman uniform when he works. He works to save society from crime. He always brings pistol and uses it to fight criminals. He is a good policeman.

Appendix E

TRY OUT TEST

Subject : English
School : SMP Ma'arif 08 Wuluhan
Class : VII B
Language Skill : Writing
Theme : Describing a person with his/her
occupation
Time Allocation : 1x50'

Make a descriptive paragraph to describe a teacher with his/her occupation consisting of 40-50 words.

POST TEST

Subject : English
School : SMP Ma'arif 08 Wuluhan
Class : VII C / VII D
Language Skill : Writing
Theme : Describing a person with his/her
occupation
Time Allocation : 1x50'

Make a descriptive paragraph to describe a teacher with his/her occupation consisting of 40-50 words.

Appendix G

The Results of Students' Writing Post Test Experimental Class (VII D)

Students' Number	Aspects of Evaluation										Total Score		Final Score		Average
	C		O		V		G		M		S1	S2	S1	S2	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	
1	3	3	3	3	3	3	1	1	2	2	12	12	48	48	48
2	3	3	3	3	5	5	4	4	3	3	18	18	72	72	72
3	3	3	3	3	4	4	2	2	3	4	15	16	60	64	62
4	3	3	4	4	4	4	4	4	4	4	19	19	76	76	76
5	3	3	3	3	2	2	2	2	1	1	11	11	44	44	44
6	3	4	3	3	3	3	2	2	1	1	12	13	48	52	50
7	3	3	3	3	4	4	4	4	4	4	18	18	72	72	72
8	3	3	3	3	4	4	4	5	5	5	19	20	76	80	78
9	4	4	5	5	4	4	4	4	4	4	21	21	84	84	84
10	3	3	4	4	5	5	3	3	1	1	16	16	64	64	64
11	3	3	3	2	3	3	4	4	1	1	14	13	56	52	54
12	4	4	3	3	3	3	4	4	5	5	19	19	76	76	76
13	2	2	2	2	3	3	3	3	2	3	12	13	48	52	50
14	3	3	4	4	5	5	3	3	2	3	17	18	68	72	70
15	5	5	5	5	4	4	5	5	4	4	23	23	92	92	92
16	3	3	3	3	2	3	2	2	2	2	12	13	48	52	50
17	5	5	4	4	3	3	5	5	4	4	21	21	84	84	84
18	4	4	3	3	4	4	5	5	2	2	18	18	72	72	72
19	4	4	4	4	5	5	4	4	5	5	22	22	88	88	88
20	3	3	3	3	3	2	3	3	4	4	16	15	64	60	62
21	5	5	5	5	3	3	4	5	5	5	22	23	88	92	90
22	4	4	4	4	4	4	4	4	5	5	21	21	84	84	84
23	4	4	4	4	4	4	4	4	5	5	21	21	84	84	84
24	4	4	4	4	4	4	4	4	3	3	19	19	76	76	76
25	4	4	3	3	3	3	2	2	2	2	14	14	56	56	56

Appendix G

26	4	4	5	4	4	4	3	3	4	4	20	19	80	76	78
27	5	5	4	4	4	4	3	3	5	5	21	21	84	84	84
28	4	4	4	4	3	3	5	5	2	3	18	19	72	76	74
29	4	4	4	4	3	3	5	5	5	5	21	21	84	84	84
30	3	4	3	3	3	3	2	2	2	2	13	14	52	56	54
31	3	3	2	2	4	4	3	3	1	1	13	13	52	52	52
32	5	5	4	4	3	3	4	4	5	5	21	21	84	84	84

Note:

- C : Content
- O : Organization
- V : Vocabulary
- G : Grammar
- M : Mechanics
- S1 : Scorer 1 (Researcher)
- S2 : Scorer 2 (English Teacher)

Appendix H

The Results of Students' Writing Post Test Control Class (VII C)

