

**TEACHING DESCRIPTIVE WRITING THROUGH FRESH TECHNIQUE
WITH CINQUAIN TO THE 10TH GRADE STUDENTS OF SMAN 1
INDRALAYA SELATAN**

A Thesis by

Anggraini Latifah

Student Number: 06121001036

Study Program of English Education

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

2016

**TEACHING DESCRIPTIVE WRITING THROUGH FRESH TECHNIQUE
WITH CINQUAIN TO THE 10TH GRADE STUDENTS OF SMAN 1
INDRALAYA SELATAN**

A Thesis

By

Anggraini Latifah

Student Number: 06121001036

English Education Study Program

Approved by:

Advisor 1



Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002

Advisor 2

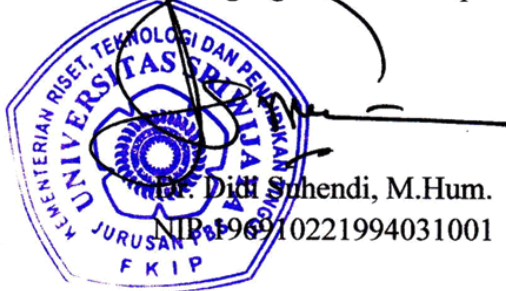


Dr. Ismail Petrus, M.A.
NIP. 196211151989031002


Certified by:

Head of Language and Arts Department,

Head of English Education Study Program,



Didi Suhendi, M.Hum.
NIP. 196910221994031001



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP 197408022002121003

**TEACHING DESCRIPTIVE WRITING THROUGH FRESH TECHNIQUE
WITH CINQUAIN TO THE 10TH GRADE STUDENTS OF SMAN 1
INDRALAYA SELATAN**

A Thesis

by

Anggraini Latifah

Student Number: 06121001036

English Education Study Program

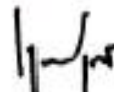
Approved by:

Advisor 1



Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002

Advisor 2



Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Certified by:

**Head of English Education study
Program**



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

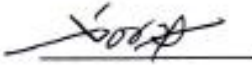
This thesis was defended by the writer in Final Program Examination and was approved by the examination committee on:

Day : Tuesday

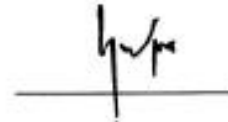
Date : June 21st, 2016

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Soni Mirizon, M.A., Ed.D.



2. Secretary : Dr. Ismail Petrus, M.A.



3. Member : Dr. Rita Inderawati, M.Pd.



4. Member : Machdalena Vianty, M.Ed., M.Pd., Ed.D.



5. Member : Hariswan Putera Jaya, S.Pd., M.Pd.



Inderalaya, June 21st, 2016

Certified by,

Head of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Anggraini Latifah

Student's Number : 06121001036

Study Program : English Education

Certify that this thesis entitled "Teaching Descriptive Writing through FRESH Technique with Cinquain to the 10th Grade Students of SMA Negeri 1 Indralaya Selatan" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

Indralaya, 16th June 2016

The Undersigned,


ANGGRAINI LATIFAH



06121001036

Dedication

This thesis is dedicated to my parents, the late H. Ateng Sunjaya, S.Pd. and Hj. Siti Nafsiah who always support me through their affection, prayers, trust, and guidance which can't be counted.

Motto:

Get along with positive people who create positive environment that spreads positive energy.

ACKNOWLEDGEMENTS

Alhamdulillah, this thesis finally could be finished. This thesis was written on the basis of research that was conducted on March 2016 at SMAN 1 Indralaya Selatan. The writer would like to express an appreciation to the school for the assistance and cooperation.

Furthermore, the writer would like to express a great gratitude to two advisors, Soni Mirizon, M.A., Ed.D. and Dr. Ismail Petrus, M.A., for their encouragement in writing this thesis. The writer is also very grateful to Prof. Dr. Sofendi, M.A., Ph.D., the Dean of Faculty of Teacher Training, Dr. Didi Suhedi, S.Pd., M.Hum., the Head of Department of Language and Arts Education, and Hariswan Putra Jaya, S.Pd., M.Pd., the Head of Study Program of English Education, for their assistance in administrative matters.

The writer would like to thank Dr. Rita Inderawati, M.Pd., Machdalena Vianty, M.Ed., M.Pd., Ed.D., and Hariswan Putera Jaya, S.Pd., M.Pd. The members of examination committee for their feedbacks.

In addition, the writer would like to express her deepest appreciation to her parents, brothers, and sisters for their love. She also likes to extend her gratitude to her classmates and friends.

