

**THE EFFECT OF USING BIO-POEM ON THE SEVENTH  
GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING  
ABILITY OF SMPN 3 GENTENG 2021/2022 ACADEMIC YEAR**

**UNDERGRADUATE THESIS**



UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ  
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SIDDIQ JEMBER  
JUNE, 2022**

## **ADVISOR APPROVAL SHEET**

### **THE EFFECT OF USING BIO-POEM ON THE SEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ABILITY OF SMPN 3 GENTENG 2021/2022 ACADEMIC YEAR**


#### **UNDERGRADUATE THESIS**

Purposed to State Islamic University of Kiai Haji Achmad Siddiq Jember in  
partial fulfillment of requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

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#### UNDERGRADUATE THESIS

has been examined and approved as the requirement to obtain a bachelor degree of  
Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
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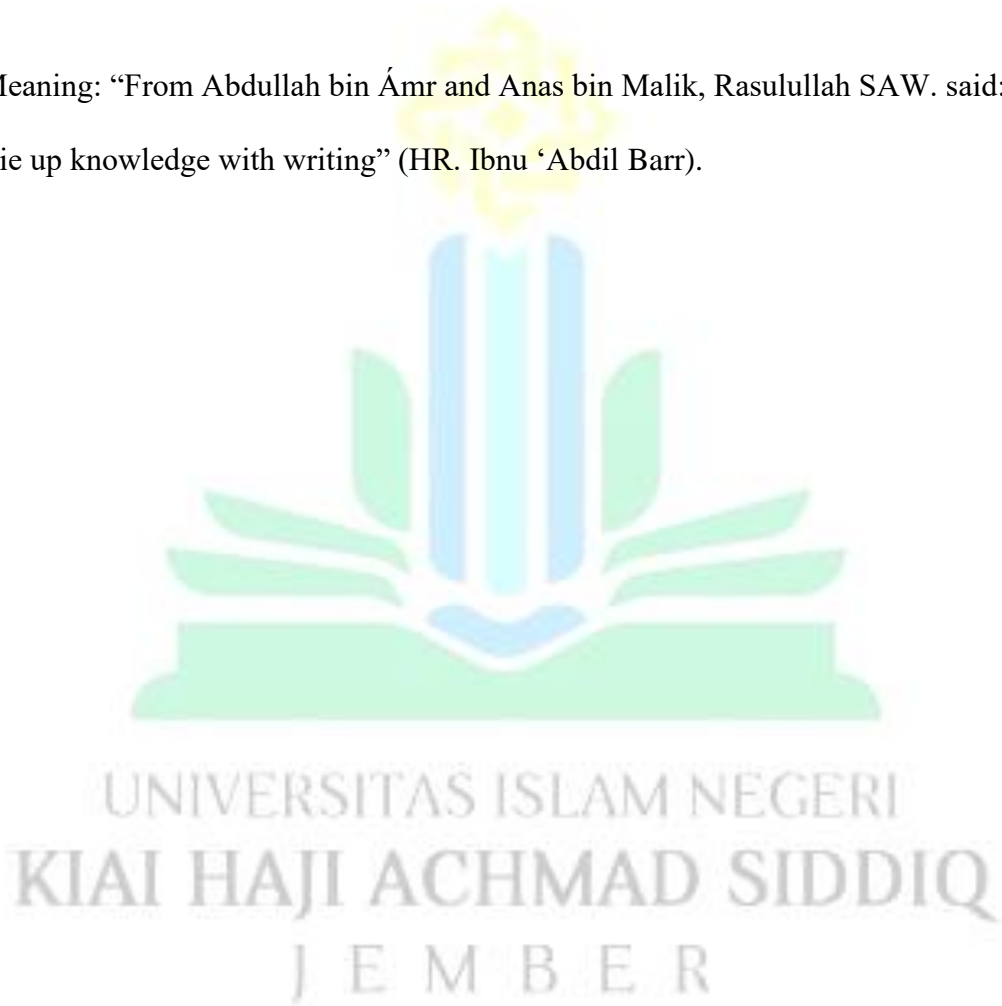
## MOTTO

عَنْ عَبْدِ اللَّهِ ابْنِ عَمْرٍو وَ عَنْ أَنَسِ ابْنِ مَالِكٍ، قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : قَيِّدُوا

الْعِلْمَ بِكِتَابٍ

Meaning: “From Abdullah bin Ámr and Anas bin Malik, Rasulullah SAW. said:

Tie up knowledge with writing” (HR. Ibnu ‘Abdil Barr).



## **DEDICATION**

This undergraduate thesis is dedicated to some following people:

1. My family especially my beloved parent, Nuril Huda and Nur Istianah, who has always given their all, their support, blessing and praying all best things for me, and facilitated me in finishing my study. I love you and thank you so much.
2. My esteemed advisor, Mrs. Praptika Septi Femilia, M.Pd. who have taught and guided me patiently in finishing this undergraduate thesis.



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In the name of Allah, the writer would like to praise and thank to Allah SWT. who has given the blessing, mercy and grace, so that the writer is able to finish this study and undergraduate thesis well entitled “The Effect of Using Bio-Poem on Seventh Grade Students’ Descriptive Paragraph Writing Ability of Junior High School” as one of the requirements for Bachelor Degree (S.Pd). The writer also does not forget to deliver Shalawat and Salam to the prophet Muhammad SAW. who has guided Moslems from the darkness to the lightness.

The writer realized that this achievement can be reached because of the support of many sides. Thus, the writer would like to express the deepest thanks to the following people:

1. Prof. Dr. H. Babun Suharto, S.E., M.M. as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I. as the Dean of Faculty of Tarbiyah and Teacher Training.
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5. Praptika Septi Femilia, M.Pd. as the Advisor. Thank you for patience, guidance, precious advices and corrections for the author.

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The writer hopes this undergraduate thesis is useful for readers. Besides, the writer realizes this undergraduate thesis is far from perfect. Thus, the writer fully appreciates to any comment and suggestion for next better revision.

Jember, June 16<sup>th</sup> 2022

The Writer



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## ABSTRACT

**Dina Elfania Mufarikhah, 2022:** *The Effect of Using Bio-Poem on Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School.*

**Key words:** Bio-Poem, Descriptive paragraph, Writing ability

Writing is one of important English skills that must be mastered by students. Yet, writing is well known as a complex and difficult, especially for foreign language learners. It is because writing is not a skill that can be acquired by students naturally. However, students of junior high school acquire and learn many kinds of text in the writing class. Specifically for seventh graders, the kind of text that they learn is Descriptive text. Meanwhile, students were still confused about the appropriate words and the generic structure of Descriptive text that they used. Besides, they were also struggle with the grammar of Descriptive text, such as the use of Simple Present tense. They also faced the difficulties in the process of writing to make a piece of Descriptive paragraph. They had to generate and organize the ideas in order to be able to describe something or someone clearly. Yet, they still faced confusion on how to start their writing and develop ideas. Facing those difficulties, one of ways to teach students writing Descriptive paragraph was by using Bio-Poem. Bio-Poem was useful to help students in making Descriptive paragraph writing.

This research was conducted in SMPN 3 Genteng. There was one focus in this research: "Is there any significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year?". This research aimed to examine and find out whether or not there is a significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.

This research was quantitative research. It was conducted by using Experimental research: Non-equivalent comparison group design. The researcher implied two classes to be studied as experimental class and control class with 32 students in each class. The data collection of this research was from pre-test and post-test. The data was analyzed by using the formula of analysis of covariance (Ancova) with SPSS. The research used SPSS 26 version to calculate the data.

Based on the sample result and hypothesis testing, the score calculated showed the Sig.  $0.004 < 0.05$ . It was interpreted that  $H_a$  was accepted and  $H_o$  was rejected. The partial eta squared showed 0.127 which meant the mean score obtained by students in the experimental class was 12,7% higher than the control class. It was concluded that there was significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.



## TABLE OF CONTENTS

|   | Page        |
|---|-------------|
| <b>COVER .....</b>                        | <b>i</b>    |
| <b>SUPERVISOR APPROVAL .....</b>          | <b>ii</b>   |
| <b>LEGITIMATION.....</b>                  | <b>iii</b>  |
| <b>MOTTO.....</b>                         | <b>iv</b>   |
| <b>DEDICATION.....</b>                    | <b>v</b>    |
| <b>ACKNOWLEDGEMENT .....</b>              | <b>vi</b>   |
| <b>ABSTRACT .....</b>                     | <b>viii</b> |
| <b>TABLE OF CONTENT .....</b>             | <b>ix</b>   |
| <b>LIST OF TABLES .....</b>               | <b>xi</b>   |
| <b>LIST OF APPENDICES.....</b>            | <b>xii</b>  |
| <b>CHAPTER I INTRODUCTION .....</b>       | <b>1</b>    |
| A. Research Background.....               | 1           |
| B. Research Question.....                 | 7           |
| C. Research Objectives .....              | 7           |
| D. Research Significance .....            | 7           |
| E. Research Scope .....                   | 8           |
| 1. Research Variable .....                | 8           |
| 2. Indicator of Variable .....            | 8           |
| F. Operational Definition .....           | 9           |
| G. Research Assumption.....               | 10          |
| H. Hypothesis.....                        | 10          |
| I. Systematic Discussion.....             | 10          |
| <b>CHAPTER II LITERATURE REVIEW .....</b> | <b>12</b>   |
| A. Previous Research.....                 | 12          |
| B. Theoretical Framework.....             | 16          |
| 1. Writing .....                          | 16          |
| a. Definition of Writing.....             | 16          |
| b. Components of Writing.....             | 19          |
| c. Process of Writing.....                | 20          |

|   |           |
|---|-----------|
| 2. Descriptive Text .....                           | 27        |
| a. Definition of Descriptive Text .....             | 27        |
| b. Elements of Descriptive text .....               | 28        |
| c. Writing Assessment of Descriptive Text ..        | 29        |
| 3. Bio-Poem .....                                   | 31        |
| a. Definition of Bio-Poem.....                      | 31        |
| b. Sample of Bio-Poem .....                         | 32        |
| c. Advantages of Bio-Poem .....                     | 33        |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>       | <b>35</b> |
| A. Research Approach and Type.....                  | 35        |
| B. Population and Sample .....                      | 36        |
| C. Technique and Instrument of Collecting Data..... | 36        |
| D. Data Analysis.....                               | 47        |
| <b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>     | <b>50</b> |
| A. Description of Research Object.....              | 50        |
| B. Data Presentation .....                          | 53        |
| C. Analysis and Hypothesis Testing .....            | 60        |
| D. Discussion.....                                  | 61        |
| <b>CHAPTER V CLOSING .....</b>                      | <b>65</b> |
| A. Conclusion.....                                  | 65        |
| B. Suggestion .....                                 | 65        |
| <b>REFERENCES .....</b>                             | <b>67</b> |
| <b>DECLARATION OF AUTHORSHIP .....</b>              | <b>70</b> |
| <b>APPENDIX .....</b>                               | <b>71</b> |

## LIST OF TABLES

| No  | Description   | Page |
|-----|---|------|
| 1.1 | The Similarities and the Differences of the Related Study<br>and this Research..... | 15   |
| 1.2 | The Rubric Assessment of Descriptive Writing.....                                   | 30   |
| 3.1 | The Rubric for Assessing Descriptive Text Writing.....                              | 38   |
| 3.2 | The Interpretation of Cohen's Kappa.....  | 41   |
| 4.1 | Scoring Rubric of the Pre-Test in the Experimental Class .....                      | 55   |
| 4.2 | Scoring Rubric of the Pre-Test in the Control Class.....                            | 56   |
| 4.3 | Scoring Rubric of the Post-Test in the Experimental Class.....                      | 57   |
| 4.4 | Scoring Rubric of the Post-Test in the Control Class .....                          | 58   |
| 4.5 | The Data Comparison of Two Classes Studied.....                                     | 59   |



## LIST OF APPENDICES

|   |     |
|---|-----|
| Appendix 1: Research Matrix .....   | 70  |
| Appendix 2: Instrument of Normality and Homogeneity Test .....  | 71  |
| Appendix 3: Blueprint, Instrument, Scoring Rubric for Writing Test .....                              | 74  |
| Appendix 4: Validity Sheet.....   | 77  |
| Appendix 5: Observation Sheet .....   | 79  |
| Appendix 6: Rencana Pelaksanaan Pembelajaran.....   | 80  |
| Appendix 7: Letter of Permission .....  | 93  |
| Appendix 8: Letter of Accomplishment.....   | 94  |
| Appendix 9: Journal of Research .....   | 95  |
| Appendix 10: Documentation .....  | 96  |
| Appendix 11: Work of Students' Writing Process in the Experimental<br>Class during the Treatment..... | 100 |
| Appendix 12: Work of Students' Writing Process in the Control Class<br>during the Treatment .....     | 103 |
| Appendix 13: Curriculum Vitae.....  | 106 |

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

# CHAPTER I

## INTRODUCTION

This chapter presented the introduction of this study. There were Research Background, Research Question, Research Objectives, Research Significance, Research Scope, Operational Definition, Research Assumption, Research Hypothesis, and Systematic Discussion.

### A. Research Background

English curriculum for junior high school expects students to be able to develop their communicative competence in both spoken and written form.<sup>1</sup> Thus, writing becomes one of important English skills that must be mastered. Writing is an activity that has a process to show thoughts, feelings, and ideas to communicate each other in written form.<sup>2</sup> By writing, students can confidently express the feeling, speak out the huge imagination on the paper, and also can create a work through their great writing. Furthermore, writing becomes one of important aspects in the term of learning. It is supported with Hadith of Rasulullah SAW.

عَنْ أَبِي هُرَيْرَةَ قَالَ كَانَ رَجُلٌ مِنَ الْأَنْصَارِ يَجْلِسُ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَيَسْمَعُ مِنَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الْحَدِيثَ فَيُعْجِبُهُ وَلَا يَحْفَظُهُ فَشَكَا ذَلِكَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَقَالَ يَا رَسُولَ اللَّهِ إِنِّي أَسْمَعُ مِنْكَ الْحَدِيثَ فَيُعْجِبُنِي وَلَا أَحْفَظُهُ فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ اسْتَعِنْ بِيَمِينِكَ وَأَوْمَأْ بِيَدِهِ لِلْخَطِّ (رواه الترمذي)

<sup>1</sup> Kementerian Pendidikan dan Kebudayaan, *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs)*, (Jakarta, 2017): 2.

<sup>2</sup> Gita Orchidea Nadira, "The Implementation of Web based Pen Pal in Learning Writing Recount Text", *RETAIN*, no. 2 (2020): 221.

The meaning: Narrated from Abu Hurairah: "There was a man among the Ansar who sit with the Messenger of Allah (ﷺ) then he listened to the hadith of the Messenger of Allah (ﷺ), he was amazed but he could not remember it. So, he complained it to the Messenger of Allah (ﷺ) and said: 'O Messenger of Allah! I listen to your hadith and become amazed, but I can't remember it.' The Messenger of Allah (ﷺ) said: 'Help yourself with your right hand' while motioned with his hand as if writing.'" (HR. Tirmidzi)<sup>3</sup>

The Hadith indirectly talks about the importance of writing for students' learning. It is because a writing is eternal note. It makes students easier to read their writing many times they want to avoid forgetfulness and always remember what they have learnt.

It is related to the Interference Theory which stated that traces memory is mixed and disturbs each other, so that it causes forgetfulness.<sup>4</sup> In addition, memory has a limited space. Based on that theory, if students learn the material, then they get new other materials, those materials will pile up and disturb each other, so that students may forget the early material that they have learnt. According to Adnan Achiruddin Saleh on his book entitled "Pengantar Psikologi", there are some methods to treat the memory towards forgetfulness, one of the methods is using the Relearning Method.<sup>5</sup> In this method, students have to re-learn the material that has been studied. It can be

<sup>3</sup> "Jami' al-Tirmidhi Book: 41, Hadith: 2666", QaalaRasulAllah.com, accessed Desember 31, 2021, <http://qaalarasulallah.com/hadithView.php?ID=32794>

<sup>4</sup> Adnan Achiruddin Saleh, *Pengantar Psikologi* (Makassar: Aksara Timur, 2018), 77.

<sup>5</sup> Saleh, 78.

solved through looking back on their writing. Therefore, writing is such a requirement for students to avoid forgetfulness in learning.

Meanwhile, writing is well known as a complex and difficult for second language learners.<sup>6</sup> Unlike other skills, writing is not a skill which can be acquired by students naturally. Students can learn by them-selves and just need more practice to master other English skills, but mastering writing is not as easy as that. It is supported by the Cognitive Process Theory by Flower and Hayes that writing is difficult to do because it needs a cognitive process to create a piece of writing which requires some high and low process.<sup>7</sup> Moreover, students often face some problems in writing. It is about considering the techniques, patterns, and components of writing which are context, organization, vocabulary, and grammar.<sup>8</sup> Students are emphasized to have wide knowledge and inspiration to create a good context of writing, have organization skill, able to decide the right choice of using vocabulary, understand the use of grammatical structure and also writing mechanic. There are many important considerations in writing which requires extent of perfection and involves thinking process extensively. It seems like complicated since each student may has lack of perfection in writing.

However, based on 2013 Curriculum for Junior High School, 2017 revision, students of junior high school will acquire and learn many kinds of

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<sup>6</sup> Maslawati Mohammad et al, "Secondary School Students' Perceptions on the Use of Google+ towards Improving ESL Writing Skills", *International Journal of Emerging Technologies in Learning (iJET)*, no. 9 (September, 2018): 226.

<sup>7</sup> Anni Holila Pulungan, "The Cognitive Process of Writing in English: Developing the Cognitive based Learning Model", *EEIC*, (November, 2016): 188.

<sup>8</sup> Nadira, "The Implementation", 220.

text in the writing class. The texts are aimed to be students' communication and thinking tools. It is also useful for students' daily life to carry out the social function of the text.<sup>9</sup> Specifically for seventh graders, the kind of text that they learn is Descriptive. In writing Descriptive paragraph, students are supposed to write a description of something or someone, so that students' vocabulary mastery is required to support it. But most students seem lack of vocabulary and poor structure.<sup>10</sup> Students are still confused about the appropriate words and the generic structure of Descriptive text that they will use. Besides, they are also struggle with the grammar of Descriptive text, such as the use of simple present tense.<sup>11</sup> Students also face the difficulties in the process of writing Descriptive paragraph. They have to generate and organize the ideas in order to be able to describe something or someone clearly. Meanwhile, they still face confusion on how to start their writing and develop ideas<sup>12</sup> even more using English as Indonesian foreign language. It is such students need creativity in writing Descriptive paragraph, yet they still take it not easy. Facing those difficulties, students often ask teacher to help them in overcoming it.

According to Hasanuddin, there are several ways to learn writing easily and creatively, one of them is by a poem.<sup>13</sup> The researcher tries to

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<sup>9</sup> Kementerian Pendidikan dan Kebudayaan, *Model Silabus*, 4.

<sup>10</sup> Dewi Ratnasari Hasibuan, "Utilizing Bio-Poem to Improve the Students' Ability to Write Descriptive Text at Eight Grade at MTS Darul Ilmi Batang Kuis", (Thesis, State Islamic University of North Sumatra, 2020): 3.

<sup>11</sup> Siti Nurfidoh and Evie Kareviati, "An Analysis of Students' Difficulties in Writing Descriptive Text", *Professional Journal of English Education (PROJECT)*, no. 1 (January, 2021): 20.

<sup>12</sup> Yayu Sri Rahayu and Tsani Fiki H, "The Use of Bio-Poems Strategy for Improving Students' Ability in Writing Descriptive Text", *EJ*, no. 1 (April, 2018): 22.

<sup>13</sup> Hasanuddin, *Teaching English as a Foreign Language* (Yogyakarta: Deepublish, 2014), 145.



utilize a poem of biography to support students in writing Descriptive paragraph about person. It is called as Bio-Poem. Bio-Poem is a kind of poem used as strategy which describes someone by using specific format organized in several lines and consisting of several ideas that have to be included in.<sup>14</sup> Bio-Poem engages students in sharing what they know or have learnt about a particular person or character. Creating Bio-Poem is useful way to help students in writing descriptive paragraph. Bio-Poem facilitates students to express their ideas in pleasure way.<sup>15</sup>

The theories about Bio-Poem are also supported by the previous researches which are implied said that Bio-Poem gives an effect on students' descriptive paragraph writing. The thesis from Dea Devionita entitled "The Implementation of Bio-Poem Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invitation Card" showed the result that there was improvement of students' writing ability. Students were more interested, enjoyed, and enthusiastic using Bio-Poem strategy. They were also supportive during teaching and learning process.<sup>16</sup> Other thesis from Firza Khaira Maulida entitled "The Effect of Using Bio-Poem Strategy on Students' Writing Ability in Descriptive Paragraph at MTs Darul Falah Salo Kampar Regency" showed the conclusion that teaching writing by using Bio-Poem

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<sup>14</sup> Rizki Amelia and Firza Khaira Maulida, "The Effect of Using Bio-Poem Strategy on Students' Writing Ability in Descriptive Paragraph", *Indonesian Journal of Integrated English Language Teaching (IJIETL)*, no. 2 (December, 2017): 157.

<sup>15</sup> Firza Khaira Maulida, "The Effect of Using Biopoem Strategy on Students' Writing Ability in Descriptive Paragraph at MTS Darul Falah Salo Kampar Regency", (Thesis, State Islamic University of Sultan Syarif Kasim, 2017): 27.