Students' Number	Aspects of Evaluation										Total Score		Final Score		Average
	C		O		V		G		M		S1	S2	S1	S2	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	
1	3	3	2	3	4	4	2	2	4	4	15	16	60	64	62
2	2	2	2	2	4	4	4	4	4	4	16	16	64	64	64
3	3	3	3	3	4	4	2	2	3	4	15	16	60	64	62
4	3	3	2	2	4	4	4	4	5	5	18	18	72	72	72
5	3	3	3	3	3	4	4	4	5	5	18	19	72	76	74
6	1	2	1	1	3	3	2	2	1	1	8	9	32	36	34
7	4	4	3	3	4	4	4	4	4	4	19	19	76	76	76
8	4	4	4	4	4	4	3	3	4	4	19	19	76	76	76
9	2	2	2	3	4	4	2	2	4	4	14	15	56	60	58
10	4	4	5	5	4	5	4	4	4	4	21	22	84	88	86
11	2	2	3	2	3	3	3	3	4	4	15	14	60	56	58
12	2	2	2	2	3	3	2	2	4	4	13	13	52	52	52
13	3	3	2	2	4	4	2	2	3	3	14	14	56	56	56
14	5	5	5	5	4	4	5	5	3	3	22	22	88	88	88
15	3	3	2	2	4	4	4	4	4	4	17	17	68	68	68
16	2	2	1	2	2	2	2	2	2	2	9	10	36	40	38
17	2	2	2	2	3	3	3	3	4	4	14	14	56	56	56
18	3	3	2	2	2	2	3	2	3	3	13	12	52	48	50
19	3	3	3	3	3	3	2	2	4	4	15	15	60	60	60
20	3	3	2	3	4	4	3	3	1	1	13	14	52	56	54
21	4	4	3	3	4	4	4	4	1	1	16	16	64	64	64
22	2	2	2	2	4	4	3	4	4	4	15	16	60	64	62
23	3	3	3	3	4	4	3	4	5	5	18	19	72	76	74
24	3	3	3	3	3	3	2	2	5	5	16	16	64	64	64
25	2	2	2	2	2	2	2	2	3	3	11	11	44	44	44

Appendix H

26	4	4	3	3	5	5	5	5	3	3	20	20	80	80	80
27	2	3	2	2	5	5	4	4	2	2	15	16	60	64	62
28	1	1	2	2	3	3	4	4	2	2	12	12	48	48	48
29	3	3	2	2	4	4	2	2	4	4	15	15	60	60	60
30	4	4	3	3	4	4	3	3	4	4	18	18	72	72	72
31	4	3	4	4	4	4	3	3	5	5	20	19	80	76	78
32	2	2	2	2	2	2	1	1	2	2	9	9	36	36	36
33	2	2	2	2	4	4	3	3	2	3	13	14	52	56	54
34	2	3	2	2	4	4	3	3	4	4	15	16	60	64	62

Note:

- C : Content
- O : Organization
- V : Vocabulary
- G : Grammar
- M : Mechanics
- S1 : Scorer 1 (Researcher)
- S2 : Scorer 2 (English Teacher)

Appendix I

The Names of Students Experimental Class (VII D)

NO.	NAME	GENDER
1	ALFIN SETIAWAN	Male
2	ANGGA ADI SEPTIAN	Male
3	ANGGUN DWI KRISNA	Female
4	DENISA ELOK RISTIANI	Female
5	DIMAS FERJAR DIANSYAH	Male
6	FANI SETIAWAN	Male
7	FENI ADIYANTI	Female
8	FIKI SIMI ROIKHOTUL J	Male
9	FILDA ERTA AYUNINGTIAS	Female
10	M. REZA IQBATUL WAFI	Male
11	M. TAUFIQ HIDAYAH	Male
12	MIFTAHUL JANNAH	Female
13	MUHAMMAD ABDUL ROZAK	Male
14	NANDA SETYO BUDI	Male
15	RISMA MAR'ATUL MAULIDA	Female
16	ROSA AGUSTIN	Female
17	SHOLAHUDIN AL YUBI	Male
18	SILVI INDAH SAPUTRI	Female
19	SITI INAROTUL DAROJAH	Female
20	SRI ASTUTIK	Female
21	SRI WAHYUNI	Female
22	SUSI OKTAVIANI	Female
23	TIARA WARDANI	Female
24	TIARA YUNI LESTARI	Female
25	TRISKA ANGGRAINI	Female
26	ZULUL LAILATUL MASRUROH	Female
27	RINI NOVITA SARI	Female
28	SITI INAYATUS S	Female
29	SITI AISYAH	Female
30	JAINUR ROZIKIN	Male
31	YOGA BAGUS P	Male
32	DEWINA RIZZA	Female
MALE STUDENTS		12
FEMALE STUDENTS		14