Indralaya, June 2016



The writer,
Anggraini Latifah

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
LIST OF APPENDICES	vi
ABSTRACT.....	viii
I. INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problems of the Study.....	4
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	5
II. LITERATURE REVIEW.....	6
2.1 Writing.....	6
2.2 Descriptive Paragraph.....	8
2.3 Teaching Descriptive Writing.....	9
2.4 FRESH Technique in Teaching Descriptive Writing.....	11
2.5 Cinquain in Teaching Descriptive Writing.....	11
2.6 Previous Related Studies.....	12
2.7 Hypotheses of the Study.....	14
III. RESEARCH METHODOLOGY.....	15
3.1 Method of the Study.....	15
3.2 Operational definitions.....	16

3.3 Variables of the Study.....	17
3.4 Population and Sample.....	17
3.4.1 Population of the Study.....	17
3.4.2 Sample of the Study.....	18
3.5 Teaching Procedure to the Experimental Group.....	18
3.6 Teaching and Learning Materials.....	19
3.7 Technique for Collecting the Data.....	21
3.7.1 Writing Test.....	21
3.7.2 Validity of the Test.....	21
3.7.3 Reliability of the Test.....	21
3.8 Technique for Analyzing the Data.....	22
IV. FINDINGS AND INTERPRETATION.....	25
4.1 Findings of the Study.....	25
4.2 Statistical Analyses.....	25
4.2.1 Results of Normality Test.....	25
4.2.2 Results of Homogeneity Test.....	25
4.2.3 Results of Paired Samples T-test.....	26
4.2.4 Results of Independent Sample T-test.....	27
4.3 Interpretation of the Study.....	28
V. CONCLUSIONS AND SUGGESTIONS.....	31
5.1 Conclusion.....	31
5.2 Suggestions.....	32
REFERENCES.....	33
APPENDICES.....	36

LIST OF TABLES

Table 1: Population of the Study.....	17
Table 2: Sample of the Study.....	18
Table 3: Teaching Materials.....	20
Table 4: Classification of the Students' Scores.....	22
Table 5: The Score Distribution in the Experimental and Control Groups.....	25
Table 6: Homogeneity of the Data.....	26
Table 7: Results of Paired Samples T-test.....	27
Table 8: Results of Independent Sample T-test.....	28

LIST OF FIGURES

Figure 2.1: Process of Writing.....	7
Figure 2.2: Process Wheel.....	7

LIST OF APPENDICES

Appendix A: Writing Test

Appendix B: Table of Specification

Appendix C: Descriptive Writing Rubric

Appendix D¹: Lesson Plan for Experimental Group

Appendix D²: Lesson Plan for Control Group

Appendix E¹: Experimental Group Students' Score

Appendix E²: Control Group Students's Score

Appendix F: Result of Reliability of the Test

Appendix G: Result of Normality Test

Appendix H: Result of Homogeneity Test

Appendix I: Result of Paired Sample T-test

Appendix J: Result of Independent Sample T-test

Appendix K: Interview Transcript

Appendix L: Cinquain

Appendix M: Usul Judul Skripsi

Appendix N: SK Pembimbing

Appendix O: The Level of Appropriateness of Writing Test Items

Appendix P¹: Letter of Statement from Rater 1

Appendix P²: Letter of Statement from Rater 2

Appendix Q: Approval of Research Design Seminar

Appendix R: Letter of Having Conducted the Research Design Seminar

Appendix S: Surat Permohonan Izin Penelitian dari FKIP UNSRI

Appendix T: Surat Persetujuan Penelitian dari Dinas Pendidikan Ogan Ilir

Appendix U: Surat Keterangan Telah Selesai Melaksanakan Penelitian di SMAN
1 Indralaya Selatan

Appendix V: Approval of Preliminary Research Report Seminar

Appendix W: Letter of Having Conducted the Preliminary Research Report
Seminar

Appendix X: Attendance List of Experimental Group

Appendix Y: Attendance List of Control Group

Appendix Z: Attendance List of Research Design Seminar

Appendix AA: Attendance List of Preliminary Research Report Seminar

Appendix AB: Thesis Consultation Card

Appendix AC: Thesis Suggestion List

Appendix AD: The Result Details of Pre-test and Post-test of Experimental Gorup

Appendix AE: The Result Details of Pre-test and Post-test of Control Gorup

Appendix AF: Students' Worksheet

**TEACHING DESCRIPTIVE WRITING THROUGH FRESH TECHNIQUE
WITH CINQUAIN TO THE 10TH GRADE STUDENTS OF SMAN 1
INDRALAYA SELATAN**