<sup>16</sup> Dea Devionita, "The Implementation of Bio-Poem Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invitation Card", (Thesis, University of Muhammadiyah Sumatera Utara Medan, 2019).

strategy gave the large effect on students' ability in writing Descriptive paragraph.<sup>17</sup> In the article from Rohmatin entitled "The Use of Bio-Poem Strategy in Teaching Writing Descriptive Text" also showed positive result that the use of Bio-Poem strategy was effective to be used for teaching writing descriptive text on the tenth grade students of SMAN 1 Rasau Jaya, Academic Year 2017/2018. As the result, students' achievement in writing improved.<sup>18</sup> The article from Yuyu Sri Rahayu and Tsani Fiki H entitled "The Use of Bio-Poems Strategy for Improving Students' Ability in Writing Descriptive Text" concluded that there was significant difference in the result between using Bio-Poems as a strategy for students' descriptive text writing and conventional method, more than half of the students also gave the positive responses towards the use of Bio-Poems strategy.<sup>19</sup>

Based on the research background above, the researcher was interested in conducting research entitled "The Effect of Using Bio-Poem on the Seventh Grade Students' Descriptive Paragraph Writing Ability of SMPN 3 Genteng 2021/2022 Academic Year" in order to examine the existing theory and find out whether or not there was a significant effect of Bio-Poem on students' descriptive paragraph writing after implementing it in the writing class.

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<sup>17</sup> Maulida, "The Effect".

<sup>18</sup> Rohmatin, "The Use of Bio-Poem Strategy in Teaching Writing Descriptive Text", an article of English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, 2018.

<sup>19</sup> Rahayu and H, "The Use".

## **B. Research Question**

The researcher offered a question to be discussed which was “Is there any significant effect of using Bio-Poem on the seventh grade students’ descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year?”

## **C. Research Objectives**

The objective of this research was to examine whether or not there is a significant effect of using Bio-Poem on the seventh grade students’ descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.

## **D. Research Significance**

### **1. Theoretically**

This research was conducted to support the existing theory related to Bio-Poem and descriptive paragraph writing.

### **2. Practically**

#### **a. For teacher**

The implementation of this research could be used by teacher as a teaching guide. Teacher may use Bio-Poem in the writing class to teach Descriptive paragraph writing. Thus, teacher did not always dominate the class during teaching and learning process, but students were also able to actively participate in thinking and developing sentences to make a good paragraph writing.

b. For further researcher

The researcher hoped that this study was helpful for further researcher as the reference. Further researcher may try to conduct the next research with the same variable by using different method. It had been examined and the result showed that Bio-Poem was effective to be used during descriptive writing class. Besides, further researcher can use this research for different level.

## **E. Research Scope**

### **1. Research Variable**

This research consisted of two variables, which were independent variable and dependent variable. The independent variable of this research was using Bio-Poem. Meanwhile, the dependent variable of this research was the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.

### **2. Indicator of Variable**

The indicator of independent variable consisted of the procedures of implementing Bio-Poem in descriptive writing class. The procedures of Bio-Poem adapted from Hess (2005) were as follow.

- a. Teacher, together with the class, compose and write on the board a Bio-Poem formula about person.
- b. Teacher pairs students.
- c. Students interview their partner and write the Bio-Poem about their partner based on the formula composed.

- d. Students develop their Bio-Poem into sentences and organize it into descriptive paragraph writing while teacher guides students' writing process.

Meanwhile, the indicator of the dependent variable included students' writing score from students' writing test of five writing components, which consisted of content, organization, grammar, vocabulary, and mechanic.

#### **F. Operational Definition**

Operational definition provides the simply definition of the variables discussed in this research. The operational definition of this research was:

1. Bio-Poem in this research is a kind of poem which explains about a biography of "my beloved friend" by following specific Bio-Poem format which is organized in 10 lines to be developed. In this research, students were commanded to write a descriptive paragraph based on the Bio-Poem format they had composed.
2. Students' descriptive paragraph writing ability is students' ability in writing Descriptive paragraph with correct generic structure consisting of identification and description. Students' writing score was from the result of students' writing test with considering five writing components; content, organization, grammar, vocabulary, and mechanic, to be assessed in the scoring rubric.

### **G. Research Assumption**

Through this research, the researcher assumed that:

1. The existence of the same ability from the two classes studied (experimental class and control class) based on students' English score.
2. Based on the theory, it was effective way to apply Bio-Poem to teach descriptive paragraph writing to students of junior high school.

### **H. Research Hypothesis**

Hypothesis is temporary answer of the research question. Hypothesis needs a data and evidence to prove it, so that it can be true or even false. The hypothesis of this research was:

1. Ha: There was a significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.
2. Ho: There was no significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.

### **I. Systematic Discussion**

This thesis consisted of three parts, which were the beginning, the main part, and the end. The beginning of this thesis contained cover, advisor approval sheet, examiner approval sheet, motto, dedication, acknowledgement, abstract, table of content, list of tables, and list of appendices.

The main part of this thesis included five chapters. Chapter I was introduction. It consisted of research background, research question, research objectives, research significance, research scope which contained research variable and indicator of variable, operational definition, research assumption, research hypothesis, and systematic discussion. Chapter II was literature review which consisted of previous research and theoretical framework. Chapter III was research method. It contained research approach and type, population and sample, data collection, and data analysis. Chapter IV was findings and discussion. It consisted of description of research object, data presentation, analysis and hypothesis testing, and discussion. Chapter V was closing which talked about conclusion and suggestion.

The end of this thesis included references, declaration of authorship, and appendices consisting of research matrix, research instruments, validation sheet, observation sheet, RPP, letter of permission, letter of accomplishment, journal of research, documentations, and author bio (curriculum vitae).

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J E M B E R



## CHAPTER II

### LITERATURE REVIEW

This chapter presented about literature review of this research study. It contained Previous Research and Theoretical Framework.

#### A. Previous Research

There were some studies related to this research:

1. The first previous research was belonged to Dea Devionita entitled “*The Implementation of Bio-Poem Strategy to the Students’ Writing Descriptive Text Assisted by Diorama Invitation Card*”.

The researcher conducted the research on students’ descriptive text writing through Bio-Poem using Classroom Action Research (CAR).

This research subject was the XI-AK grade students of SMK Harapan Mekar 2 Medan academic year 2019/2020. It consisted of 20 students.

This research was purposed to improve students’ ability in writing Descriptive text. As the result, there was improvement of students’

ability in writing Descriptive Text by using Diorama in Bio-Poem strategy. The improvement in cycles one to cycles two was about 50%.

The observation sheet result score showed 4 which was indicated as very good. It described that the students showed their attention and spirit in doing the test. They were also more interested, enthusiastic, and enjoyed.

They could create the positive situation during teaching and learning



process in the class.<sup>20</sup>

2. The second previous research was belonged to Firza Khaira Maulida entitled “*The Effect of Using Bio-Poem Strategy on Students’ Writing Ability in Descriptive Paragraph*”.

This research used Experimental Research. The subject was the second graders of MTs Darul Falah Salo, Kampar Regency, academic year 2016/2017. It consisted of 17 students in each experiment and control class. This research aimed to find out whether there was a significant effect of using Bio-Poem strategy on students’ Descriptive writing ability at Mts Darul Falah Salo, Kampar Regency. The result was  $H_a: \text{sig. (2 tailed)} < 0,05$ . It concluded that teaching Descriptive writing by using Bio-Poem strategy carried out the large effect on students’ ability in writing Descriptive paragraph at MTs Darul Falah Salo, Kampar Regency.<sup>21</sup>

3. The third previous research was belonged to Rohmatin entitled “*The Use of Bio-Poem Strategy in Teaching Writing Descriptive Text*”.

The researcher used pre-Experimental Research. The subject was ten graders (X IPA 2) of SMAN I Rasau Jaya academic year 2017/2018, which consisted of 29 students. This research aimed to see the effectiveness of Bio-Poem strategy in teaching descriptive text writing. As the result, students’ mean score in the pre-test was 63,33 and they got 87,03 in the post test. The t-test score was higher than t-table (T-test

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<sup>20</sup> Devionita, “The Implementation”.

<sup>21</sup> Maulida, “The Effect”.

14,54, t-table 2,048) at degree of freedom (df) = N1 (29-1=28). The effect size result was 2,7. It was categorized as strong effect. T-value > t-table (14,54> 2,040) on the level of significance 0,05. It meant Ho was rejected while Ha was accepted. It indicated that bio-poem strategy was effective to be used for teaching descriptive text writing on the 10<sup>th</sup> graders of SMAN 1 Rasau Jaya academic year 2017/2018.<sup>22</sup>

4. The fourth previous research was belonged to Yuyu Sri Rahayu and Tsani Fiki H entitled “*The Use of Bio-Poems Strategy for Improving Students’ Ability in Writing Descriptive Text*”.

This research used Quasi-Experimental research design. The subject was the 2<sup>nd</sup> graders of SMP Al-Qona’ah. The sample was 41 students for each experimental class and control class. This research had two objectives, the first was to find out whether the use of bio-poems strategy was effective for students in writing descriptive text, the second was to know students’ response towards the use of bio-poems strategy in writing descriptive text. The first result showed the t-test value was 4.480, where t-table at p=0.5 of two tailed with Df = N1+N2-2 = 41+41-2 = 80, the critical value of t was 1.990, so t-observed was higher than t-table (4.480>1.990). It concluded that there was significant difference in the result between using bio-poems and conventional method. The second result showed more than half students (54%) liked and agreed with the use of bio-poems strategy, it helped them to write descriptive text. It

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<sup>22</sup> Rohmatin, “The Use”.

meant more than half students showed the positive responses towards the use of bio-poems strategy.<sup>23</sup>

**Table 2.1**  
**The similarities and the differences of the related studies and this research**

| No | Name, Title, Research Year  | Similarity  | Difference   |
|----|---|---|--|
| 1. | Thesis from Dea Devionita (2019):<br>“The Implementation of Bio-Poem Strategy to the Students’ Writing Descriptive Text Assisted by Diorama Invitation Card”  | Both researches used Bio-Poem in the descriptive writing class. | The previous research used CAR design and scoring rubric was adapted from Jacobs et al (1981).<br>The current research used Quasi Experimental (non-equivalent comparison group design) and scoring rubric was adapted from Brown (2007).  |
| 2. | Thesis from Firza Khaira Maulida (2017):<br>“The Effect of Using Bio-Poem Strategy on Students’ Writing Ability in Descriptive Paragraph”   | Both researches used Bio-Poem in the descriptive writing class. | The previous research assessed writing components which consist of content, organization, vocabulary, language feature, also spelling and punctuation.<br>The current research assessed writing components which consist of content, organization, grammar, vocabulary and mechanic (spelling, punctuation, capitalization). |
| 3. | Journal from Rohmatin (2018):<br>“The Use of Bio-Poem Strategy in Teaching Writing Descriptive Text”  | Both researches used Bio-Poem in the descriptive writing class. | The previous research used pre-Experimental research one group pretest-posttest design.<br>The current research used Quasi Experimental (non-equivalent comparison group design)   |
| 4. | Journal from Yuyu Sri Rahayu and Tsani Fiki H (2018):<br>“Using Biopoem Technique to Improve the Recount Text Writing Skill of the Tenth Graders of SMA Negeri 1 Magelang in the School Year 2015/2016” | Both researches used Bio-Poem in the descriptive writing class. | The previous research used pre-test and post-test to both experimental and control class, and distributed questionnaire to experimental class to find out how students’ responses toward the use of bio-poems strategy.<br>The current research only used pre-test and post-test to experimental class and control class.    |

The similarity of those previous researches above with this research was that the researchers utilized Bio-Poem during teaching writing in the class. The researchers used Descriptive text as the learning focus through Bio-Poem. The aim was similarly to find out whether or not Bio-Poem affected

<sup>23</sup> Rahayu and H, “The Use”.

students' Descriptive writing ability.

Yet, this research had own characteristic: students must be actively involved in giving a comment to their friend's Bio-Poem, so that they could give the attention to focus on learning Bio-Poem and think critically. Besides, the researcher also established group activity to train students' in overcoming the difficulties. Whereas, the previous researches above did not actively participate students in correcting their friend's Bio-poem. They also did not command students to learn in group. Furthermore, in this research, the researcher did not only ask students to write descriptive paragraph writing in English, but also guided and monitored students on how to arrange words in a sentence by using Simple Present tense.

## **B. Theoretical Framework**

### **1. Writing**

#### **a. Definition of Writing**

Writing is the last skill which is learnt. Learning writing requires the support of listening, speaking and reading to collect the information or knowledge, so that writing can't be naturally acquired.

Furthermore, writing has been long time called as like swimming. It is because both can't be randomly mastered. The psycholinguist Erin Lenneberg once noted that swimming and writing are culturally learned behaviors. We learn to swim if there is water available and usually need someone teaches us. So does, we learn to write if we are

members of a literate society and usually only if someone teaches us.<sup>24</sup> Noted that someone start learning writing if s/he will begin entering a literate society, such as school, and needs someone whom teaches. Learning writing is started from the basic one, such as written symbols which are letters, sounds, syllables, or words. The symbols have to be arranged so that it can be developed into word, sentence, paragraph or text.

Florian Coulmas defines writing as a set of visible or tactile signs that is used to represent units of language in a systematic way and purposed to recode messages which can be retrieved by everyone.<sup>25</sup> It means that writing holds a set of rules to form a communication language into written form, so that it can be understood by readers.

In a line, writer can't directly share context with readers, so that writer has to construct the relevant context more explicitly in his/her text and must be clearly on his/her language. Writer also must anticipate and try to avoid possible sources of misunderstanding.

Readers typically can't ask the writer about what s/he meant in the text, they must read between the lines of the text without getting confirmation that they have correctly inferred the writer's meaning.<sup>26</sup>

It is because readers are only able to understand what writer talks about through the writing, not the gesture, intonation, or even

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<sup>24</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Longman, 2001), 334.

<sup>25</sup> Ralph W. Fasold, *An Introduction to Language and Linguistics* (New York: Cambridge University Press, 2006), 403.

<sup>26</sup> Fasold, 403.

expression. Therefore, making good and understandable writing is necessary due to writing represents the world indirectly.

Furthermore, writing has the main point that must be delivered. It is called as ideas. Writing involves thinking process to find ideas, thinking how to express ideas, then arranging ideas into paragraph or statement well. It also fits the purposes of writing according to Ur that writing is purposed to express the ideas and deliver a message to readers.<sup>27</sup> Thus, the ideas of writing should be able to be noted as the most important aspect of the writing.

Additionally, writing has the general purpose itself. There are three general purposes of writing according to Grenville: writing to entertain, writing to inform, writing to persuade.<sup>28</sup>

- 1) Writing to entertain. It does not only mean that writing makes readers laugh, at least, it emotionally persuades and engages their feelings in some conditions, such as serious, funny, happy, angry, sad, and etc.
- 2) Writing to inform. It means that the writer tells something to readers or discusses about the point of view. The main purpose is to give and share the information or even knowledge to readers.
- 3) Writing to persuade. The writer persuades readers to convince something, such as in an advertisement. Mostly, writing to persuade includes the opinions to make readers considering the

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<sup>27</sup> Maulida, "The Effect", 10.

<sup>28</sup> Kate Grenville, *Writing from Start to Finish: A Six Steps Guide* (South Australia: Griffin Press, 2001), 1.

object as well and often added by the evidence to make readers trust and ensure about the object.

#### **b. Components of Writing**

The writing components should be considered by students to construct their writing. The various components of writing included are content, organization, grammar, vocabulary, and mechanic.<sup>29</sup>

##### **1) Content**

Content is the ideas contained in a piece of writing. To develop the content of writing, the writer is forced to look at the world widely, think creatively, expand the points of view discussed, in order to serve the accurate and trustworthy information.

##### **2) Organization**

Organization is the element of writing that the writing or materials should be arranged coherently. Therefore, the proper conjunctions are needed as the bridge to connect one idea to next ideas. It is to keep readers oriented to the central and subordinate ideas, so that the information and message, that is hopefully able to be communicated to readers, is organized into written text and seems like obvious to readers.

##### **3) Grammar**

Grammar can be simply defined as the structure and system of a language. Grammar is the study about the use of language rules,

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<sup>29</sup> Brown, *Teaching by Principles*, 335.



how words change their structure and combine with other words to make correct sentences and able to properly express the meaning.

#### 4) Vocabulary

Vocabulary includes all words used by a person to communicate, whether by spoken or written form, and it exist in a particular language. Vocabulary serves fundamental tool for communication and acquiring knowledge. Acquiring and mastering an extensive vocabulary is one of the hardest challenges in learning foreign language. In writing, the writer should be able to decide a proper choice of using vocabularies which are suitable for the writing itself.

#### 5) Mechanic

Mechanic is the ability to use conventions peculiar correctly to the written language, such as spelling and punctuations.<sup>30</sup> In writing, it requires correct spelling and punctuation in order to get the proper meaning.

### c. Process of Writing

Writing is a progressive activity.<sup>31</sup> Writing can't be finished in one step action. It does never miss even one writing process. Process of writing means giving attention to the steps or stages of writing that

<sup>30</sup> J.B. Heaton, *Writing English Language Tests* (New York: Longman, 1988), 135.

<sup>31</sup> Tossi Ana Ari Utami, "Improving the Ability in Writing Descriptive Text through Brainstorming Technique for Grade VIII Students at SMP N 1 Piyungan", (Thesis, Yogyakarta State University, 2014): 13.



are going through to produce a good written product. The processes of writing according to Harmer are planning, drafting, editing, and final version.<sup>32</sup> Those processes shape a cycle which integrates each other. It guides the writer during writing process. The main activity is writing itself. It comes after drafting and before editing process.

**Figure 2.1**  
**The wheel process of writing**



Related to the writing process of this research, the researcher firstly teaches the materials related to descriptive text. It includes explaining about definition of descriptive text, generic structure of descriptive text, and language features of descriptive text. The researcher also provides students vocabularies that are often used in writing descriptive paragraph. Besides, students are ensured to be able to write a sentence by using Simple present tense, especially nominal sentences. After all materials have been delivered, the researcher guides students entering the writing process.

#### 1) Planning

Planning is the very first thing to do in the writing process. It

<sup>32</sup> Jeremi Harmer, *The Practice of English Language Teaching* (London: Longman, 2007), 326.

involves thinking activity including figuring out the topics discussed and generating ideas. Moreover, thinking about the content and the purpose of the writing are also needed in the stage of planning. In short, there are three main issues which the writer should consider in planning stage: the writer has to consider the purpose of writing, think about the audience that s/he writes for, and consider the content structure included in.<sup>33</sup>

The activities that students did in the planning stage were:

- Teacher paired students.
- Teacher told students that they would write descriptive paragraph by using Bio-Poem which the topic was about “my beloved friend”.
- Students brainstormed vocabulary (adjective) dealing with their pair’s physical appearance. Teacher gave the instruction as follow:  
 “Look at your pair, how does his/her physical appearance look like? Then, please collect the vocabulary dealing with it from your dictionary.”
- Students determined the purpose of their writing.

## 2) Drafting

Drafting is the first version of writing. Drafting refers to putting the ideas down in a piece of paper. It involves what the writer

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<sup>33</sup> Maulida, “The Effect”, 11.

wants to say in the writing. Drafting represents the challenging transition from planning as prewriting to formulating the words and putting them on a paper to be the first written form.<sup>34</sup> The purpose of drafting is to make the writer easier in developing ideas that will be written then.

In the drafting stage, students made a draft for their writing. To helped them easier in putting their ideas down into paper, the researcher offered them to use Bio-Poem. The activities in drafting stage by using Bio-Poem were:

- Teacher firstly introduced and explained about Bio-Poem to students.
- Teacher composed and wrote on the board a Bio-Poem formula to describe their pair.

The formula was as follow.

- 1<sup>st</sup> line : first name of person
- 2<sup>nd</sup> line : adjectives which describe the person
- 3<sup>rd</sup> line : *ing*-verb that suit the person (state hobby)
- 4<sup>th</sup> line : who loves ...
- 5<sup>th</sup> line : who needs ...
- 6<sup>th</sup> line : who wants ...
- 7<sup>th</sup> line : who dislikes ...

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<sup>34</sup> Maulida, 11.

- 8<sup>th</sup> line : who used to ...
  - 9<sup>th</sup> line : but above all, who ...
  - 10<sup>th</sup> line : opinion of person.
- Students paid attention on the formula of Bio-Poem composed.
  - Teacher asked students to interview their pair by following the formula composed to write a Bio-Poem about them. To help students easier in interviewing their pair, teacher provided a list of interviews for students to be asked, as follow:
    - What is your name?
    - How does your physical appearance look like?
    - What is your hobby?
    - What do you love?
    - What thing do you need?
    - What is your dream?
    - What do you dislike?
    - What is your habit?
    - What is your talent?
    - What is your opinion about yourself?
  - Students complete their own Bio-Poem.

### 3) Writing

Writing is developing the draft that has been written. It is the

main activity of writing process. This activity involves developing and organizing ideas, and putting it into language to be complete sentences.