Appendix J

The Names of Students Control Class (VII D)

NO.	NAME	GENDER
1	AHMAD SANDI ALINURDIN	Male
2	AHMAD ULIL ABSOR	Male
3	ALEX TRIO SAPUTRA	Male
4	ANA MAULIDYA WARDANI	Female
5	AYU LESTARI	Female
6	DENDI PRASETYO	Male
7	ERIK NERMAWATI	Female
8	EVI RISMAWATI	Female
9	FAMAI SINDY RITA SARI	Female
10	LISA NURHAYATIN	Female
11	M. IBNU HIDAYATULLOH	Male
12	M. KHOIRUN KASIR	Male
13	M. NUR CHOLIS MASJID	Male
14	MARETTA RAUDHATUL ADISTA	Female
15	MARIA AGUSTIN	Female
16	MOH. FAHRUL AL HARIS	Male
17	MOH. FATKHUR RIZAL	Male
18	MOHAMMAD UFI AL KHUBAIBI	Male
19	MUHAMAD HENDRIK S	Male
20	MUHAMAD MIFTAHUS SURUR	Male
21	MUHAMMAD SHOLEH	Male
22	MUHAMMAD TORIKUL HUDA	Male
23	MUHAMMAD YASIN	Male
24	RIKA FITRIASARI	Female
25	RIRIN NOVITA SARI	Female
26	RISKHATUL KHASANAH	Female
27	RYAN WAHYU EKA CANDRA	Male
28	SETYA HANDOKO PUTRA	Male
29	SITI MUNAWAROH	Female
30	SITI MUSLIKHATUL JANNAH	Female
31	SOFIATUL AZIZAH	Female
32	WIBET PRADA	Male
33	ZAINAL ABIDIN	Male
34	ZAIQOTUS SHOLEHAH	Female
MALE STUDENTS		19
FEMALE STUDENTS		15

Appendix K

The Sample of Students' Writing Posttest at Experimental Class (VII D)

Scored by the English teacher (Scorer 2)

No. 12-03-2015
Date: B. INGGIRIS

SEMESTER 2.

<input type="checkbox"/>	Name	: RIZMA MAR'ATUL M
<input type="checkbox"/>	NO	: 15
<input type="checkbox"/>	CLASS	: VII ^D
<input type="checkbox"/>	Day, date	: Thursday, 12-03-2015
<input type="checkbox"/>		
<input type="checkbox"/>		92
<input type="checkbox"/>		
<input type="checkbox"/>	A. Teacher	
<input type="checkbox"/>		M
<input type="checkbox"/>	Mr. Aliando	is a teacher. He is kind and handsome.
<input type="checkbox"/>	He works	at school. He uses uniform. He is diligent. He
<input type="checkbox"/>	goes to school	at 07.45 morning. He goes to school by
<input type="checkbox"/>	motor cycle.	He teaches with kind and patient. He teaches
<input type="checkbox"/>	to carry bag,	book and bolpoin. He loves students. He
<input type="checkbox"/>	helps students.	He answers questions from students. He is
<input type="checkbox"/>	happy when	students can. He is a good teacher.
<input type="checkbox"/>		
<input type="checkbox"/>	C = 5	
<input type="checkbox"/>	O = 5	
<input type="checkbox"/>	V → 3 errors = 4	
<input type="checkbox"/>	G → 0 error = 5	$\frac{23}{25} \times 100 = 92$
<input type="checkbox"/>	M → 1 error = 4	25
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Appendix K

The Sample of Students' Writing Posttest at Experimental Class (VII D)

Scored by the researcher (Scorer 1)

No. _____
Date: _____

NAMA = DIMAS FERDI

KELAS = VII D

No = 5

DAY, DATE = Thurs day 12-03-2015

She is my teacher. Her name is Miss Kom.

She is very good. She is beautiful. Miss Kom

teach language English.

She goes to school

06.30 morning. She teaches and give example.