ABSTRACT

The objectives of this study were: (1) to find out whether or not there was any significant difference in descriptive writing achievement of the 10th grade students before and after being taught by using FRESH technique with Cinquain. (2) to find out whether or not there was any significant difference in descriptive writing achievement of the 10th grade students who were taught by using FRESH technique with Cinquain and those who were not. The sample of this study was 56 tenth grade students, which were divided into control group and experimental group. Each group consisted of 28 students. This study applied convenience sampling technique. To collect the data, each group was assigned pretest and posttest. The data were analysed by using paired sample t-test and independent sample t-test. The results of this study showed that (1) the mean difference in the posttest and pretest of the experimental group was 11.91 and p value <0.05. It means that there was a significant difference in descriptive writing achievement of experimental group, (2) the mean difference between the posttests of experimental group and control group was 10.27 and p value <0.05. It means that there was a significant difference in descriptive writing achievement between the students who were taught through FRESH technique with Cinquain and those who were not. In conclusion, teaching descriptive writing through FRESH technique with Cinquain was effective in improving students' descriptive writing achievement.

Key words: FRESH Technique, descriptive writing, cinquain.

Thesis of Study Program of English Education Faculty of Teacher Training
UNSRI (2016)

Name : Anggraini Latifah

NIM : 06121001036

Advisor : 1. Soni Mirizon, M.A., Ed.D.

2. Dr. Ismail Petrus, M.A.

CHAPTER I

INTRODUCTION

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background

The main role of English as an international language is to enable people around the world to communicate and interact. Communication process can be in the form of written and spoken language. Nowadays, English is used as medium of communication for almost all aspects of life, such as technology, culture, education, and military. For that reason, people consider English as a main key to help them to develop the world and also as a bridge to create a better future.

In Indonesia, English is stipulated as the first foreign language for all Indonesian students from lower secondary education to university levels (Kemendikbud, 1967) . This legislation puts English as the first foreign language and also as a compulsory subject to be taught in junior high school and senior high school in Indonesia.

Among the four skills of English, writing is considered as the most difficult skill because it involves many aspects of language such as grammar, spelling, vocabulary, idiom, and culture (Valette, 1977, p. 217). According to Bazerman (1980, p. 656), the relation between what a person reads and writes seems so obvious to be realistic. A person's ability to write requires his/her reading ability. In other words, reading achievement correlates with writing achievement. Based on PIRLS 2011, Indonesia students' average reading achievement was in low international benchmark. On the other hand, writing gives benefit to the writers. One of them is that writing helps writers to use their logic to think about an issue as the topic of their writing. The writers tend to write clear sentences, so they can be understood easily by the readers. Moreover, writers can use writing as a medium to persuade the readers. Besides, the primary role of writing is that it enables writers to describe anything in their mind.

For example a place, experience, or people. Therefore, students should have the writing skill.

In the 2006 Curriculum of senior high school for 10th graders in their second semester, there are three kinds of texts that they must study. Those texts are narrative text, descriptive text, and news item. The purpose of learning those texts is that the students can express the meaning of short functional texts, in formal and informal way, and simple essays accurately in the form of daily life context.

Descriptive paragraph is a paragraph that describes something or someone. Descriptive paragraphs are easier to write because the writers commonly use experiences that are very close to them and also involve their senses of sight, see, smell, and taste (Kiefer, 1983, p. 50). Students write descriptive paragraphs when they are required to write about the things in their daily life, such as their room, their family, or a place that they have ever visited.

However, tenth grade students in SMAN 1 Indralaya Selatan get confused to choose appropriate words to describe a particular object in their mind. Based on the writer's experience in her teaching practice as pre-service teacher and the interview with English teacher at SMA Negeri 1 Indralaya Selatan, she found that most of the students had problems in writing a simple text which required them to describe their experience. Their main problems in writing are grammar, vocabulary, and organizing their idea. According to Eberhart (2014), a didactic cinquain is sometimes used by school teachers to teach grammar. However, since most students are not able to find appropriate words to express their ideas and the writer also considers the limited time in each meeting, this study would focus on helping the students to get appropriate vocabulary items and helping them organize their ideas in descriptive writing. For those reasons, the writer would use FRESH technique with cinquain as the medium in teaching writing descriptive paragraphs.