Students' activities in writing were:

- Teacher reminded students how to make a sentence by using Simple Present tense and gave an example.
- Students tried to develop their Bio-Poem, one by one, into complete sentence by following the formula of Simple Present tense they had been learnt.
- Student, who had finished writing their Bio-poem, re-wrote it in the board.
- Other students paid attention and gave a comment to their friend's Bio-Poem.
- Teacher monitored students' activity.
- Students corrected their writing based on the comment given.
- After students corrected it, they should re-write all sentences of Bio-Poem into one.
- Students organized it into descriptive paragraph writing.
- Teacher allowed students to discuss with their pair.
- Teacher guided students in writing process.

#### 4) Editing

Editing comes after the writer finished developing his/her draft

becoming the writing. Editing is making revision of the first writing. Editing, mostly, needs a help from other readers. It can be in the form of comments, critics, suggestions or feedback of the writing. The revisions will be very helpful for the writer to write a better version of the writing.

The activities in editing stage were:

- Teacher evaluated and corrected student's work by giving written feedback.
- Students made a revision based on the feedback given.

#### 5) Final version

The processes of writing are complex activities. The various steps of writing: drafting, reviewing a draft, re-drafting until writing completely, are done in recursive way.<sup>35</sup> Sometimes, in the editing process, the writer may need to go back to re-drafting and do thinking again, reviewing the writing then entering editing stage again, so do continuously until it fixes. It proceeds like a wheel. The very last result will be the final version of the writing.

The activities of final version included:

- Students wrote the very final version of their descriptive paragraph writing.
- Students submitted their work to the teacher.

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<sup>35</sup> Harmer, *The Practice*, 326.

## 2. Descriptive Text

### a. Definition of Descriptive Text

Descriptive text is one of writing genres that is required to teach in junior high school. Descriptive text is a kind of text that describes person, place, thing and etcetera in words.<sup>36</sup> It focuses on describing an object in detail. The descriptions specifically involve the physical appearance and the characteristics of the object described. The main purpose of descriptive text is to describe something specifically. It is not to amuse or persuade readers, yet it presents an impression or emotion of something through the details of description. Therefore, good descriptions will affect readers to imagine and visualize the object in their mind.

Descriptive text is divided into two categories, that are objective and subjective description.<sup>37</sup> Objective description describes the object in literal. It does not reveal the writer's opinion or emotion, so that it only makes readers feel impressive of the object described. On the other hand, subjective description describes the object freely. The writer is free to reveal his/her opinion and emotion in writing the descriptions. Thus, readers do not only feel impressive, but also give the emotional response.

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<sup>36</sup> Rahayu and H, "The Use", 23.

<sup>37</sup> Hasibuan, "Utilizing Bio Poem", 10.

## **b. Elements of Descriptive Text**

### **1) Generic Structure of Descriptive Text**

Generic structure is the way that the text is arranged based on the purpose of the text. Descriptive text has two generic structures which consists of identification and description.

#### **- Identification**

Identification is written in the first paragraph. It identifies the object which will be described. Identification contains the introduction of the object, which can be person, thing, place, animal, or others, before it is described more specifically in the next paragraph. Thus, identification is also called as introduction paragraph of descriptive text.

#### **- Description**

The next sentences out of identification in descriptive text is about describing the object in detail. It can be about the characteristics of the object, such as features, physical appearance, or anything related to the object.

### **2) Language Features of Descriptive Text**

Language features show the characteristic of the text itself.

Descriptive text has the language features such as:

- Specific object: has a particular object to be described.
- Adjective: to explain and clarify the noun.
- Tense: using Simple present tense.



- Action verb: to show an activity.

### c. Writing Assessment of Descriptive Text

Assessment is required in foreign language teaching classroom. Nearly similar to test, yet, assessment encompasses a much wider than test.<sup>38</sup> Assessment is used to assess students' performance and achievement. It evaluates students' process and result in detail.

According to Brown, assessment is divided into two kinds: informal and formal assessment.<sup>39</sup> Informal assessment is also called as formative evaluation. It assesses students' process in forming their skills and competencies. Informal assessment is purposed to see students' learning progress towards learning goals. Thus, informal assessment emphasizes the process rather than the product. Meanwhile, formal assessment is also called as summative evaluation. It usually conducts at the end of the lesson with planning and constructing in systematic way. The aim is to assess students' achievement. Therefore, formal assessment emphasizes the product.

Related to this research, the researcher uses a kind of formal assessment to assess students' descriptive paragraph writing by using scoring rubric. The rubric of writing is an assessment tool that describes students' ability in writing and ranging it from poor to

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<sup>38</sup> Brown, *Teaching by Principles*, 402.

<sup>39</sup> Brown, 402.

excellent in a particular writing task.<sup>40</sup> Writing rubric elaborates elements of writing that will be assessed. The assessment of writing by using scoring rubric of descriptive text is as follows.

**Table 2.2**  
**The rubric for assessing Descriptive Text writing (adapted from Brown 2007)**

| Aspect  | Score | Performance Description   | Weight |
|---|-------|---|--------|
| Content (C)<br>- Topic<br>- Detail                              | 4     | The topic is complete and clear, the details are relating to the topic.                           | 3x     |
|   | 3     | The topic is complete and clear, the details are almost relating to the topic.                    |        |
|   | 2     | The topic is complete and clear, the details are not relating to the topic.                       |        |
|   | 1     | The topic is not clear, the details are not relating to the topic.                                |        |
| Organization (O)<br>- Identification<br>- Description           | 4     | Identification is complete and descriptions are arranged with proper connectives.                 | 2x     |
|   | 3     | Identification is almost complete and descriptions are arranged with almost proper connectives.   |        |
|   | 2     | Identification is not complete and descriptions are arranged with few misuses of connectives.     |        |
|   | 1     | Identification is not complete and descriptions are arranged with numerous misuses of connectives |        |
| Grammar (G)<br>- Simple present tense                           | 4     | Very few incorrect simple present tense   | 2x     |
|   | 3     | Few incorrect simple present tense but does not affect on meaning                                 |        |
|   | 2     | Numerous incorrect simple present tense   |        |
|   | 1     | Frequent incorrect simple present tense   |        |
| Vocabulary (V)  | 4     | Effective choice of words and word forms  | 1,5x   |
|   | 3     | Few misuses of vocabularies and word form, but not change the meaning                             |        |
|   | 2     | Limited range confusing words and word forms  |        |
|   | 1     | Very poor knowledge of words, word form, and not understandable                                   |        |
| Mechanic (M)<br>- Spelling<br>- Punctuation<br>- Capitalization | 4     | It uses correct spelling, punctuation, and capitalization   | 1,5x   |
|   | 3     | It has occasional errors of spelling, punctuation, and capitalization                             |        |
|   | 2     | It has frequent errors of spelling, punctuation, and capitalization                               |        |
|   | 1     | It is dominated by errors of spelling, punctuation, and capitalization                            |        |

<sup>40</sup> Margaretha Yola Arindra and Priyatno Ardi, "The Correlation between Students' Writing Anxiety and the Use of Writing Assessment Rubrics", *LEARNJournal: Language Education and Acquisition Research Network Journal*, (2020): 79.

The total score will be calculated by this formula:

$$Score = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

### 3. Bio-Poem

#### a. Definition of Bio-Poem

Bio-Poem refers to biography poem. Bio-Poem is a kind of simple poem written about a person and it follows a predictable pattern. Bio-Poem generally doesn't rhyme and it can be autobiographical or biographical.<sup>41</sup> Bio-Poem engages students in sharing what they know or have learned about a particular person or character. It can be simply defined that Bio-Poem is a poem that describes someone as an object described by using specific formula organized that consist of several ideas.

Through Bio-Poem, students do not only describe the person, but also know well anything about the person. As Hess stated in her book that Bio-Poem is effective as personal writing and getting to know person.<sup>42</sup> By knowing well the person that will be described, students can easily develop the ideas to make descriptive paragraph writing.

On the other hand, Bio-Poem is also defined as another effective after reading strategy. It requires students to focus on important concepts then follow the specific formula determined to compose a

<sup>41</sup> Laura Candler, *Bio Poem Made Easy*, Teaching Resources, 2012, 2.

<sup>42</sup> Natalie Hess, *Teaching Large Multilevel Class* (Cambridge: Cambridge University Press, 2001), 95.

Bio-Poem featuring those concepts.<sup>43</sup> It means, students need to look for the important information of the object that will be described to write a Bio-Poem. It will be easier to develop the Bio-Poem into paragraph writing then. This activity trains students to think critically and creatively. Therefore, students' Bio-Poem practice is begun with the simplest object. It can be writing Bio-Poem about themselves. Then, they can practice with the more varied, such as writing Bio-Poem about other person, historical figures or characters.

Bio-Poem is easy and pleasure activity for students who have difficulty in expressing their ideas of description about something in descriptive paragraph writing.<sup>44</sup> Teaching writing descriptive paragraph by Using Bio-Poem is expected to give an effect on students' writing ability, especially in writing descriptive paragraph, due to Bio-Poem provides an effective format to allow students in expressing their ideas.

#### **b. Sample of Bio-Poem**

According to Candler, Bio-Poem has different specific format. It depends on the object described, such as own self, person, historical figure, presidents or leader, and characters.<sup>45</sup>

The Bio-Poem's format sample of person is as follows.

- 1<sup>st</sup> line : first name of person

<sup>43</sup> Sherly Deswita and Muhd. Al-hafizh, "Teaching Writing a Descriptive Text by Using the Bio-Poems Strategy to Junior High School Students", *JELT*, no. 2 (March, 2014): 236.

<sup>44</sup> Maulida, "The Effect", 24.

<sup>45</sup> Candler, *Bio Poem Made Easy*, 4-9.

- 2<sup>nd</sup> line : adjectives which describes the person
- 3<sup>rd</sup> line : *ing* verb that suit the person (state hobby)
- 4<sup>th</sup> line : who loves ...
- 5<sup>th</sup> line : who needs ...
- 6<sup>th</sup> line : who wants ...
- 7<sup>th</sup> line : who dislikes ...
- 8<sup>th</sup> line : who used to ...
- 9<sup>th</sup> line : but above all, who ...
- 10<sup>th</sup> line : opinion of person.

Here the example of the Bio-Poem about My Brother:

Alan,

Friendly, smart, cheerful

Fishing, playing badminton, reading

Who loves his cat

Who needs family's love

Who wants to be a police

Who dislikes eating spicy foods

Who used to be independent boy

But above all, who is the most soft-hearted

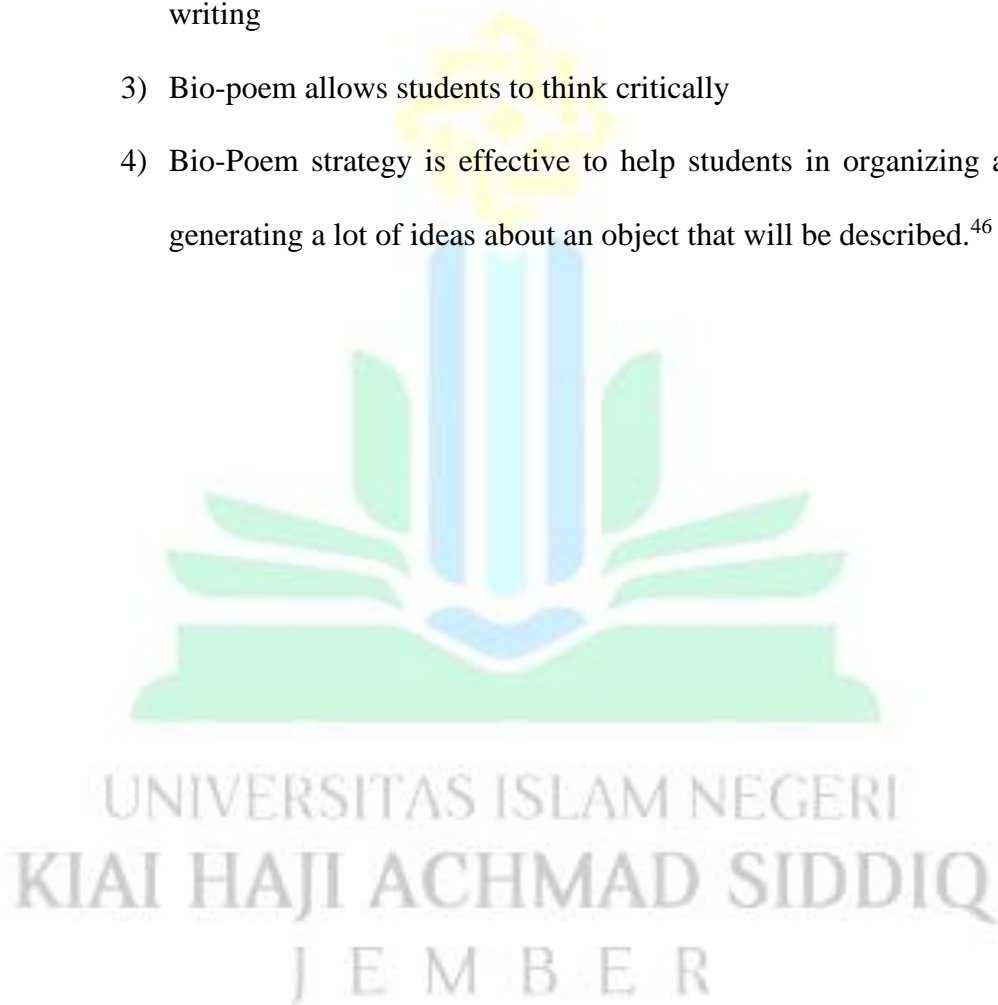
He is amazing boy

### c. Advantages of Bio-Poem

Deswita and Hafizh pointed out that Bio-Poem provides many advantages in descriptive text teaching and writing. The advantages of

Bio-Poem are:

- 1) Bio-poem guides students in writing descriptive paragraph with the easy steps or format determined
- 2) Bio-Poem makes students more active and interested to learn writing
- 3) Bio-poem allows students to think critically
- 4) Bio-Poem strategy is effective to help students in organizing and generating a lot of ideas about an object that will be described.<sup>46</sup>



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<sup>46</sup> Deswita and Al-Hafizh, "Teaching Writing", 238.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presented the methods applied in this study. It covered Research Approach and Type, Population and Sample, Data Collection, and Data Analysis.

#### **A. Research Approach and Type**

This research used Quantitative research approach. The researcher was going to examine the theory and hypothesis of the use of Bio-Poem on students' descriptive paragraph writing ability to see if they were confirmed or not. This research was done systematically and has been planned. It was designed to establish possible cause and effect between Bio-Poem as independent variable and students' descriptive paragraph writing ability as dependent variable.

The researcher used Quasi-Experimental (Non-equivalent comparison group design) for this research type. It is a design consisting of an experimental group and a nonequivalent untreated comparison group, both are administered pre-test and post-test measures.<sup>47</sup> Thus, the researcher implicated two classes to be studied in this research. It consisted of the experimental class and the control class.

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<sup>47</sup> R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (California: SAGE Publication, 2014), 488.

## **B. Population and Sample**

This research was conducted in SMPN 3 Genteng. The population of this research was the seventh grade students of SMPN 3 Genteng 2021/2022 academic year. It consisted of six classes from VII A – VII F, with 32 students in each class. In this Quasi-Experimental research, the sample of the population was directly chosen by the English teacher of SMPN 3 Genteng. The researcher was provided two classes to be implicated in this research, which were VII B and VII C as the experimental and the control class.

The researcher used lottery to decide which class became the experimental class and the control class. Based on that lottery, VII B was chosen as the experimental class and given the treatment by using Bio-Poem. Meanwhile, VII C as the control class was treated by conventional method helped by picture. The experimental class and control class were tested with pre-test and post-test. Besides, both classes were administered with normality and homogeneity test either to avoid selection bias in quasi experimental.

## **C. Data Collection**

The data collection used in this research was test. The researcher conducted writing test including pre-test and post-test to obtain and compare the result of the effect got by the samples after the treatment. Before pre-test and post-test were conducted, there was a test that was called as normality and homogeneity test. Normality and homogeneity test were used to see the condition of the research samples.



## 1. Normality and homogeneity test

The researcher firstly conducted normality and homogeneity test to students of the experimental and the control class. The researcher adopted standardized English test as the instrument for normality and homogeneity test that was written in appendix 2. Normality and homogeneity test aimed to ensure that the samples were equal and similar. It was also to know the description about students' condition in the class, whether they were homogeneous or heterogeneous.

The researcher analyzed the data of normality and homogeneity test by using Kolmogorov Smirnov technique with SPSS. For normality test, the data is normal if the probability sig. > 0.05, if the probability sig. < 0.05 data is abnormal. Meanwhile, as the analysis for homogeneity test: sig. > 0.05 means the data is homogenous, sig. < 0.05 means the data is not homogenous.<sup>48</sup>

## 2. Pre-test and post-test

Pre-test was conducted before the experimental class and the control class got a treatment, while post-test was conducted after they received a treatment. Conducting these tests aimed to assess students' ability in writing descriptive paragraph before and after the treatment. In assessing students' writing, the researcher and the English teacher used scoring rubric adapted from Brown (2007).

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<sup>48</sup> Maulida, "The Effect", 39.

**Table 3.1**  
**The rubric for assessing Descriptive Text writing**

| Aspect  | Score | Performance Description   | Weight |
|---|-------|---|--------|
| Content (C)<br>- Topic<br>- Detail                              | 4     | The topic is complete and clear, the details are relating to the topic.                         | 3x     |
|   | 3     | The topic is complete and clear, the details are almost relating to the topic.                  |        |
|   | 2     | The topic is complete and clear, the details are not relating to the topic.                     |        |
|   | 1     | The topic is not clear, the details are not relating to the topic.                              |        |
| Organization (O)<br>- Identification<br>- Description           | 4     | Identification is complete and descriptions are arranged with proper connectives.               | 2x     |
|   | 3     | Identification is almost complete and descriptions are arranged with almost proper connectives. |        |
|   | 2     | Identification is not complete and descriptions are arranged with few misuses of connectives.   |        |
|   | 1     | Identification is not complete and descriptions are   |        |
| Grammar (G)<br>- Simple present tense                           | 4     | Very few incorrect simple present tense   | 2x     |
|   | 3     | Few incorrect simple present tense but does not affect on meaning                               |        |
|   | 2     | Numerous incorrect simple present tense   |        |
|   | 1     | Frequent incorrect simple present tense   |        |
| Vocabulary (V)  | 4     | Effective choice of words and word forms  | 1,5x   |
|   | 3     | Few misuses of vocabularies and word form, but not change the meaning                           |        |
|   | 2     | Limited range confusing words and word forms  |        |
|   | 1     | Very poor knowledge of words, word form, and not understandable                                 |        |
| Mechanic (M)<br>- Spelling<br>- Punctuation<br>- Capitalization | 4     | It uses correct spelling, punctuation, and capitalization                                       | 1,5x   |
|   | 3     | It has occasional errors of spelling, punctuation, and capitalization                           |        |
|   | 2     | It has frequent errors of spelling, punctuation, and capitalization                             |        |
|   | 1     | It is dominated by errors of spelling, punctuation, and capitalization                          |        |

Adapted from Brown (2007)

The total score obtained by students was counted by this formula:

$$Score = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

The tolerance of score range of both examiners should not be more than five points in order to reach the agreement and made the test more trustworthy and objective. If the score range was more than five points, both examiners repeated evaluating the student's writing. The students' final score was selected from the average of both examiners' score. Thus, each student had one score in each test.

In this research, the researcher used the same instrument for pre-test and post-test as written in appendix 3. Students were asked to write descriptive paragraph about the English teacher of SMPN 3 Genteng. Yet, before the instrument was given to students of the experimental and control class, it was tried out earlier in order to examine its validity, reliability and practicality.

a. Validity

The researcher used a kind of content validity. The instrument should contain a representative sample of the course.<sup>49</sup> To confirm the instrument valid, it was given to an English lecturer who expert in reading as the validator to examine the relation between the instrument and syllabus including basic competence, indicator, and course objective. The instrument was valid if it fit the requirement of the curriculum. The instrument for validator was written in appendix 4.

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<sup>49</sup> J.B. Heaton, *Writing English*, 160.

The result of validity test was as follow:

| Day/date                   | Activity  |
|----------------------------|---|
| Tuesday, 22 February 2022  | The researcher met the expert to examine a set of test instrument, including blue print, test instrument, scoring rubric, and lesson plan.  |
| Friday, 24 February 2022   | <ul style="list-style-type: none"> <li>- The expert gave a note to be revised. It consisted of:               <ol style="list-style-type: none"> <li>1) The test instruction was not clear enough.</li> <li>2) Complete the time allocation in the lesson plan.</li> </ol> </li> <li>- The researcher directly revised it then resubmitted it to the expert.</li> </ul> |
| Saturday, 25 February 2022 | The expert confirmed that the test instrument was valid.  |

#### EXPERT VALIDATION SHEET

##### Instructions:

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"

| No. | Aspek yang dinilai   | Skala Penilaian |   |   |   | Catatan  |
|-----|--|-----------------|---|---|---|--|
|     |  | 1               | 2 | 3 | 4 |  |
| A.  | Isi  |                 |   |   |   |  |
|     | 1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar                               |                 |   |   | √ |  |
|     | 2. Indikator soal sesuai dengan materi   |                 |   |   | √ |  |
|     | 3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan                           |                 |   | √ |   | Instruksinya kurang jelas (answer the question, tapi tidak ada pertanyaan, melainkan perintah) |
|     | 4. Pedoman penskoran sesuai dengan rubric yang telah ditetapkan                                |                 |   |   | √ |  |
|     | 5. Kesesuaian alokasi waktu dengan soal yang disediakan  |                 |   |   | √ |  |
| B.  | Konstruksi   |                 |   |   |   |  |
|     | 1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan menulis siswa                 |                 |   |   | √ |  |
|     | 2. Soal disusun sesuai dengan teori paragraf deskriptif  |                 |   |   | √ |  |
|     | 3. Soal disusun sesuai teori writing yang mana mengharuskan siswa untuk menulis                |                 |   |   | √ |  |
| C.  | Bahasa   |                 |   |   |   |  |
|     | 1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar dan sesuai grammatical           |                 |   |   | √ |  |
|     | 2. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda / salah paham |                 |   | √ |   |  |
|     | 3. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa                              |                 |   |   | √ |  |

##### Note:

- 4 = sangat baik  
 3 = baik  
 2 = kurang  
 1 = sangat kurang

Jember, 25 Februari 2022

Validator

(Nina Hayuningtyas)

From the result of validity test above, it could be concluded that the test instrument was confirmed as valid and ready to be tried out.