C = 3

O = 3

V = 1

G = 3

M = 1

$\frac{11}{25} \times 100 = 44$

(44)

(RIKY) Never give up, without never stop trying

Appendix L

The Sample of Students' Writing Posttest at Control Class (VII C)

Scored by the researcher (Scorer 1)

No. _____
Date : _____

Name = MARLEHA RAUDHATUL ADISTA
Class = 7C
No. = 14
Day / Date = Friday, 13-03-2015

My Teacher

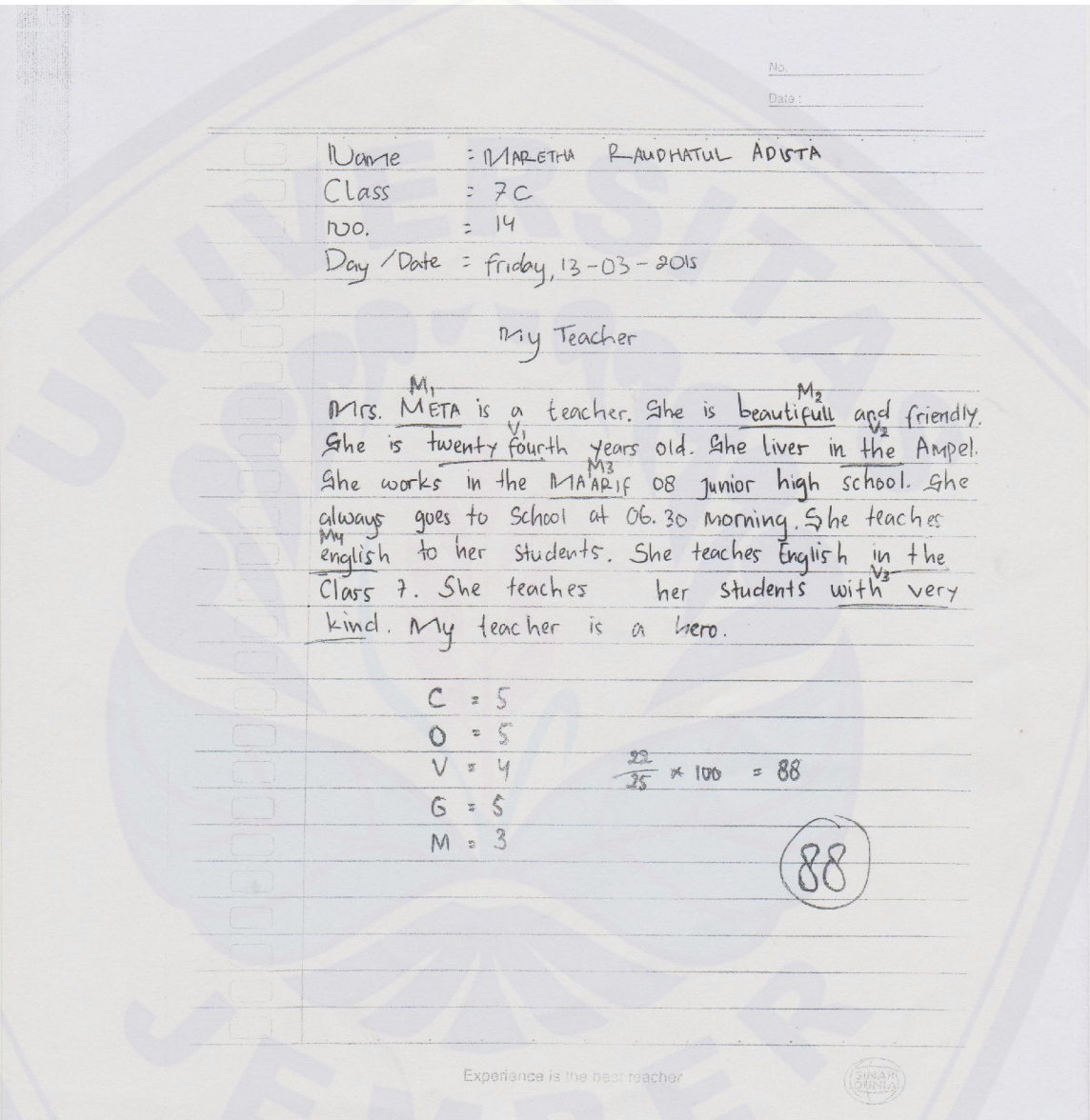
Mrs. ^{M₁}META is a teacher. She is ^{M₂}beautiful and friendly. She is ^{V₁}twenty ^{V₂}fourth years old. She lives in the Ampel. She works in the ^{M₃}MARIF 08 junior high school. She always goes to school at 06.30 morning. She teaches ^{M₄}english to her students. She teaches English in the Class 7. She teaches her students with ^{V₃}very kind. My teacher is a hero.