According to Faisal and Suwanditha (2013), "FRESH" stands for Fact, Reason, Elaboration, Shift. Fact means the general description or identification of the object that the students want to describe. Reason means a reason or more

which support the fact about the object. Elaboration means the explanation of the reasons which the students should develop in detail. Shift means conclusion. Through this technique, it is hoped that students would be able to write a descriptive paragraph easily since “FRESH” technique will help them to organize their ideas in descriptive writing. As the result of teaching descriptive writing through FRESH technique, the students would be able to write a descriptive paragraph in a clear, detailed, and fluent organization.

Furthermore, the cinquain poem was created by Adelaide Crapsey who first published it in 1915. A cinquain poem is a verse of five unrhymed lines that define a term. The first line consists of a noun; the second line consists of two adjectives that describe the noun; the third line consists of three action verbs that describe the noun; the fourth line consists of a four-word sentence or phrase that describes the noun; and the fifth line consists of an ending word (The Ontario Institute for Studies in Education, 2015).

Some studies have been conducted on using poetry as an instructional media. Ningrom (2015) done a study at SMPN 1 Indralaya to the seventh grade students, and the result showed that cinquain was effective to improve the student’s vocabulary achievement. The use of cinquain in teaching English vocabulary was very useful. It could help the students in learning vocabulary. Arysumar (2014) conducted a study at Lia Stephanie Elementary School, the participants were the 3rd year students. The result showed that Cinquain poetry was an effective medium in teaching writing. The students were able to connect their idea while they are writing their poems and succesfully enriched their vocabulary. A study done by Ozen (2012) at Çorlu Private Trakya College, Turkey to the EFL students showed that teaching vocabulary through poetry in an EFL classroom is useful for the students in terms of developing their vocabulary knowledge because using poetry-based vocabulary teaching activities help the learners enhance more extensive vocabulary knowledge. In addition, Kadioglu (2005) done a study at Çorlu Primary School, Turkey to the students in elementary level. The result showed that the use of poetry was contributive to the improvement of the communicative abilities and effective vocabulary learning of

the students at elementary level for communication. In brief, cinquain would stimulate students to get a lot of vocabulary item to describe a term.

Hence, FRESH technique with cinquain as the medium can be applied in teaching descriptive writing. Based on the explanation above, the writer was interested to conduct a study entitled “Teaching Descriptive Writing through FRESH Technique with Cinquain to the 10th Grade Students of SMA Negeri 1 Indralaya Selatan”.

1.2 Problems of the Study

The problems of this study were formulated in the following questions:

- (1) Was there any significant difference in descriptive writing achievement of the 10th grade students after being taught by using FRESH technique with Cinquain?
- (2) Was there any significant difference in descriptive writing achievement of the 10th grade students who were taught by using FRESH technique with Cinquain and those who are not?

1.3 Objectives of the Study

Based on the problems above, the objectives of the study were:

- (1) to find out whether or not there was any significant difference in descriptive writing achievement of the 10th grade students after being taught by using FRESH technique with Cinquain.
- (2) to find out whether or not there was any significant difference in descriptive writing achievement of the 10th grade students who were taught by using FRESH technique with Cinquain and those who were not.

1.4 Significance of the Study

The findings of this study is expected to be useful for:

(1) English teachers

This study will give meaningful contributions to English teachers in helping them to know that teaching descriptive writing through FRESH technique with Cinquain as the medium helps the students in writing descriptive paragraphs. The results of this study would be useful for English teachers to have an alternative way in teaching descriptive writing. FRESH technique makes the students easier to express their feelings, ideas or opinions about an object. In addition, the use of cinquain gives contributions to the improvement of vocabulary knowledge.

(2) other researchers

It is expected that this study could enrich their reference in teaching descriptive writing by using FRESH technique with Cinquain.

(3) the writer

This study would give some experience of teaching descriptive writing and conducting educational research that would be useful in the future.