#### b. Reliability

Reliability refers to the consistency or stability of test scores.<sup>50</sup>

In this research, the researcher used interscorer reliability. The researcher engaged the English teacher as the examiner to measure reliability test. The examiners used the same measurement which was scoring rubric adapted from Brown (2007) as written in page 38. As the result of interscorer reliability, there were two different scores for each student. Then, the researcher calculated the scores by using the formula of Cohen's Kappa with SPSS in order to reach the score agreement between two examiners, so that each student only had one score.

The instrument was confirmed as reliable if the calculation of test score reached the value  $> .60$  which meant the level of agreement was categorized as good or reliable. The detail interpretation of Cohen's Kappa calculation was as follow:

**Table 3.2**  
**The Interpretation of Cohen's Kappa<sup>51</sup>**

| Value of Kappa | Level of Agreement | % of data that are reliable |
|----------------|--------------------|-----------------------------|
| 0 - .20        | None               | 0-4%                        |
| .21 - .39      | Minimal            | 4-15%                       |
| .40 - .59      | Weak               | 15-35%                      |
| .60 - .79      | Moderate           | 35-63%                      |
| .80 - .90      | Strong             | 64-81%                      |
| Above .90      | Almost perfect     | 82-100%                     |

<sup>50</sup> Johnson and Christensen, *Educational Research*, 240.

<sup>51</sup> Mary L. McHugh, "Interrater Reliability: The Kappa Statistic", *Biochemia Medica*, no. 3 (August, 2012): 279.

The result of validity test was as follow:

1) First try out

| Day/date                | Activity  |
|-------------------------|---|
| Thursday, 31 March 2022 | The researcher conducted try out to VII A.  |
| Friday, 1 April 2022    | <ul style="list-style-type: none"> <li>- The score of VII A's try-out result from two raters (the researcher and the English teacher) has been collected.</li> <li>- The researcher calculated the scores by using the formula of Cohen's Kappa with SPSS.</li> </ul> |

The scores of try-out result from two raters: (there were 27 of 32 students, the rest students were absent)

| No. | Rater 1 | Rater 2 | No. | Rater 1 | Rater 2 |
|-----|---------|---------|-----|---------|---------|
| 1   | 81.00   | 78.00   | 15  | 69.00   | 6.00    |
| 2   | 83.00   | 66.00   | 16  | 83.00   | 83.00   |
| 3   | 92.00   | 88.00   | 17  | 58.00   | 55.00   |
| 4   | 83.00   | 61.00   | 18  | 66.00   | 61.00   |
| 5   | 92.00   | 71.00   | 19  | 83.00   | 83.00   |
| 6   | 58.00   | 63.00   | 20  | 8.00    | 75.00   |
| 7   | 78.00   | 71.00   | 21  | 68.00   | 73.00   |
| 8   | 78.00   | 73.00   | 22  | 88.00   | 88.00   |
| 9   | 92.00   | 87.00   | 23  | .00     | .00     |
| 10  | 8.00    | 8.00    | 24  | .00     | .00     |
| 11  | 82.00   | 71.00   | 25  | .00     | .00     |
| 12  | 83.00   | 76.00   | 26  | .00     | .00     |
| 13  | 73.00   | 76.00   | 27  | .00     | .00     |
| 14  | 57.00   | 5.00    |     |         |         |

The result of SPSS output:

| Case Processing Summary |       |         |         |         |       |         |
|-------------------------|-------|---------|---------|---------|-------|---------|
|                         | Valid |         | Missing |         | Total |         |
|                         | N     | Percent | N       | Percent | N     | Percent |
| rater1 * rater2         | 27    | 96.4%   | 1       | 3.6%    | 28    | 100.0%  |

| Symmetric Measures         |       |  |                            |                          |
|----------------------------|-------|--|----------------------------|--------------------------|
|                            | Value | Asymptotic Standard Error <sup>a</sup> | Approximate T <sup>b</sup> | Approximate Significance |
| Measure of Agreement Kappa | .291  | .080                                   | 6.583                      | .000                     |
| N of Valid Cases           | 27    |  |                            |                          |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the SPSS result above, it was gained  $r = 0.29$ . It could be interpreted based on the Cohen's Kappa interpretation that the test instrument was categorized as minimum of agreement. Thus, the researcher reconducted the try out to VII A. To make students' try out result better than previous try out, the researcher did a little revision on the test instrument and made it simpler as students' ability. Besides, the researcher gave students more focus on how to arrange sentences using Simple Present tense. The researcher asked some students to make a sentence by using Simple Present tense in the white board to see how far their understanding. The researcher did it in order to minimize students' writing errors so that they could write what they thought.

## 2) Second try out

| Day/date               | Activity  |
|------------------------|---|
| Thursday, 7 April 2022 | The researcher reconducted try out to VII A.  |
| Friday, 8 April 2022   | <ul style="list-style-type: none"> <li>- The score of VII A's try-out result from two raters (the researcher and the English teacher) has been collected.</li> <li>- The researcher calculated the scores by using the formula of Cohen's Kappa with SPSS.</li> </ul> |

The scores of try-out result from two raters: (there were 28 of 32 students, the rest students were absent)

| No. | Rater 1 | Rater 2 | No. | Rater 1 | Rater 2 |
|-----|---------|---------|-----|---------|---------|
| 1   | 58.00   | 58.00   | 15  | 67.00   | 63.00   |
| 2   | 68.00   | 68.00   | 16  | 63.00   | 63.00   |
| 3   | 87.00   | 86.00   | 17  | 83.00   | 83.00   |
| 4   | 83.00   | 83.00   | 18  | 63.00   | 63.00   |
| 5   | 47.00   | 47.00   | 19  | 83.00   | 81.00   |
| 6   | 75.00   | 71.00   | 20  | 63.00   | 68.00   |
| 7   | 83.00   | 83.00   | 21  | 78.00   | 78.00   |
| 8   | 8.00    | 8.00    | 22  | 77.00   | 76.00   |
| 9   | 72.00   | 72.00   | 23  | 63.00   | 63.00   |
| 10  | 55.00   | 55.00   | 24  | 75.00   | 78.00   |
| 11  | 51.00   | 51.00   | 25  | 83.00   | 88.00   |
| 12  | 47.00   | 47.00   | 26  | 86.00   | 85.00   |

|    |       |       |    |       |       |
|----|-------|-------|----|-------|-------|
| 13 | 51.00 | 51.00 | 27 | 41.00 | 41.00 |
| 14 | 78.00 | 78.00 | 28 | 10,00 | 10,00 |

The result of SPSS output:

### Case Processing Summary

|                 | Valid |         | Cases Missing |         | Total |         |
|-----------------|-------|---------|---------------|---------|-------|---------|
|                 | N     | Percent | N             | Percent | N     | Percent |
| rater1 * rater2 | 28    | 100.0%  | 0             | 0.0%    | 28    | 100.0%  |

### Symmetric Measures

|                      |       | Value | Asymptotic Standard Error <sup>a</sup> | Approximate T <sup>b</sup> | Approximate Significance |
|----------------------|-------|-------|--|----------------------------|--------------------------|
| Measure of Agreement | Kappa | .655  | .092                                   | 13.329                     | .000                     |
| N of Valid Cases     |       | 28    |  |                            |                          |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the SPSS result above, it was gained  $r = 0.65$ . It could be interpreted based on the Cohen's Kappa interpretation that the test instrument was categorized as moderate of agreement. Thus, the test instrument was ready to be used for pre-test and post-test.

#### c. Practicality

There were two ways to examine the practicality of the instrument. First, the instrument was examined by the English teacher as the examiner. Second, the researcher directly observed students' practice and situation during the test. The most important thing to be considered in observation was about language use of the instrument, if



students were able to understand the instruction written within the instrument, due to the good language used should be easy to be understood by students. The researcher also paid attention about how much time needed by students to finish the test. It aimed to determine the right time allocation that was provided in the pre-test and post-test. Besides, students' situation during the test was also important to be noticed, if students felt enjoy, calm, or even nervous, fear and worried.

To examine the practicality of the test instrument, the researcher adopted an observation sheet to be used as a guideline in observing students in the class during the test. The observation sheet could be checked out in appendix 5. The instrument was confirmed as practical if the test was made appropriately based on students' situation that showed good response toward the test.

The result of validity test was as follow:

1) First try out

| Day/date                | Activity   |
|-------------------------|--|
| Thursday, 31 March 2022 | The researcher conducted try out to VII A while observing students to examine the practicality of the test instrument. |

The result of practicality:

- a) Less than a half of the students asked about the test instruction.
- b) Less than a half of the students finished the test on time.
- c) More than a half of the students worked independently.
- d) More than a half of the students felt enjoy doing the test.

The thing that was revised:

- a) The researcher made the instruction of the test simpler.

- b) The researcher didn't give more time allocation, instead reduced the sentences from at least 10 sentences became 7 sentences.

2) Second try out

| Day/date               | Activity   |
|------------------------|--|
| Thursday, 7 April 2022 | The researcher conducted try out to VII A while observing students to examine the practicality of the test instrument. |

The result of practicality:

- a) Less than a half of the students asked about the test instruction.
- b) More than a half of the students finished the test on time.
- c) More than a half of the students worked independently.
- d) More than a half of the students felt enjoy doing the test.

From the result of practicality above, it could be concluded that the students did well the try out better than previous try out. It meant that the test instrument was confirmed as practical and ready to be used for students from the experimental and control class.

Based on the explanation above, it was concluded that there were several sequences in which the instrument was executed in this research, as follow:

- First, the instrument must be examined its validity. The instrument was examined by an English lecturer who expert in reading as the validator.
- Second, the instrument was examined its reliability through try out conducted on the class that was not included in the research sample. The researcher implicated students of VII A class in conducting reliability test. The examiners of reliability test were the researcher and the English teacher of SMPN 3 Genteng.

- Then, the researcher conducted practicality test by observing students of VII A class during the test. The researcher monitored students' situation and practice, including time allocation accuracy and language use of the instrument.
- After the instrument was confirmed as good to be used, the researcher conducted pre-test to VII B as the experimental class and VII C as the control class. Pre-test was conducted before both classes got the treatment.
- Then, the researcher conducted post-test to VII B and VII C after they got the treatment.

#### D. Data Analysis

The researcher used inferential statistic in the data analysis of this research. The data was analyzed with statistical conclusions about populations based on samples data. The samples data of this research was designed as figure below.

**Figure 3.1**  
**The design of Non-Equivalent Comparison Group<sup>52</sup>**

|                    | Pre-test | Treatment | Post-test |
|--------------------|----------|-----------|-----------|
| Experimental Group | E1       | X         | E2        |
| Control Group      | C1       | O         | C2        |

<sup>52</sup> Johnson and Christensen, *Educational Research*, 488.

|                              | Pre-test                              | Treatment                            | Post-test                             |
|------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|
| Experimental group condition | descriptive paragraph writing ability | teaching writing by using Bio-Poem   | descriptive paragraph writing ability |
| Control group condition      | descriptive paragraph writing ability | teaching writing by lecturing method | descriptive paragraph writing ability |

To compare the experimental and control groups' pre-test and post-test scores, the researcher used the formula of analysis of covariance (ANCOVA) with SPSS. This analysis was the last step in analyzing the data of this research. Analysis of covariance is used to examine the relationship between one categorical independent variable and one quantitative dependent variable.<sup>53</sup> By using analysis of covariance, the researcher may see the sample result of hypothesis testing. The researcher used .05 as the significance level and there were two possibilities of the statistical decision, as follow:

1. If the probability value  $\leq .05$ ,  $H_0$  was rejected and  $H_a$  was accepted. It means there are any significant differences of the mean score between experimental and control class.<sup>54</sup> The result of this research showed that there was a significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.
2. If the probability value  $> .05$ ,  $H_a$  was rejected and  $H_0$  was accepted. It means there are no significant difference of the mean score between

<sup>53</sup> Johnson and Christensen, 537.

<sup>54</sup> Johnson and Christensen, 739.

experimental and control class.<sup>55</sup> The result of this research showed that there was no significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.



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<sup>55</sup> Johnson and Christensen, 739.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discussed about the research findings and its analysis. It covered Description of Research Object, Data Presentation, Analysis and Hypothesis Testing, and Discussion based on the result of this research study.

#### **A. Description of Research Object**

The researcher conducted this research in SMPN 3 Genteng, Banyuwangi regency. The researcher implicated two classes which were the experimental class and the control class. Each class consisted of 32 students. The researcher gave them a kind of writing test in the form of pre-test and post-test. Pre-test was conducted before experimental class and control class got the treatment, while post-test was conducted after both classes received the treatment. The tests given to both classes were same. Yet, the researcher gave them different treatment in the descriptive writing class. The researcher treated experimental class by using Bio-Poem. Meanwhile, control class was treated by using conventional method helped by picture.

The pre-test for the experimental class was held on April 19<sup>th</sup>, 2022 at 10.00 – 10.40 am. while pre-test for the control class was held on April 18<sup>th</sup>, 2022 at 10.40 – 11.20 am. The tests were given to both classes based on the schedule of English subject in their respective class. In this pre-test, the researcher asked students to make descriptive paragraph writing about their English teacher in the paper provided. They had 40 minutes to write it. After

both classes had finished conducting pre-test, the researcher gave them the treatment in their next meeting.

The researcher gave the treatment twice. One treatment was divided into two sections and meetings. Therefore, the researcher conducted the treatment among four meetings to the experimental class and control class. The first treatment for the experimental class, as well first meeting, was held on April 22<sup>nd</sup>, 2022. The researcher firstly made students learning in group. Each group dedicated one student to be interviewed by other group. It was determined by using lottery. The researcher gave them the list of interviews to be asked. After that, each group completed their Bio-Poem based on the result of interview done. Then, they gave it back to the students whom they interviewed to be corrected whether there is wrong or improper answer. The next step would be continued in the next meeting.

The second meeting was held on April 26<sup>th</sup>, 2022. The researcher taught students to develop their Bio-Poem into sentence. They practiced it afterwards. Then, the researcher corrected their work before they wrote it into paragraph as the final version.

Mei 10<sup>th</sup>, 2022, the researcher conducted the second treatment as the third meeting. The researcher gave students instruction to interview their mother the day before, so that they were ready when teaching and learning day came. In the class, students completed their Bio-Poem based on the result of interview they did. The researcher offered one of them to write his/her Bio-Poem in the white board, while other students tried to correct their friend's

writing, such as spelling. Then, students tried to develop their Bio-Poem into sentences. They must submit it in the end of learning to be corrected with written feedback.

The last meeting in the second treatment was held on Mei 13<sup>th</sup>, 2022. Students revised their writing as the written feedback given. Then, they arrange it into paragraph.

The researcher also gave the treatment for the control class. Yet, it used conventional method helped by picture. The first treatment was held on April 22<sup>nd</sup>, 2022. The day before the treatment, the researcher remained students to bring the picture of them to be described. In the first treatment and meeting, students exchanged their own picture to their friend. Then, they collected any vocabulary which was suitable with the picture of their friend. The researcher asked them to classify the vocabularies they got, whether it included in adjective, verb, or noun.

The second meeting in the first treatment of the control class was held on April 25<sup>th</sup>, 2022. Teacher guided students to make a complete sentence based on the vocabulary classified in the last meeting. After that, students tried to develop it by them-selves and the researcher corrected their writing. Students revised their writing to be generated into paragraph writing.

The third meeting in the second treatment was held on Mei 9<sup>th</sup>, 2022. Similar with the first treatment, students collected and classified the vocabularies about their mother. Then, they developed it into sentence. Students must submit their work to get the correction from the researcher.



In the next meeting, precisely on Mei 13<sup>th</sup>, 2022, students revised their writing and arrange it into paragraph. It was the end of the meeting and treatment for the control class. After giving the treatments for the experimental class and control class, the researcher conducted the post-test to both classes.

Post-test for the experimental class was held on Mei 17<sup>th</sup>, 2022. Meanwhile, the researcher conducted the post-test to the control class on Mei 20<sup>th</sup>, 2022. In the post-test, the researcher asked students to make descriptive paragraph writing about the English teacher. The researcher provided three English teachers of SMPN 3 Genteng as the object to be described. Students must choose one of them by using lottery. Students of the experimental class firstly had to interviewed the teacher chosen to complete the Bio-Poem, so that the descriptive paragraph writing they made was based on their Bio-Poem.

## **B. Data Presentation**

The researcher presented the data collected during this study. It included the data of normality and homogeneity test, pre-test, and post-test.

### **1. Normality and Homogeneity Test**

The researcher used Kolmogorov-Smirnov techniques with SPSS 26 version to calculate the data of normality and homogeneity test. The result was presented as follows:

The scores of normality and homogeneity test result from the experimental class and control class:

(there were 2 students absent in the experimental class absent and 1 student absent in the control class)

| No. | The Experimental Class | The Control Class | No. | The Experimental Class | The Control Class |
|-----|------------------------|-------------------|-----|------------------------|-------------------|
| 1   | 80.00                  | 85.00             | 17  | 85.00                  | 75.00             |
| 2   | 85.00                  | 90.00             | 18  | 85.00                  | 75.00             |
| 3   | 80.00                  | 85.00             | 19  | 90.00                  | 85.00             |
| 4   | 80.00                  | 85.00             | 20  | 90.00                  | 85.00             |
| 5   | 90.00                  | 85.00             | 21  | 90.00                  | 85.00             |
| 6   | 90.00                  | 85.00             | 22  | 85.00                  | 75.00             |
| 7   | 85.00                  | 95.00             | 23  | 85.00                  | 85.00             |
| 8   | 85.00                  | 80.00             | 24  | 85.00                  | 85.00             |
| 9   | 90.00                  | 80.00             | 25  | 90.00                  | 75.00             |
| 10  | 85.00                  | 80.00             | 26  | 90.00                  | 75.00             |
| 11  | 90.00                  | 80.00             | 27  | 75.00                  | 65.00             |
| 12  | 90.00                  | 80.00             | 28  | 80.00                  | 70.00             |
| 13  | 80.00                  | 80.00             | 29  | 80.00                  | 70.00             |
| 14  | 85.00                  | 80.00             | 30  | 70.00                  | 65.00             |
| 15  | 90.00                  | 85.00             | 31  | -                      | 70.00             |
| 16  | 90.00                  | 85.00             | 32  | -                      | -                 |

**Figure 4.1**  
**The Result of Normality and Homogeneity Test**

#### One-Sample Kolmogorov-Smirnov Test

|                                  |                | Standardized Residual |
|----------------------------------|----------------|-----------------------|
| N                                |                | 30                    |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000              |
|                                  | Std. Deviation | .98260737             |
| Most Extreme Differences         | Absolute       | .141                  |
|                                  | Positive       | .141                  |
|                                  | Negative       | -.092                 |
| Test Statistic                   |                | .141                  |
| Asymp. Sig. (2-tailed)           |                | .132 <sup>c</sup>     |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The figure above showed that Sig. (2-tailed)  $0.132 > 0.05$ . It could be interpreted that the data was homogenous and normal.

## 2. Pre-test and Post-test

The researcher assessed students' writing in pre-test and post-test by using scoring rubric adapted from Douglass Brown with inter-rater method. There were two raters in assessing students' writing ability. The researcher engaged the English teacher to be the rater. In this case, there were 5 tolerance score between two raters.