C = 5
O = 5
V = 4
G = 5
M = 3

$\frac{22}{25} \times 100 = 88$

88

Experience is the best teacher



Appendix L

The Sample of Students' Writing Posttest at Control Class (VII C)

Scored by the English teacher (Scorer 2)

No. _____
Date: _____

Name = MARETHA RAUOHATUL ADISTA
Class = 7C
No. = 14
Day / Date = Friday, 13-03-2015

88

My Teacher

Mrs. ^MMETA is a teacher. She is ^Mbeautiful and friendly. She is ^Mtwenty fourth years old. She lives in ^Mthe Ampel. She works in the ^MMIA'ARIF 08 junior high school. She always goes to school at 06.30 morning. She teaches ^MEnglish to her students. She teaches English in the ^MClass 7. She teaches her students ^Mwith very kind. My teacher is a hero.

c = 5
o = 5
V → 3 errors = 4
G → 0 error = 5
M → 4 errors = 3

$\frac{22}{25} \times 100 = 88$

Experience is the best teacher

Appendix L

The Sample of Students' Writing Posttest at Control Class (VII C)

Scored by the researcher (Scorer 1)

No. _____
Date: _____

5 Name : DENDI PRASETIYO
 Class : VII C
 NO : VI
 Date/Date : Friday, 13-03-2018

(my teacher)
^{M1} My teacher is ^{G1} a very good ^{M2 M3 G2} (she very
beautiful and too good ^{M4}

C = 1
O = 1
V = 3 $\frac{6}{25} \times 100 = 32$
G = 2
M = 1

32

When there is a will there is a way VISION

Appendix L

The Sample of Students' Writing Posttest at Control Class (VII C)

Scored by the English teacher (Scorer 2)

No. _____
Date: _____

Name : DENDI PRASETIYO
 Class : VII C
 No : VI
 Date/Write : Friday, 13-03-2015

36

(my teacher) M M G
my teacher is a very good and she very
beautiful and too good M


C=1
D=1
V=4 $\frac{9}{25} \times 100 = 36$
G=2
M=1

When there is a will there is a way VISION

Appendix N

Statement Letter of Accomplishing the Research from Principal of SMP

Ma'arif 08 Wuluhan Jember



YAYASAN PENDIDIKAN PONDOK PESANTREN ISLAM AL-BAKRIY
SMP MA'ARIF 08
AMPEL – WULUHAN – JEMBER 68162 ☎(0336) –721347
NSS : 204052425177 **STATUS TERAKREDITASI B** NPSN : 20554329

SURAT KETERANGAN
Nomor : 632/E.24/SMP.08.Ma/V/2015

Tang bertanda tangan dibawah ini ;

Nama : **Drs. BURHANUDDIN**
NIP : -
Jabatan : Kepala SMP Ma'arif 08
Alamat : Jl. KH. Zuhdi Zain No. 197 Ampel Wuluhan Jember


Menerangkan dengan sebenarnya bahwa nama dibawah ini :

Nama : **TITA EL WARDA**
NIM : 09 021 0401031
Fakultas : FKIP
Program Studi : Pendidikan Bahasa Inggris

Benar – benar telah mengadakan penelitian di sekolah kami guna melengkapi penyusunan skripsi dengan judul “ THE EFFECT OF USING THREE-STEP-INTERVIEW ON THE SEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT AT SMP MA'ARIF 08 WULUHAN JEMBER “, mulai tanggal 05 Maret s/d 13 Maret 2015.

Demikian Surat Keterangan ini kami buat dan dapat dipergunakan sebagaimana mestinya.

Ampel, 28 Maret 2015
Kepala SMP Ma'arif 08



Drs. BURHANUDDIN
NIP