REFERENCES

- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktek*, Jakarta: PT. Rineka Cipta.
- Arysumar, W. P. (2014). The effectiveness of teaching creative writing using cinquain poetry. *Humaniora*. 5 (2), 1037-1048.
- Bazerman, C. (1980). A relationship between reading and writing: The conversational model. *College English*. 41 (6), 656-661.
- Brown, H. D. (2000). *Principles of language teaching and learning*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Brown, H. D. (2007). *Teaching by principles: An Interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson education, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson education, Inc.
- Depdiknas. (2006). *Kurikulum tingkat satuan pendidikan*. Jakarta: Depdiknas.
- Eberhart, L. (2014). *Didactic cinquain*. Retrieved from Poets Collective: poetscollective.org/poetryforms/didactic-cinquain/
- Elizondo, L. B., & Garita, C. O. (2010). USEWRITE: Useful writing techniques to improve high-school students' descriptive writing. *LETRAS*, 47, 59-82.
- Faisal, & Suwandita, K. (2013). The effectiveness of FRESH technique to teach descriptive paragraph. *Journal of education and learning*. 7 (4), 239-248.
- Fitri, D. K. (2014). *Teaching descriptive writing through cue cards to the 8th grade students of SMP Negeri 33 Palembang*. (Unpublished Undergraduate Thesis) Faculty of Teacher Training and Education, Sriwijaya University.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. Boston, MA: McGraw-Hill.
- Gardner, T. (2015). *Composing cinquain poems: A quick-writing activity*. Retrieved from: <http://www.readwritethink.org/resources/resource-print.html?id=51>
- Ghozali, I. (2005). *Aplikasi analisis multivariate dengan program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Harmer, J. (2004). *How to teach writing*. Harlow, UK: Pearson Education Limited.

- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed). Harlow, UK: Pearson Education Limited.
- Hermansyah. (2012). *Teaching descriptive writing using clustering technique at the second grade students of MAN Cimahi* (Unpublished master's thesis). Graduate School of STKIP of Siliwangi, Bandung.
- Heaton, J.B. (1988). *Writing English language test*. Harlow, UK: Longman Group UK, Ltd.
- Hornby, A.S. (2010). *Oxford advanced learners dictionary*. New York, NY: Oxford University Press.
- Kadioğlu, S. (2005). *The use of poetry in elf classes in the framework of learner centered training method*. (Unpublished Master's thesis). Mustafa Kemal Üniversitesi, Sosyal Bilimler Enstitüsü, Turkey.
- Kemendikbud. (1967). *Keputusan menteri no. 096/1967 tentang bahasa Inggris sebagai bahasa asing pertama*. Jakarta: Kemendikbud.
- Kiefer, K. (1983). *Making writing work, effective paragraphs*. New York, NY: McGraw-Hill Book Company.
- Litbang. (2015). *Survei internasional PIRLS*. Retrieved from: litbang.kemdikbud.go.id/index.php/survei-internasional-pirls
- Mardapi, D., & Ghofur, A. (2004). *Pedoman umum pengembangan penilaian; Kurikulum berbasis kompetensi SMA*. Jakarta: Direktorat Pendidikan Menengah Umum.
- Maulinda, K. (2013). *The use of super memory to enhance English vocabulary and descriptive writing achievement of the 8th grade students of SMP Negeri 15 Palembang*. (Unpublished Undergraduate Thesis) Faculty of Teacher Training and Education, Sriwijaya University.
- McCafferty, S. G., & Jacob, G. M. (2006). *Cooperative learning and second language teaching*. New York, NY: Cambridge University Press.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Boston, MA: Pearson education, Inc.
- Ningrom, F. R. (2015). *Teaching vocabulary to the seventh grade students of SMPN 1 Indralaya by using cinquain*. (Unpublished Undergraduate Thesis) Faculty of Teacher Training and Education, Sriwijaya University.
- Ozen, B. (2012). Teaching vocabulary through poetry in ELF classroom. *International Online Journal of Primary Education 1* (1), 58-72. Retrieved from <http://www.iojpe.org/ojs/index.php/IOJPE/article/view/109/161>

- Pardiyono. (2006). *12 writing clues for better writing competence*. Yogyakarta: Andi Publishers.
- Procter, P. (1995). *Cambridge international dictionary of English*. Cambridge: Cambridge University Press.
- ProQuest. (2010). *Writing cinquain poetry*. Retrieved from: <http://www.mediaseek.com>
- Tarigan, H. G. (1994). *Menulis sebagai suatu ketrampilan berbahasa*. Bandung: Angkasa.
- The Ontario Institute for Studies in Education. (2015). *The meslissa institute website*. Retrieved from The Balanced Literacy Diet: www.oise.utoronto.ca/balancedlitecaydiet/Recipe/00067/
- Valette, R. M. (1977). *Modern language testing*. New York, NY: Hancort Brace Jovanovich.
- Viera, A. J., Garrett, J. M. (2005). Family Medicine Research Series: *Understanding Interobserver Agreement The Kappa Statistics*, 37 (5), 360-363.
- WETA Public Broadcasting. (2015). *Descriptive writing*. Retrieved from: www.readingrockets.org/strategies/descriptive_writing