### a. Students' writing score of the pre-test

#### 1) Experimental class

In this section, the researcher presented the data of pre-test in VII B as the experimental class. The class consisted of 32 students. Students' writing scores in the pre-test of the experimental class were as follow:

**Table 4.1**  
**Scoring Rubric of the Pre-Test in the Experimental Class**

| Name | RATER 1 |   |   |   |   | Total Score | RATER 2 |   |   |   |   | Total Score |
|------|---------|---|---|---|---|-------------|---------|---|---|---|---|-------------|
|      | Aspect  |   |   |   |   |             | Aspect  |   |   |   |   |             |
|      | C       | O | G | V | M |             | C       | O | G | V | M |             |
| AHA  | 3       | 1 | 4 | 2 | 2 | 6,2         | 3       | 2 | 3 | 3 | 2 | 6,6         |
| ARA  | 3       | 1 | 3 | 2 | 2 | 5,7         | 3       | 2 | 3 | 3 | 1 | 6,2         |
| ARZ  | 3       | 1 | 3 | 3 | 1 | 5,7         | 3       | 1 | 3 | 3 | 1 | 5,7         |
| AED  | 4       | 3 | 3 | 3 | 1 | 7,5         | 4       | 3 | 2 | 3 | 1 | 7           |
| ADA  | 2       | 1 | 4 | 1 | 2 | 5,1         | 2       | 1 | 4 | 1 | 1 | 4,7         |
| AKN  | 3       | 2 | 2 | 3 | 2 | 6,1         | 3       | 2 | 1 | 3 | 3 | 6           |
| AFM  | 3       | 2 | 3 | 3 | 3 | 7           | 3       | 1 | 3 | 3 | 3 | 7           |
| CEM  | 3       | 3 | 4 | 4 | 3 | 8,3         | 3       | 2 | 4 | 4 | 3 | 7,8         |
| CBLP | 4       | 2 | 4 | 4 | 1 | 7,8         | 4       | 2 | 4 | 4 | 1 | 7,8         |
| CMS  | 1       | 1 | 2 | 1 | 3 | 3,7         | 1       | 1 | 1 | 1 | 3 | 3,2         |
| DJR  | 2       | 2 | 2 | 1 | 2 | 4,6         | 2       | 2 | 1 | 1 | 2 | 4,1         |
| DP   | 3       | 2 | 3 | 2 | 3 | 6,6         | 3       | 2 | 2 | 2 | 3 | 6,1         |
| DI   | 3       | 1 | 4 | 3 | 1 | 6,2         | 3       | 1 | 3 | 3 | 1 | 5,7         |
| DAP  | 1       | 1 | 4 | 1 | 1 | 4           | 1       | 1 | 4 | 1 | 1 | 4           |

|      |   |   |   |   |   |     |   |   |   |   |   |     |
|------|---|---|---|---|---|-----|---|---|---|---|---|-----|
| GA   | 2 | 1 | 4 | 1 | 3 | 5,5 | 2 | 1 | 4 | 1 | 2 | 5,1 |
| GSA  | 2 | 1 | 2 | 2 | 1 | 4,1 | 2 | 1 | 2 | 1 | 1 | 3,7 |
| JW   | 4 | 4 | 4 | 3 | 1 | 8,5 | 4 | 3 | 4 | 3 | 1 | 8   |
| JVM  | 3 | 3 | 4 | 3 | 3 | 8   | 3 | 3 | 4 | 3 | 3 | 8   |
| LSR  | 2 | 2 | 4 | 4 | 1 | 6,3 | 2 | 1 | 4 | 4 | 1 | 5,8 |
| MAFS | 4 | 3 | 3 | 3 | 3 | 8,2 | 4 | 3 | 3 | 4 | 2 | 8,2 |
| MFR  | 3 | 1 | 1 | 1 | 1 | 4   | 3 | 1 | 1 | 1 | 1 | 4   |
| MRA  | 3 | 1 | 2 | 2 | 1 | 4,8 | 3 | 1 | 1 | 2 | 1 | 4,3 |
| MRH  | 2 | 1 | 4 | 1 | 1 | 4,7 | 2 | 1 | 3 | 1 | 1 | 4,2 |
| NCD  | 3 | 3 | 4 | 3 | 3 | 8   | 4 | 3 | 4 | 3 | 2 | 8,3 |
| NMGP | 3 | 3 | 1 | 1 | 1 | 5   | 3 | 3 | 1 | 2 | 1 | 5,3 |
| SR   | 3 | 2 | 4 | 4 | 1 | 7,1 | 3 | 1 | 4 | 4 | 1 | 6,6 |
| SH   | 3 | 2 | 2 | 2 | 2 | 5,7 | 3 | 1 | 3 | 2 | 2 | 5,7 |
| SSNM | 3 | 1 | 4 | 1 | 1 | 5,5 | 2 | 1 | 4 | 1 | 2 | 5,1 |
| TEPS | 2 | 1 | 1 | 2 | 1 | 3,6 | 2 | 1 | 1 | 2 | 1 | 3,6 |
| ZSA  | 1 | 1 | 4 | 1 | 2 | 4,3 | 1 | 1 | 4 | 1 | 2 | 4,3 |
| ZSP  | 3 | 2 | 4 | 4 | 1 | 7,1 | 3 | 1 | 4 | 4 | 1 | 6,6 |
| ZSNW | 1 | 1 | 1 | 1 | 1 | 2,7 | 1 | 1 | 1 | 1 | 1 | 2,7 |

## 2) Control class

In this section, the researcher presented the data of pre-test in VII

C as the control class. The class consisted of 32 students.

Students' writing scores in the pre-test of the control class were as follow:

**Table 4.2**  
**Scoring Rubric of the Pre-Test in the Control Class**

| Name | RATER 1 |   |   |   |   | Total Score | RATER 2 |   |   |   |   | Total Score |
|------|---------|---|---|---|---|-------------|---------|---|---|---|---|-------------|
|      | Aspect  |   |   |   |   |             | Aspect  |   |   |   |   |             |
|      | C       | O | G | V | M |             | C       | O | G | V | M |             |
| AFR  | 1       | 1 | 2 | 1 | 1 | 3           | 1       | 1 | 1 | 1 | 1 | 2,5         |
| AIH  | 2       | 1 | 2 | 1 | 2 | 4,1         | 2       | 1 | 2 | 2 | 1 | 4,1         |
| ADOS | 3       | 2 | 4 | 4 | 2 | 7,5         | 3       | 2 | 3 | 4 | 3 | 7,3         |
| AN   | 3       | 2 | 4 | 4 | 2 | 7,5         | 3       | 2 | 4 | 4 | 2 | 7,5         |
| AIN  | 3       | 2 | 4 | 3 | 2 | 7,1         | 3       | 2 | 4 | 3 | 2 | 7,1         |
| CAK  | 3       | 3 | 4 | 4 | 3 | 8,3         | 3       | 3 | 4 | 4 | 3 | 8,3         |
| DP   | 2       | 1 | 1 | 2 | 1 | 3,6         | 1       | 1 | 1 | 1 | 2 | 3,8         |
| FGS  | 2       | 1 | 1 | 2 | 1 | 3,6         | 2       | 1 | 1 | 1 | 1 | 3,2         |
| FSH  | 2       | 1 | 1 | 2 | 1 | 3,6         | 2       | 1 | 1 | 2 | 1 | 3,6         |
| GMB  | 3       | 3 | 4 | 4 | 3 | 8,3         | 3       | 3 | 4 | 4 | 3 | 8,3         |
| IAF  | 1       | 1 | 1 | 1 | 1 | 2,5         | 1       | 1 | 1 | 1 | 1 | 2,5         |
| MBP  | 3       | 2 | 4 | 4 | 2 | 7,5         | 3       | 2 | 3 | 4 | 3 | 7,3         |
| MFA  | 2       | 1 | 1 | 2 | 1 | 3,6         | 2       | 1 | 1 | 2 | 1 | 3,6         |
| MMBS | 3       | 2 | 2 | 3 | 2 | 6,1         | 3       | 2 | 1 | 3 | 2 | 5,6         |
| MDA  | 2       | 1 | 2 | 1 | 2 | 4,1         | 1       | 1 | 2 | 2 | 2 | 3,7         |
| MGS  | 3       | 2 | 4 | 4 | 2 | 7,5         | 3       | 2 | 4 | 4 | 3 | 7,8         |

|      |   |   |   |   |   |     |   |   |   |   |   |     |
|------|---|---|---|---|---|-----|---|---|---|---|---|-----|
| MRA  | 2 | 1 | 1 | 2 | 1 | 3,6 | 2 | 1 | 1 | 2 | 1 | 3,6 |
| MAW  | 3 | 3 | 3 | 3 | 1 | 6,7 | 3 | 3 | 2 | 3 | 1 | 6,2 |
| MDF  | 1 | 1 | 4 | 2 | 2 | 4,7 | 1 | 1 | 4 | 1 | 2 | 4,3 |
| MZA  | 3 | 1 | 4 | 1 | 2 | 5,8 | 3 | 2 | 4 | 1 | 2 | 6,3 |
| NNF  | 3 | 2 | 3 | 3 | 2 | 6,6 | 3 | 3 | 2 | 3 | 2 | 6,6 |
| NFK  | 3 | 2 | 3 | 3 | 2 | 6,6 | 3 | 3 | 2 | 3 | 2 | 6,6 |
| NMD  | 3 | 2 | 3 | 3 | 2 | 6,6 | 3 | 3 | 2 | 3 | 2 | 6,6 |
| NPR  | 3 | 3 | 3 | 3 | 1 | 6,7 | 3 | 3 | 3 | 3 | 2 | 7,1 |
| RSS  | 3 | 4 | 3 | 3 | 3 | 8   | 3 | 4 | 3 | 3 | 2 | 7,6 |
| RA   | 1 | 1 | 1 | 1 | 2 | 2,8 | 1 | 1 | 1 | 1 | 1 | 2,5 |
| SMDP | 3 | 3 | 2 | 3 | 3 | 7   | 3 | 3 | 1 | 3 | 3 | 6,5 |
| SK   | 2 | 2 | 3 | 3 | 2 | 5,8 | 2 | 2 | 4 | 3 | 2 | 6   |
| SDA  | 2 | 1 | 2 | 1 | 2 | 4,1 | 2 | 1 | 1 | 1 | 2 | 3,6 |
| SAH  | 3 | 1 | 1 | 2 | 1 | 4,3 | 3 | 1 | 1 | 1 | 1 | 4   |
| SAP  | 1 | 1 | 2 | 1 | 1 | 3   | 1 | 1 | 1 | 1 | 1 | 2,5 |
| VHH  | 3 | 3 | 4 | 4 | 3 | 8,3 | 3 | 3 | 4 | 4 | 3 | 8,3 |

b. Students' writing score of the post-test

1) Experimental class

This section presented the data of students' writing scores in the post-test of the experimental class, as follows:

**Table 4.3**  
**Scoring Rubric of the Post-Test in the Experimental Class**

| Name | RATER 1 |   |   |   |   | Total Score | RATER 2 |   |   |   |   | Total Score |
|------|---------|---|---|---|---|-------------|---------|---|---|---|---|-------------|
|      | Aspect  |   |   |   |   |             | Aspect  |   |   |   |   |             |
|      | C       | O | G | V | M |             | C       | O | G | V | M |             |
| AHA  | 2       | 3 | 4 | 3 | 2 | 6,8         | 2       | 3 | 4 | 3 | 2 | 6,8         |
| ARA  | 4       | 3 | 4 | 3 | 1 | 8           | 4       | 3 | 4 | 2 | 1 | 7,6         |
| ARZ  | 4       | 3 | 4 | 3 | 1 | 8           | 4       | 3 | 4 | 3 | 1 | 8           |
| AED  | 4       | 3 | 4 | 3 | 3 | 8,7         | 4       | 4 | 3 | 3 | 2 | 8,3         |
| ADA  | 4       | 3 | 3 | 3 | 2 | 7,8         | 4       | 3 | 3 | 3 | 3 | 8,2         |
| AKN  | 4       | 3 | 4 | 3 | 3 | 8,7         | 4       | 4 | 4 | 3 | 3 | 9,2         |
| AFM  | 4       | 3 | 4 | 3 | 1 | 8           | 4       | 3 | 3 | 3 | 2 | 7,8         |
| CEM  | 4       | 3 | 4 | 3 | 3 | 8,7         | 4       | 4 | 3 | 3 | 3 | 8,7         |
| CBLP | 2       | 4 | 3 | 3 | 2 | 6,8         | 2       | 4 | 3 | 3 | 2 | 6,8         |
| CMS  | 3       | 3 | 3 | 4 | 2 | 7,5         | 3       | 3 | 3 | 4 | 3 | 7,8         |
| DJR  | 4       | 3 | 4 | 2 | 1 | 7,6         | 4       | 3 | 4 | 2 | 1 | 7,6         |
| DP   | 3       | 3 | 1 | 2 | 3 | 6,1         | 4       | 3 | 1 | 2 | 2 | 6,5         |
| DI   | 4       | 3 | 4 | 3 | 1 | 8           | 4       | 3 | 3 | 3 | 2 | 7,8         |
| DAP  | 3       | 2 | 1 | 2 | 1 | 4,8         | 3       | 1 | 1 | 2 | 1 | 4,3         |
| GA   | 4       | 3 | 4 | 3 | 2 | 8,3         | 4       | 4 | 3 | 3 | 3 | 8,7         |
| GSA  | 3       | 3 | 2 | 2 | 1 | 5,8         | 3       | 3 | 2 | 3 | 1 | 6,2         |
| JW   | 3       | 4 | 4 | 3 | 3 | 8,5         | 3       | 4 | 4 | 3 | 3 | 8,5         |
| JVM  | 3       | 4 | 4 | 3 | 3 | 8,5         | 3       | 4 | 4 | 4 | 3 | 8,8         |
| LSR  | 4       | 4 | 3 | 4 | 3 | 9,1         | 4       | 4 | 3 | 4 | 3 | 9,1         |
| MAFS | 4       | 3 | 3 | 4 | 2 | 8,2         | 4       | 3 | 3 | 4 | 2 | 8,2         |

|      |   |   |   |   |   |     |   |   |   |   |   |     |
|------|---|---|---|---|---|-----|---|---|---|---|---|-----|
| MFR  | 2 | 2 | 2 | 2 | 1 | 4,6 | 2 | 2 | 1 | 2 | 1 | 4,2 |
| MRA  | 3 | 1 | 4 | 1 | 1 | 5,5 | 3 | 1 | 3 | 1 | 1 | 5,2 |
| MRH  | 4 | 3 | 3 | 2 | 2 | 7,5 | 4 | 3 | 3 | 2 | 2 | 7,5 |
| NCD  | 3 | 4 | 4 | 3 | 3 | 8,5 | 3 | 4 | 4 | 4 | 3 | 8,6 |
| NMGP | 3 | 2 | 4 | 4 | 1 | 7,1 | 3 | 2 | 3 | 3 | 1 | 7,1 |
| SR   | 4 | 3 | 4 | 3 | 1 | 8   | 4 | 3 | 4 | 3 | 2 | 7,5 |
| SH   | 4 | 3 | 2 | 3 | 2 | 7,3 | 4 | 3 | 3 | 3 | 2 | 7,8 |
| SSNM | 4 | 3 | 3 | 3 | 2 | 7,8 | 4 | 3 | 4 | 3 | 2 | 8   |
| TEPS | 4 | 3 | 4 | 3 | 2 | 8,3 | 4 | 4 | 4 | 3 | 2 | 8,5 |
| ZSA  | 2 | 3 | 4 | 3 | 1 | 6,5 | 2 | 3 | 4 | 3 | 1 | 6,5 |
| ZSP  | 4 | 3 | 4 | 4 | 1 | 8,3 | 4 | 3 | 4 | 4 | 2 | 8,5 |
| ZSNW | 2 | 1 | 1 | 1 | 1 | 3,2 | 2 | 1 | 1 | 1 | 1 | 3,2 |

## 2) Control class

The researcher presented the data of students' writing scores in the post-test of the control class through the data below:

**Table 4.4**  
**Scoring Rubric of the Post-Test in the Control Class**

| Name | RATER 1 |   |   |   |   | Total Score | RATER 2 |   |   |   |   | Total Score |
|------|---------|---|---|---|---|-------------|---------|---|---|---|---|-------------|
|      | Aspect  |   |   |   |   |             | Aspect  |   |   |   |   |             |
|      | C       | O | G | V | M |             | C       | O | G | V | M |             |
| AFR  | 1       | 1 | 3 | 1 | 2 | 3,8         | 1       | 1 | 3 | 1 | 1 | 3,5         |
| AIH  | 3       | 3 | 4 | 3 | 1 | 7,2         | 3       | 3 | 4 | 3 | 1 | 7,2         |
| ADOS | 3       | 3 | 4 | 3 | 1 | 7,2         | 3       | 3 | 4 | 3 | 1 | 7,2         |
| AN   | 2       | 3 | 2 | 3 | 1 | 5,5         | 2       | 3 | 1 | 3 | 1 | 5           |
| AIN  | 2       | 3 | 4 | 3 | 2 | 6,8         | 2       | 2 | 4 | 4 | 2 | 6,7         |
| CAK  | 2       | 3 | 3 | 3 | 2 | 6,3         | 2       | 3 | 3 | 3 | 1 | 6           |
| DP   | 4       | 3 | 2 | 3 | 3 | 7,7         | 4       | 3 | 3 | 3 | 2 | 7,8         |
| FGS  | 4       | 3 | 4 | 3 | 2 | 8,3         | 4       | 3 | 4 | 4 | 2 | 8,7         |
| FSH  | 1       | 1 | 4 | 1 | 1 | 4           | 1       | 1 | 4 | 1 | 1 | 4           |
| GMB  | 2       | 3 | 2 | 3 | 2 | 5,8         | 2       | 3 | 3 | 3 | 1 | 6           |
| IAF  | 1       | 1 | 1 | 1 | 2 | 2,8         | 1       | 1 | 1 | 1 | 1 | 2,5         |
| MBP  | 2       | 1 | 1 | 2 | 1 | 3,6         | 2       | 1 | 2 | 1 | 1 | 3,7         |
| MFA  | 2       | 2 | 2 | 2 | 1 | 4,6         | 2       | 2 | 1 | 2 | 1 | 4,1         |
| MMBS | 4       | 3 | 4 | 3 | 3 | 8,7         | 4       | 3 | 4 | 3 | 3 | 8,7         |
| MDA  | 4       | 3 | 3 | 3 | 3 | 8,2         | 4       | 3 | 2 | 3 | 3 | 7,7         |
| MGS  | 3       | 3 | 4 | 4 | 1 | 7,6         | 3       | 3 | 4 | 4 | 1 | 7,6         |
| MRA  | 1       | 1 | 4 | 1 | 1 | 4           | 1       | 1 | 4 | 1 | 1 | 4           |
| MAW  | 2       | 1 | 3 | 3 | 1 | 5           | 2       | 2 | 3 | 3 | 1 | 5,5         |
| MDF  | 3       | 2 | 4 | 4 | 1 | 7,1         | 3       | 3 | 4 | 4 | 1 | 7,6         |
| MZA  | 4       | 3 | 4 | 3 | 2 | 8,3         | 4       | 3 | 4 | 3 | 3 | 8,4         |
| NNF  | 2       | 3 | 4 | 4 | 3 | 7,6         | 3       | 3 | 4 | 3 | 3 | 8           |
| NFK  | 2       | 3 | 3 | 3 | 2 | 6,3         | 2       | 3 | 3 | 3 | 3 | 6,7         |
| NMD  | 3       | 2 | 4 | 3 | 2 | 7,1         | 3       | 1 | 4 | 3 | 2 | 6,6         |
| NPR  | 2       | 2 | 4 | 3 | 2 | 6,3         | 2       | 2 | 4 | 3 | 1 | 6           |
| RSS  | 4       | 4 | 4 | 3 | 2 | 8,8         | 4       | 4 | 4 | 3 | 2 | 8,8         |
| RA   | 2       | 2 | 1 | 2 | 1 | 4,1         | 2       | 1 | 1 | 2 | 1 | 3,6         |

|      |   |   |   |   |   |     |   |   |   |   |   |     |
|------|---|---|---|---|---|-----|---|---|---|---|---|-----|
| SMDP | 3 | 3 | 4 | 3 | 1 | 7,2 | 3 | 3 | 4 | 3 | 1 | 7,2 |
| SK   | 2 | 3 | 4 | 3 | 2 | 7,1 | 2 | 3 | 4 | 3 | 2 | 7,1 |
| SDA  | 2 | 3 | 4 | 3 | 1 | 6,5 | 2 | 2 | 4 | 3 | 1 | 6   |
| SAH  | 2 | 2 | 2 | 2 | 1 | 4,6 | 2 | 2 | 1 | 2 | 1 | 4,1 |
| SAP  | 4 | 2 | 3 | 2 | 1 | 7,6 | 4 | 2 | 3 | 2 | 1 | 7,6 |
| VHH  | 2 | 4 | 3 | 3 | 1 | 6,5 | 2 | 4 | 3 | 3 | 2 | 6,8 |

Students' final score was selected from the average of both raters' score. The comparison between the pre-test and post-test scores obtained by students in the experimental class and the control class could be seen in the data presented below:

**Table 4.5**  
**The Data Comparison of Two Classes Studied**

| No | Experimental Class |           | Control Class |           |
|----|--------------------|-----------|---------------|-----------|
|    | Pre-test           | Post-test | Pre-test      | Post-test |
| 1  | 6,4                | 6,8       | 2,7           | 3,6       |
| 2  | 5,9                | 7,8       | 4,1           | 7,2       |
| 3  | 5,7                | 8         | 7,4           | 7,2       |
| 4  | 7,2                | 8,5       | 7,5           | 5,2       |
| 5  | 4,9                | 8         | 7,1           | 6,7       |
| 6  | 6                  | 8,9       | 8,3           | 6,1       |
| 7  | 7                  | 7,9       | 3,7           | 7,7       |
| 8  | 8                  | 8,7       | 3,4           | 8,5       |
| 9  | 7,8                | 6,8       | 3,6           | 4         |
| 10 | 3,4                | 7,6       | 8,3           | 5,9       |
| 11 | 4,3                | 7,6       | 2,5           | 2,6       |
| 12 | 6,3                | 6,3       | 7,4           | 3,6       |
| 13 | 5,9                | 7,9       | 3,6           | 4,3       |
| 14 | 4                  | 4,5       | 5,8           | 8,7       |
| 15 | 5,3                | 8,5       | 3,9           | 7,9       |
| 16 | 3,9                | 6         | 7,6           | 7,6       |
| 17 | 8,2                | 8,5       | 3,6           | 4         |
| 18 | 8                  | 8,6       | 6,4           | 2,2       |
| 19 | 6                  | 9,1       | 4,5           | 7,3       |
| 20 | 8,2                | 8,2       | 6             | 8,5       |
| 21 | 4                  | 4,3       | 6,6           | 7,8       |
| 22 | 4,5                | 5,2       | 6,6           | 6,5       |
| 23 | 4,4                | 7,5       | 6,6           | 6,8       |
| 24 | 8,1                | 8,6       | 6,9           | 6,1       |
| 25 | 5,1                | 7,1       | 8             | 8,8       |
| 26 | 6,8                | 7,5       | 2,6           | 3,8       |
| 27 | 5,7                | 8,1       | 6,7           | 7,2       |
| 28 | 5,3                | 8         | 5,9           | 7,1       |
| 29 | 3,6                | 8,5       | 3,8           | 6,2       |
| 30 | 4,3                | 6,5       | 4,1           | 4,3       |

|    |     |     |     |     |
|----|-----|-----|-----|-----|
| 31 | 6,8 | 8,5 | 2,7 | 7,6 |
| 32 | 2,7 | 3,2 | 8,3 | 6,6 |

From the data above, the minimum score owned by students of the experimental class in the pre-test was 2,7 while the maximum score owned by students was 8,2. There were still 6 students reached KKM. Meanwhile, students' minimum score of the post-test was 3,2 while the maximum score was 9,1. In the post-test, 22 students reached KKM.

Besides, the minimum score owned by students of the control class in the pre-test was 2,5 while the maximum score was 8,3. There were 6 students reached KKM. Meanwhile, students' minimum score of the post-test was 2,2 while the maximum score was 8,8. There were still 9 students reached KKM.

### C. Analysis and Hypothesis Testing

Analyzing the data collected was done to find out the comparison between the experimental class and the control class as the hypothesis testing. The value compared between two classes was obtained through pre-test and post-test score. The researcher used the formula of analysis of covariance (ANCOVA) with SPSS 26 version. The researcher used .05 as the significant level. The Sign. < .05 means there are any significant differences of the main score between the experimental and control class. Whereas, the Sign. > .05 means there are no significant differences of the main score between the experimental and control class.<sup>56</sup> The sample result of hypothesis testing was presented by the figure below:

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<sup>56</sup> Johnson and Christensen, 739.



**Figure 4.2**  
**The Sample Result of Hypothesis Testing**

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest Score

| Source          | Type III Sum of Squares | df | Mean Square | F      | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|--------|------|---------------------|
| Corrected Model | 5073.346 <sup>a</sup>   | 2  | 2536.673    | 10.664 | .000 | .259                |
| Intercept       | 12589.929               | 1  | 12589.929   | 52.927 | .000 | .465                |
| Pretest         | 2623.096                | 1  | 2623.096    | 11.027 | .002 | .153                |
| Class           | 2112.144                | 1  | 2112.144    | 8.879  | .004 | .127                |
| Error           | 14510.404               | 61 | 237.875     |        |      |                     |
| Total           | 314976.000              | 64 |             |        |      |                     |
| Corrected Total | 19583.750               | 63 |             |        |      |                     |

a. R Squared = .259 (Adjusted R Squared = .235)

The result above showed Sig.  $0.004 < 0.5$ . It was interpreted that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, there was a significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year. The partial eta squared showed 0.127 which meant that the difference of the use of Bio-Poem and conventional method in the descriptive writing class was among 12,7%.

#### **D. Discussion**

This research study was conducted to know how the effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year. The researcher used writing test to collect the data. It consisted of pre-test and post-test which was conducted in the experimental class and control class. The data collected was analyzed by using analysis of covariance (ANCOVA) with SPSS 26 version.

The result of data analysis showed that the mean score of pre-test in the experimental class before being taught by using Bio-Poem was 5,7 with

only 6 students reached KKM. It means, the average of the data was still low. After the researcher treated the experimental class by using Bio-Poem, the mean score obtained by students in the post-test became 7,4 with 22 students reached KKM.

The average score increased due to students got the treatment with Bio-Poem along four times. As Deswita and Al-Hafizh stated that Bio-Poem helps students to organize and generate a lot of ideas to write about an object that will be described.<sup>57</sup> It covered the benefit of Bio-Poem as personal writing and getting to know person.<sup>58</sup> Thus, it was reasonable if Bio-Poem helped students to get a lot of ideas to be written. The researcher also maximally taught students in developing ideas in Bio-Poem into complete sentences and paragraph. Furthermore, students were trained to overcome the difficulties through working in group. The researcher also engaged them to give a comment on their friend's Bio-Poem, so that they were able to focus and paid attention during learning process. It encouraged students not to be fear or ashamed to ask and give a comment each other. It also made them easier to learn.

Before teaching the experimental class using Bio-Poem, the atmosphere of the class was gloomy. Students was so quiet and looked like they were not interested enough during the learning process. They were confused when they were asked to write a sentence because they didn't know what they were going to write and how to write it. In the pre-test, most of

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<sup>57</sup> Deswita and Al-Hafizh, "Teaching Writing", 238.

<sup>58</sup> Hess, *Teaching Large*, 95.

them couldn't write a descriptive paragraph with 7 sentences minimum as the instruction. There were only 6 students who could reach KKM.

When the treatment was conducted, students felt enjoy in the process of learning. Firza Khaira Maulida, in her thesis entitled "The Effect of Using Bio-Poem Strategy on Students' Writing Ability in Descriptive Paragraph at MTs Darul Falah Salo Kampar Regency", stated that Bio-Poem is easy and pleasure activity for students who have difficulty in expressing their ideas of description about something in descriptive paragraph writing.<sup>59</sup> Students were also excited and enthusiastic following the steps of Bio-Poem. As Deswita and Al-Hafizh pointed out that Bio-Poem guides students in writing descriptive paragraph with the easy steps or format determined.<sup>60</sup> Besides, students felt courage to be active and participated during the process. Students were taught and trained to write complete sentences and they could do it little by little. It was one of the advantages of Bio-Poem that was also pointed out by Deswita and Al-Hafizh; Bio-Poem makes students more active and interested to learn writing.<sup>61</sup>

Yet, apart from the positive theories about Bio-Poem described above and in the previous chapter, there was disadvantage of the use of Bio-Poem found during the class. Students couldn't write descriptions unless from the result of Bio-Poem, so that they were indirectly only focused on developing ideas provided in their Bio-Poem. It possibly caused students' work of descriptive paragraph writing had similar description.

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<sup>59</sup> Maulida, "The Effect", 24.

<sup>60</sup> Deswita and Al-Hafizh, "Teaching Writing", 238.

<sup>61</sup> Deswita and Al-Hafizh, 238.

However, the result of the post-test showed that students' average score increased. Many of them could write 7 sentences minimum. Meanwhile, students who could reach KKM became 22 students. It indicated that hypothesis testing of this research cited alternative hypothesis ( $H_a$ ) was accepted while null hypothesis ( $H_o$ ) was rejected.

In the control class, the result of pre-test was similar with the experimental class. Most students couldn't write 7 sentences minimum. There were also 6 students couldn't reach KKM. During teaching and learning process, the researcher taught students descriptive paragraph using conventional method. The researcher also offered the picture as the support tool. Students firstly collected vocabulary related to the object. The researcher taught them to classify it, whether it included in adjective, verb, or noun. Then, the researcher taught students to make a sentence based on vocabulary classified. Students tried to do it during the lesson. Yet, in the post-test, there were only 9 students who could reach KKM.

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KIAI HAJI ACHMAD SIDDIQ  
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## **CHAPTER V**

### **CLOSING**

This chapter contained Conclusion and Suggestion of the research study. Conclusion summarized all discussion of this research that had been discussed in the previous chapters, while suggestion was from the researcher which referred to research finding, discussion, and conclusion of this research study.

#### **A. Conclusion**

Based on the result of this research study, the improvement of students' mean score in the experimental class before and after the treatment was 5,7 to 7,4. It presented Sig.  $0.004 < 0.05$ . It could be said that  $H_a$  was accepted and  $H_o$  was rejected. Therefore, the conclusion showed that there was significant effect of using Bio-Poem on the seventh grade students' descriptive paragraph writing ability of SMPN 3 Genteng 2021/2022 academic year.

#### **B. Suggestion**

Based on the result described in this research study, the researcher offered some suggestions for teacher and also further researcher.

##### **1. For teacher**

The researcher suggests that the teacher can use Bio-Poem to teach students in writing descriptive paragraph in pleasure way. Thus, the teacher does not always dominate the class during teaching and learning process because Bio-Poem engages students to be more active and participated, also they can enjoy the learning process.

## 2. For further researcher

The researcher gives the suggestion that further researcher can use this research study as the reference to conduct research with the same variable. This research study has been examined that Bio-Poem gave an effect on students' descriptive paragraph writing.



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## DECLARATION OF AUTHORSHIP

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States that the undergraduate thesis entitled **“The Effect of Using Bio-Poem on the Seventh Grade Students’ Descriptive Paragraph Writing Ability of SMPN 3 Genteng 2021/2022 Academic Year”** is truly my original work. It doesn’t incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

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Jember, June 16<sup>th</sup> 2022

The writer

**Dina Elfania Mufarikhah**  
**SRN. T20186038**

## APPENDIX 1

### RESEARCH MATRIX

| Title   | Variable   | Indicators   | Data Resources  | Research Method  | Research Question and Hypothesis   |
|---|--|--|---|--|--|
| The Effect of Using Bio-Poem on Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School | <p>Independent Variable:<br/>Using Bio-Poem</p> <p>Dependent Variable:<br/>Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School</p> | <p>Indicator of Independent Variable (Adapted from Hess, 2005):</p> <ol style="list-style-type: none"> <li>1. Teacher, together with the class, compose and write on the board a Bio-Poem formula about person.</li> <li>2. Teacher pairs students.</li> <li>3. Students interview their own partners and write the Bio-Poem about them based on the formula composed.</li> <li>4. Students develop their Bio-Poem into sentences and organize it into descriptive paragraph writing while teacher guides students' writing process.</li> </ol> <p>Indicator of Dependent Variable (Adapted from Brown, 2007):</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Grammar</li> <li>4. Vocabulary</li> <li>5. Mechanic</li> </ol> | Seventh graders' descriptive text writing of junior high school | <ol style="list-style-type: none"> <li>1. Research Approach: Quantitative.</li> <li>2. Research Design: Quasi Experimental (Non-equivalent comparison group design).</li> <li>3. Data Collection method:               <ul style="list-style-type: none"> <li>- Writing test</li> </ul> </li> <li>4. Data analysis method:               <ul style="list-style-type: none"> <li>- Analysis of covariance (ANCOVA), by using SPSS (26 version)</li> </ul> </li> </ol> | <p>Research Question:<br/>Is there any significant effect of using Bio-Poem on seventh grade students' descriptive paragraph writing ability of junior high school?</p> <p>Hypothesis</p> <p>Ha:<br/>There is a significant effect of using Bio-Poem on seventh grade students' descriptive paragraph writing ability of junior high school.</p> <p>Ho:<br/>There is no significant effect of using Bio-Poem on seventh grade students' descriptive paragraph writing ability of junior high school.</p> |

## APPENDIX 2

### INSTRUMENT

#### NORMALITY AND HOMOGENEITY TEST

|   |       |
|---|-------|
| Name : ...<br>No. Attendance : ...<br>Class : ...<br>Day/Date : ... | NILAI |
|---|-------|

#### Direction:

1. Prepare your writing tools.
2. Pray before you do the test.
3. Write your name, attendance number, class, day and date in the existing box above.
4. Read the test instruction carefully so that you can answer the question correctly.
5. Use a pen to answer the question.
6. You have 45 minutes to finish the test.
7. Check your answer before you submit it.

#### A. Choose the correct answer by crossing (x) a, b, c or d.

1. Pay attention to the following expressions.

(1) I think it's already late at night.

(2) How are you doing?

(3) Good morning, Mr. David.

(4) Sorry, I have to go now.

(5) Have a nice day.

The correct greeting expressions are shown by number ...

- |                |                |
|----------------|----------------|
| a. (1) and (2) | c. (2) and (3) |
| b. (1) and (3) | d. (3) and (4) |

2. Ayu : Listen! The bell is ringing. I must go now.  
 Putri : Okay. Let's discuss the lesson again tomorrow. Goodbye, Ayu.  
 Ayu : Okay. Goodbye, Putri.

What does the underlined sentence express?

- a. Greeting  
 b. Parting  
 c. Gratitude  
 d. Apology
3. One day, you meet an old friend in somewhere. You want to know how she is doing. What do you ask?
- a. Nice to meet you.  
 b. I'm fine. Thanks.  
 c. How are you?  
 d. See you tomorrow.
4. Arrange the following words into a good sentence.

sorry – calculator – really – breaking – new – for – your – I am

1            2            3            4            5            6            7            8

- a. 8-5-6-7-1-2-3-4  
 b. 8-1-3-2-4-6-7-5  
 c. 8-3-1-6-4-7-5-2  
 d. 8-3-1-2-4-5-6-7

**The following dialog is for questions number 5 and 6.**

|           |  |
|-----------|--|
| Librarian | : Your library card, please?             |
| Students  | : Oops... I forgot to bring it.          |
| Librarian | : So, you can't <u>borrow</u> this book. |

5. The suitable expression to complete the dialogue is ...
- a. Come on  
 b. I'm happy  
 c. I'm sorry  
 d. With my pleasure
6. The underlined word has similar meaning with ...
- a. Berated  
 b. Lend  
 c. Return  
 d. Collect
7. Arrange the following sentences into a good dialogue.

- (1) Fine, thank you.  
 (2) How are you today?  
 (3) Good morning, students.  
 (4) Good morning, Sir.  
 (5) We are fine. And you?



## APPENDIX 3

### BLUEPRINT FOR WRITING TEST

Sekolah : SMPN 3 Genteng  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII (B&C) / 2 (Genap)

Materi : Descriptive text  
Bentuk/jumlah soal : Uraian / 1  
Alokasi Waktu : 40 menit

| Kompetensi Inti  | Kompetensi Dasar   | Tujuan   | Materi   | Indikator Soal   |
|--|--|--|--|--|
| <p><b>3.</b> Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tau tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.</p> <p><b>4.</b> Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.</p> | <p><b>3.7</b> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p><b>4.7</b> Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> | <p>Melalui serangkaian kegiatan pembelajaran, siswa dapat mengomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang, untuk tujuan membanggakan /mengenalkan /mengambil teladan, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.</p> | <p>Making a descriptive paragraph writing about person</p> | <p>Disajikan sebuah instruksi terkait teks deskriptif, siswa diharapkan dapat membuat tulisan paragraf deskriptif tentang “my English teacher” sesuai dengan instruksi yang diberikan.</p> |

**INSTRUMENT**  
**WRITING TEST (PRE-TEST AND POST-TEST)**

**SMP NEGERI 3 GENTENG**  
**ACADEMIC YEAR 2021/2022**

**Directions:**

1. Prepare your writing tools.
2. Pray before you do the test.
3. Write your name, attendance number, and class in the answer sheet provided.
4. Read the test instruction carefully so that you can answer the question correctly.
5. Write your answer by using a pen and clean your wrong answer.
6. You have 40 minutes to finish your work.
7. Check your work before you submit it.

***Read carefully the instruction below then write your answer!***

Write a descriptive paragraph about **your English teacher** in at least 7 sentences.

Write your work in the answer sheet provided!

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### SCORING RUBRIC FOR WRITING TEST

| Aspect  | Score | Performance Description  | Weight |
|---|-------|--|--------|
| Content (C)<br>- Topic<br>- Detail                              | 4     | The topic is complete and clear, the details are relating to the topic.                            | 3x     |
|   | 3     | The topic is complete and clear, the details are almost relating to the topic.                     |        |
|   | 2     | The topic is complete and clear, the details are not relating to the topic.                        |        |
|   | 1     | The topic is not clear, the details are not relating to the topic.                                 |        |
| Organization (O)<br>- Identification<br>- Description           | 4     | Identification is complete and descriptions are arranged with proper connectives.                  | 2x     |
|   | 3     | Identification is almost complete and descriptions are arranged with almost proper connectives.    |        |
|   | 2     | Identification is not complete and descriptions are arranged with few misuses of connectives.      |        |
|   | 1     | Identification is not complete and descriptions are arranged with numerous misuses of connectives. |        |
| Grammar (G)<br>- Simple present tense                           | 4     | Very few incorrect simple present tense  | 2x     |
|   | 3     | Few incorrect simple present tense but does not affect on meaning                                  |        |
|   | 2     | Numerous incorrect simple present tense  |        |
|   | 1     | Frequent incorrect simple present tense  |        |
| Vocabulary (V)  | 4     | Effective choice of words and word forms   | 1,5x   |
|   | 3     | Few misuses of vocabularies and word form, but not change the meaning                              |        |
|   | 2     | Limited range confusing words and word forms   |        |
|   | 1     | Very poor knowledge of words, word form, and not understandable                                    |        |
| Mechanic (M)<br>- Spelling<br>- Punctuation<br>- Capitalization | 4     | It uses correct spelling, punctuation, and capitalization  | 1,5x   |
|   | 3     | It has occasional errors of spelling, punctuation, and capitalization                              |        |
|   | 2     | It has frequent errors of spelling, punctuation, and capitalization                                |        |
|   | 1     | It is dominated by errors of spelling, punctuation, and capitalization                             |        |

*Adapted from Brown, 2007.*

$$Score = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

## APPENDIX 4

## EXPERT VALIDATION SHEET

## Instructions:

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"

| No. | Aspek yang dinilai   | Skala Penilaian |   |   |   | Catatan   |
|-----|--|-----------------|---|---|---|---|
|     |  | 1               | 2 | 3 | 4 |   |
| A.  | Isi  |                 |   |   |   |   |
|     | 1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar                     |                 |   |   | √ |   |
|     | 2. Indicator soal sesuai dengan materi   |                 |   |   | √ |   |
|     | 3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan                 |                 |   | √ |   | Instruksinya kurang jelas (answer the question, tapi tidak ada pertanyaan melainkan perintah) |
|     | 4. Pedoman penskoran sesuai dengan rubric yang telah ditetapkan                      |                 |   |   | √ |   |
|     | 5. Kesesuaian alokasi waktu dengan soal yang disediakan                              |                 |   |   | √ |   |
| B.  | Konstruksi   |                 |   |   |   |   |
|     | 1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan menulis siswa       |                 |   |   | √ |   |
|     | 2. Soal disusun sesuai dengan teori paragraf deskriptif                              |                 |   |   | √ |   |
|     | 3. Soal disusun sesuai teori writing yang mana mengharuskan siswa untuk menulis      |                 |   |   | √ |   |
| C.  | Bahasa   |                 |   |   |   |   |
|     | 1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar dan sesuai grammatical |                 |   |   | √ |   |



|  |  |  |  |   |   |  |
|--|--|--|--|---|---|--|
|  | 2. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda / salah paham |  |  | √ |   |  |
|  | 3. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa                              |  |  |   | √ |  |

*Note:*

4 = sangat baik

3 = baik

2 = kurang

1 = sangat kurang

Jember, 25 Februari 2022

Validator  


(Nina Hayuningtyas)

Activate W  
Go to Setting

## APPENDIX 5

## OBSERVATION SHEET

## Appendix 5

## OBSERVATION SHEET FOR PRACTICALITY OF THE TEST INSTRUMENT

## Instructions:

1. Circle one of the indicators which is appropriate with the situation in the class.
2. Give a description in the column "note" based on the situation in the class.

| No | Aspect                                     | Indicators  | Note  |
|----|--|---|---|
| 1  | Students' response towards the test        | <ul style="list-style-type: none"> <li>- More than a half of the students ask about the instruction.</li> <li>- A half of the students ask about the instruction.</li> <li><input checked="" type="radio"/> - Less than a half of the students ask about the instruction.</li> </ul>  | There are 5 students ask about the instruction  |
| 2  | Estimation of time allocation for students | <ul style="list-style-type: none"> <li>- More than a half of the students finish the test on time.</li> <li>- A half of the students finish the test on time.</li> <li><input checked="" type="radio"/> - Less than a half of the students finish the test on time.</li> </ul>  | there are 5 students who have not finish the test yet   |
| 3  | Prefer to work independently               | <ul style="list-style-type: none"> <li><input checked="" type="radio"/> - More than a half of the students work on the test independently.</li> <li>- A half of the students work on the test independently.</li> <li>- Less than a half of the students work on the test independently.</li> </ul>   | There are 17 students do the test independently. the rest of them still ask and look at their friends. it is possible because they are not confident with their work. |
| 4  | Enjoy to answer the question               | <ul style="list-style-type: none"> <li><input checked="" type="radio"/> - More than a half of the students feel enjoy and enthusiastic about doing the test.</li> <li>- A half of the students feel enjoy and enthusiastic about doing the test.</li> <li>- Less than a half of the students feel enjoy and enthusiastic about doing the test.</li> </ul> | There are 22 students who do not feel afraid/worry in doing the test.   |

Genteng, 7 April 2022

Examiner

(Dina Elfarida Muryanikhal)

## APPENDIX 6

### RENCANA PELAKSANAAN PEMBELAJARAN

|                 |                          |
|-----------------|--------------------------|
| Nama Sekolah    | : SMPN 3 Genteng         |
| Mata Pelajaran  | : Bahasa Inggris         |
| Materi Pokok    | : Descriptive Text       |
| Kelas/Semester  | : VII / Genap            |
| Tahun Pelajaran | : 2021/2022              |
| Alokasi Waktu   | : 2 x 40 menit/pertemuan |

#### A. Kompetensi Inti

**KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar  | Indikator   |
|---|---|
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan | 3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, dengan memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. |

|  |   |
|--|---|
| konteks penggunaannya.   |   |
| 4.7 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebiasaan, secara benar dan sesuai konteks. | 4.7.1 Membuat teks deskriptif lisan dan tulis, pendek dan sederhana, terkait deskripsi orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

### C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran, siswa dapat mengomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang, untuk tujuan membanggakan /mengenalkan /mengambil teladan, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

### D. Materi Pembelajaran

Descriptive Text

- Fungsi sosial
- Struktur teks
- Unsur kebahasaan

### E. Metode Pembelajaran

Pendekatan : Saintifik

Metode pembelajaran: Inquiry learning (pembelajaran inkuiri)

### F. Kegiatan Pembelajaran

#### 1. Pertemuan ke-1

| Kegiatan Pendahuluan (15 Menit)   |   |
|---|---|
| Experimental class  | Control class   |
| <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam dan do'a.</li> <li>Guru menyapa peserta didik.</li> <li>Guru memperkenalkan diri dan menjelaskan maksud untuk melakukan penelitian.</li> </ul> | <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam dan do'a.</li> <li>Guru menyapa peserta didik.</li> <li>Guru memperkenalkan diri dan menjelaskan maksud untuk melakukan penelitian.</li> </ul> |

| Kegiatan Inti (50 menit)  |   |
|---|---|
| Experimental class  | Control class   |
| <ul style="list-style-type: none"> <li>Guru melakukan normality dan homogeneity test kepada peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>Guru melakukan normality dan homogeneity test kepada peserta didik.</li> </ul> |



|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Guru menjelaskan instruksi terkait pelaksanaan normality dan homogeneity test.</li> <li>• Peserta didik mengerjakan test sesuai dengan alokasi waktu yang diberikan (45 menit).</li> </ul> | <ul style="list-style-type: none"> <li>• Guru menjelaskan instruksi terkait pelaksanaan normality dan homogeneity test.</li> <li>• Peserta didik mengerjakan test sesuai dengan alokasi waktu yang diberikan (45 menit).</li> </ul> |
|---|---|

| Kegiatan Penutup (15 Menit)  |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk melakukan <i>review</i> terhadap test yang telah dikerjakan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk melakukan <i>review</i> terhadap test yang telah dikerjakan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |

## 2. Pertemuan ke-2

| Kegiatan Pendahuluan (5 Menit)  |  |
|---|--|
| Experimental class  | Control class  |
| <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru memberikan <i>brainstorming</i> kepada peserta didik terkait materi yang akan diajarkan.</li> <li>• Guru menyampaikan tujuan pembelajaran dan garis besar cakupan materi.</li> <li>• Guru menjelaskan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru memberikan <i>brainstorming</i> kepada peserta didik terkait materi yang akan diajarkan.</li> <li>• Guru menyampaikan tujuan pembelajaran dan garis besar cakupan materi</li> <li>• Guru menjelaskan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (70 Menit)  |  |  |
|---------------------------|--|--|
| Sintak Model Pembelajaran | Experimental class   | Control class  |
| Mengamati                 | <ul style="list-style-type: none"> <li>• Guru menjelaskan materi terkait teks deskriptif, termasuk fungsi sosial, struktur teks dan unsur</li> </ul> | <ul style="list-style-type: none"> <li>• Guru menjelaskan materi terkait teks deskriptif, termasuk fungsi sosial, struktur teks dan unsur kebahasaan.</li> </ul> |

|                        |  |  |
|------------------------|--|--|
|                        | kebahasaan.<br>• Peserta didik mendengarkan dan mengamati penjelasan guru.   | • Peserta didik mendengarkan dan mengamati penjelasan guru.  |
| Menanya                | • Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait materi.<br>• Guru memberikan pembahasan atas pertanyaan peserta didik.  | • Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal-hal yang belum dipahami terkait materi.<br>• Guru memberikan pembahasan atas pertanyaan peserta didik.  |
| Mengumpulkan informasi | • Guru menunjukkan contoh teks deskriptif yang terdapat dalam buku paket Bahasa Inggris.<br>• Guru meminta peserta didik untuk memberikan informasi terkait struktur teks yang terdapat dalam contoh.  | • Guru menunjukkan contoh teks deskriptif yang terdapat dalam buku paket Bahasa Inggris.<br>• Guru meminta peserta didik untuk memberikan informasi terkait struktur teks yang terdapat dalam contoh.  |
| Mengasosiasi           | • Guru meminta peserta didik untuk mengidentifikasi unsur kebahasaan yang terdapat dalam contoh teks deskriptif dengan cara menuliskan kalimatnya di papan tulis serta memberikan penjelasan tentang unsur kebahasaan apa yang digunakan dalam kalimat tersebut. | • Guru meminta peserta didik untuk mengidentifikasi unsur kebahasaan yang terdapat dalam contoh teks deskriptif dengan cara menuliskan kalimatnya di papan tulis serta memberikan penjelasan tentang unsur kebahasaan apa yang digunakan dalam kalimat tersebut. |
| Mengomunikasikan       | • Guru meminta peserta didik untuk membuat tulisan paragraph deskriptif dengan topik “my English teacher” sesuai pemahaman dan kemampuannya.<br>• Guru mengumpulkan hasil tulisan peserta didik sebagai data <i>pre-test</i> .                                   | • Guru meminta peserta didik untuk membuat tulisan paragraph deskriptif dengan topik “my English teacher” sesuai pemahaman dan kemampuannya.<br>• Guru mengumpulkan hasil tulisan peserta didik sebagai data <i>pre-test</i> .                                   |

| Kegiatan Penutup (5 Menit)   |  |
|--|--|
| Experimental class   | Control class  |
| • Guru mengajak peserta didik untuk melakukan <i>review</i> terhadap pembelajaran yang telah dilakukan.<br>• Guru menyampaikan rencana | • Guru mengajak peserta didik untuk melakukan <i>review</i> terhadap pembelajaran yang telah dilakukan.<br>• Guru menyampaikan rencana |



|   |   |
|---|---|
| pembelajaran pada pertemuan berikutnya.   | pembelajaran pada pertemuan berikutnya.   |
| <ul style="list-style-type: none"> <li>Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |

### 3. Pertemuan ke-3

| Kegiatan Pendahuluan (5 Menit)   |   |
|--|---|
| Experimental class   | Control class   |
| <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>Guru memeriksa kehadiran peserta didik.</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>Guru memeriksa kehadiran peserta didik</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (70 Menit) |  |   |
|--------------------------|--|---|
| Process of Writing       | Experimental class   | Control class   |
| Planning                 | <ul style="list-style-type: none"> <li>Guru membagi peserta didik kedalam beberapa kelompok.</li> <li>Guru menyampaikan bahwa peserta didik akan membuat tulisan paragraf deskriptif menggunakan Bio-Poem dengan topik "my beloved friend".</li> <li>Guru meminta setiap kelompok untuk memilih salah satu teman dari kelompok lain untuk dideskripsikan.</li> </ul> | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk mengumpulkan foto masing – masing seperti instruksi pada pertemuan sebelumnya.</li> <li>Guru menyampaikan bahwa peserta didik akan menggunakan foto tersebut untuk membuat tulisan paragraf deskriptif dengan topik "my beloved friend"</li> <li>Peserta didik mengambil foto secara acak.</li> </ul> |
| Drafting                 | <ul style="list-style-type: none"> <li>Guru mengenalkan Bio-Poem kepada peserta didik.</li> <li>Guru menjelaskan dan menuliskan format Bio-poem di papan tulis, sementara peserta didik memperhatikan penjelasan guru.</li> <li>Guru menyiapkan <i>list of interviews</i>.</li> <li>Guru meminta setiap</li> </ul>   | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk mengamati masing – masing foto yang telah didapat.</li> <li>Guru meminta peserta didik untuk mengumpulkan kosa kata terkait penampilan fisik seperti yang terlihat dalam foto serta kosa kata yang dibutuhkan untuk menulis paragraf deskriptif.</li> </ul>   |

|         |  |   |
|---------|--|---|
|         | <p>kelompok untuk mewawancarai teman yang telah dipilih untuk dideskripsikan dengan mengikuti <i>list of interviews</i> yang disediakan.</p> <ul style="list-style-type: none"> <li>• Guru meminta masing - masing peserta didik untuk melengkapi Bio-Poem sesuai dengan hasil <i>interview</i> bersama.</li> </ul>  |   |
| Writing | <ul style="list-style-type: none"> <li>• Guru memberikan contoh penulisan kalimat <i>simple present tense</i> (positif, negatif, interogatif).</li> <li>• Guru meminta masing - masing peserta didik untuk mengembangkan Bio-Poem yang telah mereka buat menjadi kalimat sempurna menggunakan <i>simple present tense</i>.</li> <li>• Guru meminta perwakilan dari setiap kelompok yang telah menyelesaikan tulisannya untuk menuliskan kembali di papan tulis.</li> <li>• Guru meminta setiap kelompok untuk memberikan komentar ataupun koreksi terhadap tulisan kelompok lain yang salah satu anggotanya menjadi object deskripsi kelompok tersebut.</li> <li>• Guru mengawasi kegiatan yang dilakukan peserta didik.</li> <li>• Guru meminta masing – masing peserta didik untuk merevisi tulisannya berdasarkan koreksi yang diberikan kelompok lain, serta menuliskan kembali semua kalimat yang benar menjadi satu paragraf.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru memberikan contoh penulisan kalimat <i>simple present tense</i> (positif, negatif, interogatif).</li> <li>• Guru meminta peserta didik untuk membuat kalimat - kalimat sempurna berdasarkan kosa kata yang telah dikumpulkan.</li> <li>• Peserta didik memberikan tulisannya kepada teman yang sedang dideskripsikan.</li> <li>• Guru meminta peserta didik untuk memberi komentar ataupun koreksi jika terdapat deskripsi yang kurang tepat sesuai dirinya.</li> <li>• Guru meminta peserta didik untuk merevisi tulisannya berdasarkan koreksi yang diberikan temannya, serta menuliskan kembali semua kalimat yang benar menjadi satu paragraf.</li> <li>• Guru mengizinkan peserta didik untuk berdiskusi dengan temannya.</li> <li>• Guru membimbing peserta didik selama proses menulis.</li> </ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Guru mengizinkan peserta didik untuk berdiskusi dengan temannya.</li> <li>• Guru membimbing peserta didik selama proses menulis.</li> </ul> |  |
|--|--|--|

| Kegiatan Penutup (5 Menit)   |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mengumpulkan tulisannya.</li> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mengumpulkan tulisannya.</li> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |

#### 4. Pertemuan ke-4

| Kegiatan Pendahuluan (5 Menit)   |   |
|--|---|
| Experimental class   | Control class   |
| <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (70 Menit) |   |   |
|--------------------------|---|---|
| Process of Writing       | Experimental class  | Control class   |
| Editing                  | <ul style="list-style-type: none"> <li>• Guru mengembalikan tulisan peserta didik yang telah diberi <i>feedback</i> dan koreksi tertulis dari guru.</li> <li>• Guru meminta peserta didik untuk merevisi tulisannya sesuai dengan <i>feedback</i> dan koreksi yang diberikan guru.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru mengembalikan tulisan peserta didik yang telah diberi <i>feedback</i> dan koreksi tertulis dari guru.</li> <li>• Guru meminta peserta didik untuk merevisi tulisannya sesuai dengan <i>feedback</i> dan koreksi yang diberikan guru.</li> </ul> |

|               |   |   |
|---------------|---|---|
| Final version | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk menuliskan kembali paragraph deskriptif yang sudah benar dengan rapi.</li> <li>Guru meminta peserta didik untuk mengumpulkan hasil akhir pekerjaannya.</li> </ul> | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk menuliskan kembali paragraph deskriptif yang sudah benar dengan rapi.</li> <li>Guru meminta peserta didik untuk mengumpulkan hasil akhir pekerjaannya.</li> </ul> |
|---------------|---|---|

| Kegiatan Penutup (5 Menit)   |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya bahwa peserta didik akan membuat tulisan paragraf deskriptif tentang “my mother”.</li> <li>Guru memberi pekerjaan rumah kepada peserta didik untuk mewawancarai ibunya masing – masing dengan mengikuti <i>list of interviews</i> yang telah diberikan.</li> <li>Guru mengakhiri kelas dengan berdo’a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya bahwa peserta didik akan membuat tulisan paragraf deskriptif tentang “my mother”.</li> <li>Guru meminta peserta didik untuk menyiapkan foto ibunya masing – masing untuk digunakan di pertemuan berikutnya.</li> <li>Guru mengakhiri kelas dengan berdo’a dan mengucapkan salam.</li> </ul> |

## 5. Pertemuan ke-5

| Kegiatan Pendahuluan (5 Menit)   |   |
|--|---|
| Experimental class   | Control class   |
| <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do’a.</li> <li>Guru memeriksa kehadiran peserta didik.</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do’a.</li> <li>Guru memeriksa kehadiran peserta didik</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (70 Menit) |   |   |
|--------------------------|---|---|
| Process of Writing       | Experimental class  | Control class   |
| Planning                 | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk menyiapkan hasil dari <i>interview</i> seperti instruksi</li> </ul> | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk menyiapkan foto seperti instruksi pada</li> </ul> |

|          |  |   |
|----------|--|---|
|          | pada pertemuan sebelumnya.   | pertemuan sebelumnya.   |
| Drafting | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk melengkapi Bio-Poem masing – masing sesuai dengan hasil <i>interview</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk mengumpulkan kosa kata terkait penampilan fisik seperti yang terlihat dalam foto serta kosa kata yang dibutuhkan untuk menulis paragraf deskriptif.</li> </ul>  |
| Writing  | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk mengembangkan Bio-Poem yang telah mereka buat menjadi kalimat sempurna menggunakan <i>simple present tense</i>.</li> <li>Guru meminta salah satu peserta didik yang telah menyelesaikan tulisannya untuk menuliskan kembali di papan tulis.</li> <li>Guru meminta peserta didik yang lainnya untuk memperhatikan pekerjaan temannya dan memberikan kometer ataupun koreksi secara lisan.</li> <li>Guru mengawasi kegiatan yang dilakukan peserta didik.</li> <li>Guru meminta peserta didik untuk merevisi tulisannya berdasarkan koreksi yang diberikan temannya.</li> <li>Guru meminta peserta didik untuk menuliskan kembali semua kalimat yang benar menjadi satu paragraf.</li> <li>Guru membimbing peserta didik selama proses menulis.</li> </ul> | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk membuat kalimat - kalimat sempurna berdasarkan kosa kata yang telah dikumpulkan.</li> <li>Guru meminta peserta didik untuk menggabungkan kalimat – kalimat tersebut menjadi satu paragraf.</li> <li>Guru membimbing peserta didik selama proses menulis.</li> </ul> |

| Kegiatan Penutup (5 Menit)   |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk</li> </ul> | <ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk</li> </ul> |

|   |   |
|---|---|
| <p>mengumpulkan tulisannya.</p> <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <p>mengumpulkan tulisannya.</p> <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |
|---|---|

## 6. Pertemuan ke-6

| Kegiatan Pendahuluan (5 Menit)   |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (70 Menit) |   |   |
|--------------------------|---|---|
| Process of Writing       | Experimental class  | Control class   |
| Editing                  | <ul style="list-style-type: none"> <li>• Guru mengembalikan tulisan peserta didik yang telah diberi <i>feedback</i> dan koreksi tertulis dari guru.</li> <li>• Guru meminta setiap kelompok untuk merevisi tulisannya sesuai dengan <i>feedback</i> dan koreksi yang diberikan guru.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru mengembalikan tulisan peserta didik yang telah diberi <i>feedback</i> dan koreksi tertulis dari guru.</li> <li>• Guru meminta setiap kelompok untuk merevisi tulisannya sesuai dengan <i>feedback</i> dan koreksi yang diberikan guru.</li> </ul> |
| Final version            | <ul style="list-style-type: none"> <li>• Guru meminta masing – masing peserta didik untuk menuliskan kembali paragraph deskriptif yang sudah benar dengan rapi.</li> <li>• Guru meminta peserta didik untuk mengumpulkan hasil akhir pekerjaannya.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Guru meminta masing – masing peserta didik untuk menuliskan kembali paragraph deskriptif yang sudah benar dengan rapi.</li> <li>• Guru meminta peserta didik untuk mengumpulkan hasil akhir pekerjaannya.</li> </ul>                                   |

| Kegiatan Penutup (5 Menit)  |   |
|---|---|
| Experimental class  | Control class   |
| <ul style="list-style-type: none"> <li>Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>Guru mengajak peserta didik untuk merefleksikan pengalaman belajar.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |

## 7. Pertemuan ke-7

| Kegiatan Pendahuluan (5 Menit)   |   |
|--|---|
| Experimental class   | Control class   |
| <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>Guru memeriksa kehadiran peserta didik.</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> | <ul style="list-style-type: none"> <li>Guru membuka kelas dengan salam, sapaan, dan do'a.</li> <li>Guru memeriksa kehadiran peserta didik</li> <li>Guru menyampaikan kegiatan yang akan dilakukan peserta didik.</li> </ul> |

| Kegiatan Inti (65 menit)   |  |
|--|--|
| Experimental class   | Control class  |
| <ul style="list-style-type: none"> <li>Guru membagi peserta didik ke dalam beberapa kelompok.</li> <li>Guru menyampaikan bahwa peserta didik akan membuat tulisan paragraf deskriptif menggunakan Bio-Poem dengan topik "my English teacher".</li> <li>Guru meminta peserta didik berdiskusi dengan kelompoknya untuk menentukan guru yang akan dideskripsikan. Setiap kelompok tidak boleh memilih guru yang sama.</li> <li>Guru memberikan 10 menit waktu kepada peserta didik untuk mewawancarai guru yang telah dipilihnya dengan mengikuti <i>list of interviews</i> yang telah disediakan sebelumnya, lalu kembali ke kelas.</li> <li>Guru memberikan 10 menit waktu kepada peserta didik untuk</li> </ul> | <ul style="list-style-type: none"> <li>Guru menyiapkan beberapa foto guru bahasa Inggris SMPN 3 Genteng dan menyampaikan bahwa peserta didik akan menggunakan foto tersebut untuk membuat tulisan paragraf deskriptif dengan topik "my English teacher".</li> <li>Guru meminta peserta didik untuk memilih satu foto untuk dideskripsikan.</li> <li>Guru meminta peserta didik untuk mengamati masing – masing foto yang telah didapat.</li> <li>Guru memberikan 10 menit waktu kepada peserta didik untuk mengumpulkan kosa kata terkait foto tersebut.</li> <li>Guru memberikan instrument soal sebagai <i>post-test</i>.</li> <li>Guru meminta peserta didik untuk</li> </ul> |

|  |   |
|--|---|
| <p>melengkapi Bio-Poem masing – masing.</p> <ul style="list-style-type: none"> <li>• Guru memberikan instrument soal sebagai <i>post-test</i>.</li> <li>• Guru meminta peserta didik untuk mengerjakan <i>post-test</i> sesuai instruksi yang tertulis di instrument dengan memanfaatkan Bio-Poem yang telah mereka buat.</li> <li>• Guru meminta peserta didik untuk mengumpulkan hasil <i>post-test</i> sesuai alokasi waktu yang telah ditentukan.</li> </ul> | <p>mengerjakan <i>post-test</i> sesuai instruksi yang tertulis di instrument dengan memanfaatkan foto yang mereka pilih dan kosa kata yang mereka kumpulkan.</p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mengumpulkan hasil <i>post-test</i> sesuai alokasi waktu yang telah ditentukan.</li> </ul> |
|--|---|

| Kegiatan Penutup (10 Menit)   |   |
|---|---|
| Experimental class  | Control class   |
| <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar selama <i>treatment</i> sebelumnya.</li> <li>• Guru memberi kesempatan peserta didik untuk menanyakan hal – hal yang belum dipahami.</li> <li>• Guru memberikan penjelasan terkait hal – hal yang ditanyakan peserta didik.</li> <li>• Guru meminta peserta didik untuk menuliskan kesan, pesan, dan hal – hal yang didapatkan selama <i>treatment</i>.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> | <ul style="list-style-type: none"> <li>• Guru mengajak peserta didik untuk merefleksikan pengalaman belajar selama <i>treatment</i> sebelumnya.</li> <li>• Guru memberi kesempatan peserta didik untuk menanyakan hal – hal yang belum dipahami.</li> <li>• Guru memberikan penjelasan terkait hal – hal yang ditanyakan peserta didik.</li> <li>• Guru meminta peserta didik untuk menuliskan kesan, pesan, dan hal – hal yang didapatkan selama <i>treatment</i>.</li> <li>• Guru mengakhiri kelas dengan berdo'a dan mengucapkan salam.</li> </ul> |

### G. Strategi, Media dan Alat

1. Strategi : Bio-Poem
2. Media : Buku paket Bahasa Inggris SMP Kelas 7, format dan daftar interview Bio-Poem.
3. Alat : Spidol, papan tulis




**H. Penilaian Pembelajaran**

1. Jenis Penilaian : Keterampilan
2. Instrumen Penilaian : Scoring rubric of writing
3. Prosedur penilaian : Membuat tulisan paragraf deskriptif



## APPENDIX 7

### LETTER OF PERMISSION

|  |  |
|--|--|
|  <p>UNIVERSITAS ISLAM NEGERI<br/>KIAI HAJI ACHMAD SIDDIQ<br/>JEMBER</p> | <p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b><br/> <b>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</b><br/> <b>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</b></p> <p>Jl. Mataram No. 01 Mangli Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136<br/>         Website: <a href="http://fuk.uinkhas-jember.ac.id">www.http://fuk.uinkhas-jember.ac.id</a> Email: <a href="mailto:tarbiyah.ianjember@gmail.com">tarbiyah.ianjember@gmail.com</a></p> |
|--|--|

---

Nomor : B-3861/In.20/3.a/PP.009/06/2022  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 3 Genteng  
 Jl. KH Kholil 1 Jalen, Setail, Genteng

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :


|               |                           |
|---------------|---------------------------|
| NIM           | : T20186038               |
| Nama          | : DINA ELFANIA MUFARIKHAH |
| Semester      | : Semester delapan        |
| Program Studi | : TADRIS BAHASA INGGRIS   |

untuk mengadakan Penelitian/Riset mengenai "The Effect of Using Bio-Poem on Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School" selama 56 ( lima puluh enam ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Hasan Marsuki

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 28 Maret 2022


Dekan,  
 Wakil Dekan Bidang Akademik,



**MASHUDI**

## APPENDIX 8

## LETTER OF ACCOMPLISHMENT

|   |  |  |
|---|--|--|
|  | <b>PEMERINTAH KABUPATEN BANYUWANGI</b>   |  |
|   | <b>DINAS PENDIDIKAN</b>  |  |
|   | <b>SMP NEGERI 3 GENTENG</b>  |  |
|   | Jalan KH Kholil I Jalen-Setail-Genteng-Banyuwangi<br>Telepon : (0333) 848120 Kode Pos 68465 E-mail: <a href="mailto:smpn3gtg_bwj@yahoo.co.id">smpn3gtg_bwj@yahoo.co.id</a><br>NSS: 201052510186 NPSN: 20525654 |  |

---

**SURAT KETERANGAN**  
NO: 422/ 0524/429.101.034/2022

Yang bertanda tangan di bawah ini,

|              |                           |
|--------------|---------------------------|
| Nama         | : Drs. HASAN MARSUKI      |
| NIP          | : 19661113 200701 1 011   |
| Pangkat/ Gol | : Penata Tingkat I/ III-d |
| Jabatan      | : Plt. Kepala Sekolah     |
| Unit Kerja   | : SMP Negeri 3 Genteng    |

Menerangkan bahwa:

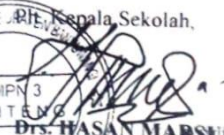

|                |  |
|----------------|--|
| Nama           | : DINA ELFANIA MUFARIKHAH                                    |
| Tempat Tgl Lhr | : Banyuwangi, 17 April 2000                                  |
| NIM            | : T20186038  |
| Program studi  | : Tadris Bahasa Inggris                                      |
| Fakutas        | : Tarbiyah dan Ilmu Keguruan<br>UIN KH Achmad Shiddiq Jember |

Nama tersebut benar - benar telah mengadakan penelitian dalam rangka penyusunan Skripsi dengan judul **"The Effect of Using Bio-Poem on Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School"** dari tanggal 30 Maret - 20 Mei 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana perlunya.

Banyuwangi, 24 Mei 2022

Plt. Kepala Sekolah,

  
  
**Drs. HASAN MARSUKI**  
 NIP. 19661113 200701 1 011

## APPENDIX 9

### JOURNAL OF RESEARCH

**Researcher** : Dina Elfania Mufarikhah

**NIM** : T20186038

**Research Title** : The Effect of Using Bio-Poem on Seventh Grade Students' Descriptive Paragraph Writing Ability of Junior High School

**Research setting** : SMPN 3 Genteng, Banyuwangi

| Time                          | Research Subject                             | Activity  |
|-------------------------------|--|---|
| March 28 <sup>th</sup> , 2022 | Head master of SMPN 3 Genteng                | Asking permission to conduct the research in SMPN 3 Genteng   |
| March 30 <sup>th</sup> , 2022 | Students of 7A                               | Teaching and giving the material of descriptive text  |
| March 31 <sup>st</sup> , 2022 | Students of 7A                               | Conducting first try out  |
| April 6 <sup>th</sup> , 2022  | Students of 7A                               | Repeating teaching descriptive text and focusing on making sentences  |
| April 7 <sup>th</sup> , 2022  | Students of 7A                               | Conducting second try out   |
| April 11 <sup>th</sup> , 2022 | Students of 7C                               | Conducting normality and homogeneity test   |
| April 12 <sup>th</sup> , 2022 | Students of 7B                               | Conducting normality and homogeneity test   |
| April 18 <sup>th</sup> , 2022 | Students of 7C                               | <ul style="list-style-type: none"> <li>- Teaching and giving the material of descriptive text</li> <li>- Conducting pre-test</li> </ul> |
| April 19 <sup>th</sup> , 2022 | Students of 7B                               | <ul style="list-style-type: none"> <li>- Teaching and giving the material of descriptive text</li> <li>- Conducting pre-test</li> </ul> |
| April 22 <sup>nd</sup> , 2022 | Students of 7B and 7C                        | Conducting first treatment  |
| April 25 <sup>th</sup> , 2022 | Students of 7C                               | Conducting second treatment   |
| April 26 <sup>th</sup> , 2022 | Students of 7B                               | Conducting second treatment   |
| Mei 9 <sup>th</sup> , 2022    | Students of 7C                               | Conducting third treatment  |
| Mei 10 <sup>th</sup> , 2022   | Students of 7B                               | Conducting third treatment  |
| Mei 13 <sup>th</sup> , 2022   | Students of 7B and 7C                        | Conducting fourth treatment   |
| Mei 17 <sup>th</sup> , 2022   | Students of 7B                               | Conducting post-test  |
| Mei 20 <sup>th</sup> , 2022   | Students of 7C                               | Conducting post-test  |
| Mei 24 <sup>th</sup> , 2022   | Head master and principles of SMPN 3 Genteng | Asking permission to accomplish the research n SMPN 3 Genteng   |

## APPENDIX 10

### DOCUMENTATIONS

**Students of the Experimental Class were Writing Descriptive Paragraph**



**Students of the Experimental Class were Interviewing their Friend to write a Bio-Poem**





**Students of the Experimental Class were writing their Bio-Poem on the Board to be corrected by other students**



**Students of the Experimental Class were Interviewing the English Teacher to make a Bio-Poem to be developed into Descriptive Paragraph writing**



**Students of the Control Class were Writing Descriptive Paragraph about their friend by Using Picture**



**Students of the Control Class were Writing Descriptive Paragraph about the English Teacher by Using Picture**

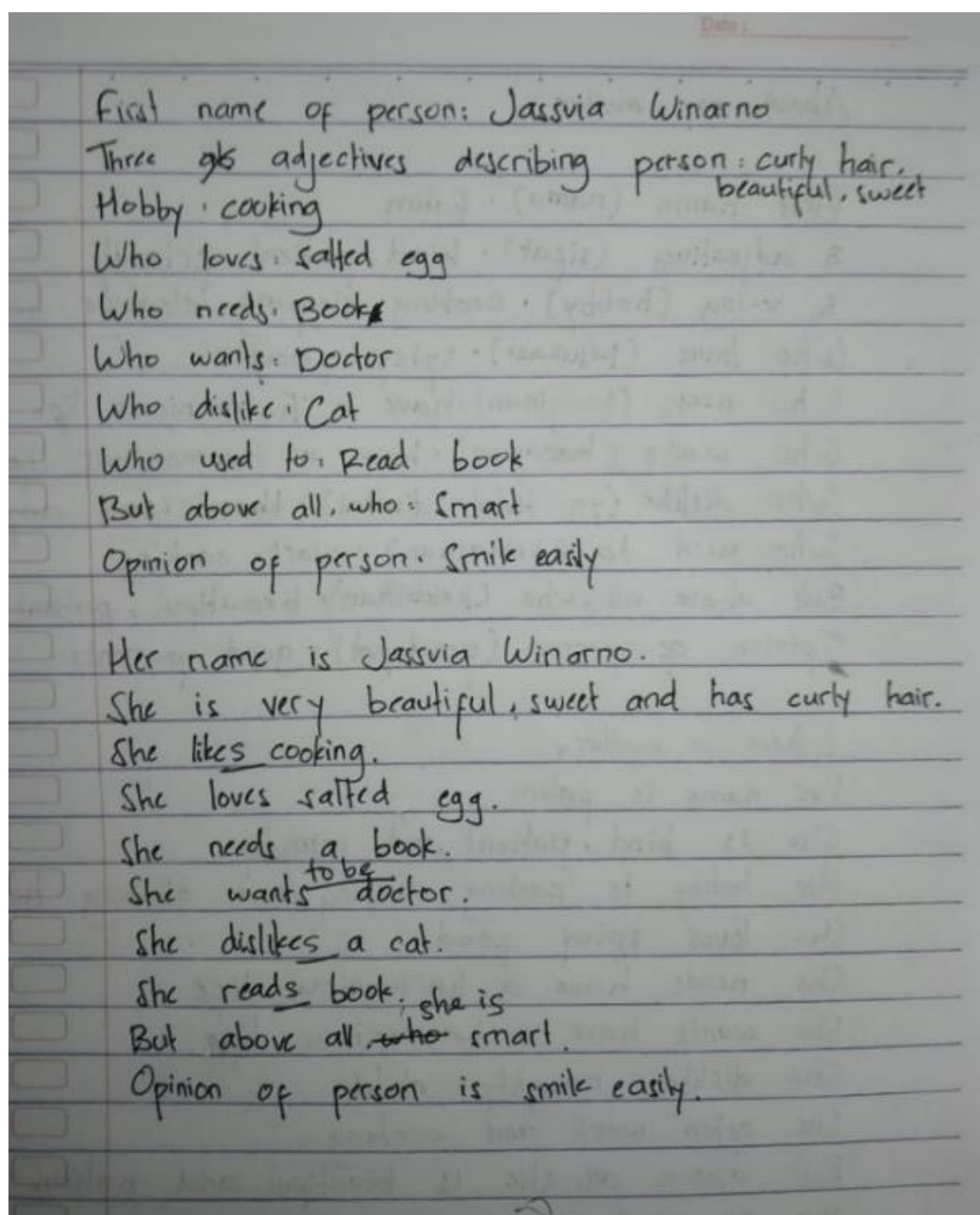




## APPENDIX 11

### STUDENTS' WRITING IN THE EXPERIMENTAL CLASS DURING THE TREATMENT

#### Students' Writing Process



## ABOUT MY MOTHER

first Name = Yuli

3 adjectives = good, angry person, talkative

3 V-ing = Joking, cooking, Eating

who loves = her family, meatball, Rujak

who needs = be a good person

who wants = want her child to be successful

who dislike = caterpillar

who used to = cooking

but above all, who = beautiful & strong

spirit of person = good and Brave mother

I HAVE A mother

HER NAME IS YULI

She <sup>is</sup> good, angry person and talkative ✓

her Hobby is Joking, cooking, and eating ✓

She loves <sup>is</sup> her family, meatball & Rujak ✓

She needs <sup>to</sup> be a good person ✓

She wants ~~her~~ her child to be successful ✓

She dislikes caterpillar ✓

She often cooking ✓

But above all, she is beautiful & strong ✓

She is good and brave mother ✓

### Students' Descriptive Paragraph Writing

Nama = ALVIRA KHORUN NISA  
 Absen = 6

~ My English Teacher ~  
 I have a teacher his name is Mister Teguh. He is tall, handsome. His hobby is teaching and reading. He loves any kind of books. He needs good teacher. He wants good children and students. He dislikes naughty students. He used to pray. He but above all, MASTER English Subject. He person the wants to be useful person.

Final Score =  $\frac{8,7 + 9,2}{2} = 8,9$

|   |                                 |   |                                 |
|---|---------------------------------|---|---------------------------------|
| <b>Rater 1</b><br>$C = 4 \times 3 = 12$<br>$O = 3 \times 2 = 6$<br>$G = 4 \times 2 = 8$<br>$V = 3 \times 1,5 = 4,5$<br>$M = 3 \times 1,5 = 4,5$ | $\frac{35}{40} \times 10 = 8,7$ | <b>Rater 2</b><br>$C = 4 \times 3 = 12$<br>$O = 4 \times 2 = 8$<br>$G = 4 \times 2 = 8$<br>$V = 3 \times 1,5 = 4,5$<br>$M = 3 \times 1,5 = 4,5$ | $\frac{37}{40} \times 10 = 9,2$ |
|---|---------------------------------|---|---------------------------------|

MY ENGLISH TEACHER  
 I like my english teacher, her name is bu satna. She is tall, short hair, late nose and brown skin. She loves Family, job and parents. She needs something make happy. She wants good teacher and mom. She dislike dirty house. she often jogging, but above all she cooking and singing, he can do anytime and finish on time.

Jassica winarno  
 7B absen 17

**Rater 1**  
 $C = 3 \times 3 = 9$   
 $O = 4 \times 2 = 8$   
 $G = 4 \times 2 = 8$   
 $V = 3 \times 1,5 = 4,5$   
 $M = 3 \times 1,5 = 4,5$

$\frac{34}{40} \times 10 = 8,5$

**Rater 2**  
 $C = 3 \times 3 = 9$   
 $O = 4 \times 2 = 8$   
 $G = 4 \times 2 = 8$   
 $V = 3 \times 1,5 = 4,5$   
 $M = 3 \times 1,5 = 4,5$

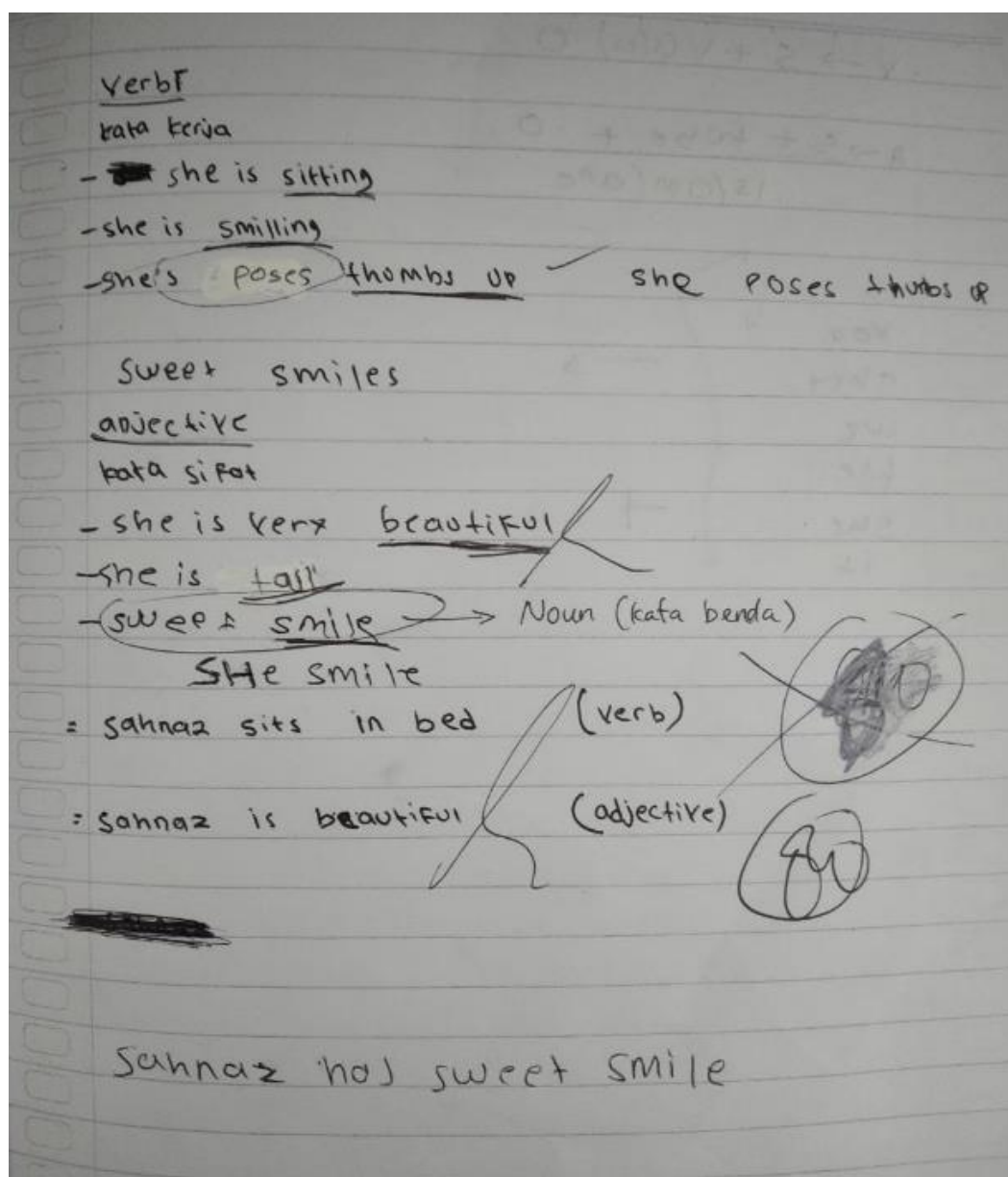
$\frac{34}{40} \times 10 = 8,5$

Final score =  $\frac{8,5 + 8,5}{2} = 8,5$

## APPENDIX 12

### STUDENTS' WRITING IN THE CONTROL CLASS DURING THE TREATMENT

#### Students' Writing Process





| nisa     |       |       | Date: _____ |
|----------|-------|-------|-------------|
| Ajective | Verb  | Noun  |             |
| good     | COOK  | Broom | /           |
| Friendly | Sweep | Stove |             |

1. my mother is cook in ~~stove~~ kitchen
2. my mother's sweep Broom
3. my mother is good
4. my mother is friendly
5. my mother cook mush room
6. my mother mop ~~stove~~ Broom

**Ajective**

- my mother is good
- my mother is friendly

**Verb**

- my mother cooks in ~~stove~~ kitchen
- my mother sweeps ~~stove~~ Floor

**Noun**

- my mother cooks ~~stove~~ with ~~stove~~ stove
- my mother ~~stove~~ sweeps ~~stove~~ with broom

100

KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

### Students' Descriptive Paragraph Writing

My English Teacher Name: Mohammad Adam Wildan  
No Absen: 18

My Favorite English Teacher is Mr. Teguh. She is Heansom, kelas: 7C

Tall. He Teach English

| Rater 1  |   | Rater 2           |
|--|---|-------------------|
| C = 2 x 3 = 6                                  | $\left. \begin{array}{l} 20 \\ 40 \end{array} \right\} \times 10 = 5$ | C = 2 x 3 = 6     |
| O = 1 x 2 = 2                                  |   | O = 2 x 2 = 4     |
| G = 3 x 2 = 6                                  |   | G = 3 x 2 = 6     |
| V = 3 x 1.5 = 4.5                              |   | V = 3 x 1.5 = 4.5 |
| M = 1 x 1.5 = 1.5                              |   | M = 1 x 1.5 = 1.5 |
| $\text{Final Score} = \frac{5 + 5.5}{2} = 5.2$ |   |                   |

Nama: Syntya abai puspitasari  
Kelas: 7C  
No absen: 31

My english teacher

My favorite eanglish teacher is Bu suparti  
is beautifull, wears hijab  
her eanglish is very good and very clearr

| Rater 1  |   | Rater 2           |
|--|---|-------------------|
| C = 4 x 3 = 12                                   | $\left. \begin{array}{l} 26.5 \\ 40 \end{array} \right\} \times 10 = 6.6$ | C = 4 x 3 = 12    |
| O = 2 x 2 = 4                                    |   | O = 2 x 2 = 4     |
| G = 3 x 2 = 6                                    |   | G = 3 x 2 = 6     |
| V = 2 x 1.5 = 3                                  |   | V = 2 x 1.5 = 3   |
| M = 1 x 1.5 = 1.5                                |   | M = 1 x 1.5 = 1.5 |
| $\text{Final Score} = \frac{6.6 + 6.6}{2} = 6.6$ |   |                   |

## APPENDIX 13

### CURRICULUM VITAE



Name : Dina Elfania Mufarikhah  
 NIM : T20186038  
 Place/Date of Birth : Banyuwangi, April 17<sup>th</sup>, 2000  
 Address : Dsn. Tegalyasan RT/RW 001/002, Ds. Tegalarum,  
 Kec. Sempu, Banyuwangi  
 Faculty : Tarbiyah and Teacher Training  
 Program : Tadris Bahasa Inggris (English Department)

#### Educational Background

- a. TK Khadijah 45 (Graduated in 2006)
- b. MI Sabilul Hidayah (Graduated in 2012)
- c. SMPN 3 Genteng (Graduated in 2015)
- d. MAN 2 Banyuwangi (Graduated in 2018)