

CHAPTER 1

INTRODUCTION

Background of the Study

In Indonesia, English is very important for students of all levels to master to be able to communicate with other people from foreign countries. It also taught at all levels, from elementary school level up to university level. To become an important subject, students are expected to master English.

English receives a primary position in the world. It is one of the international languages other than Mandarin, France, and Arabic. English is used as one of the official languages in the United Nations and other international forums. This also applies to education. Moreover, English has been one of the main subjects, especially in Junior and Senior High School in Indonesia.

In English, four skills should be mastered, they are listening speaking, reading, and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skills, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1998: 44).

Writing involves transferring messages from our thoughts to the form of a flat surface (written form) using language. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. Writing is a system of markings with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in the

mother tongue and in a foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic, and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

The reason for teaching writing to the students is because it belongs to the basic language skill in English as important as speaking, listening, and reading. Besides, writing includes the one subject which is tested in the final exam, the students should master English well because, from the ideas above, writing is more complex than other skills. Sometimes the students could not express their ideas into oral form and prefer to make drafting written. It shows that writing has an important role.

Writing skills can give benefits for training and encouraging students to express themselves freely in writing. Writing is a productive skill that demands the students' ability to express ideas, messages, feelings, and imagination and use appropriate language. However, the reality is still not good. To be achieved in the teaching of students can express the systematic, creative, experience, ideas, opinions, messages, and feelings by the context and situation.

Based on the Kurikulum 2013 syllabus of junior high school in learning English, writing is an important role in learning among other skills. In learning English, students should be able to write some kind of genre in writing. Several types of text should be mastered by the student in senior high school, which are narrative, descriptive, report, procedure, and recount.

Based on the explanation above, one type of text that students in junior high school should learn is descriptive text. A descriptive text is a text which has the function to describe the sensory

experience of how something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Writing descriptive text is something interesting that ever happens in the real life. It usually has a problem or conflict and the get the resolution in the end.To make students motivated and enjoyable to write the text, they need to know the contents and the other aspects become rules in writing narrative text.The five aspects are important and should be applied in writing the text”.Students who know these aspects will produce a good writing text.This reality is the basic problem for the students in Junior High School that their writing has not quite good.

After the writer doing a teaching practice program (PPL) in SMP Negeri 2 PercutSei Tuan Junior for two months. The writer found that the students were lack to be able to formulate their ideas in written language and many students can't write a text well especially descriptive text. The student did not know how to explore their idea, some of the students do not even have any idea. They are still confused about how to start writing and they can not arrange the sentence into a good paragraph.

That's the reason the writer tries STAR (Select, Teach, Apply, and Revisit) Model. Fisher (2005:7), STAR Model is one-way students develop vocabulary by providing explicit and direct instruction. So that all students preparing themselves in writing. In STAR Model (Select, Teach, Apply and Revisit) the teacher select the best word that appropriate of the text before teach, it will be continued to activate the vocabulary focuses on the work that the student wants to do, in other additional activities is revisit and unit review all activities to get more vocabularies. In the authors' work with teachers, the STAR model of explicit vocabulary instruction is often suggested. STAR stands for the following; select, teach, apply/ analyze/activate, and revisit. This

technique seems useful that teachers can use in his language teaching, especially in writing assignments, because it might improve the ability of students in writing descriptive text.

Based on the experiences of the writer when did a pre-research in the ninth grade of SMP Negeri 2 Percut Sei Tuan, the writer found that the students had trouble in writing descriptive text. The writer gave students a test of writing descriptive text to find out their problem especially in writing descriptive text. The writer makes evidence to prove the statement above, as follow:

Table 1.1 The Result of Preliminary Research

	Name	Pre-Test
	AW	40
	AH	50
	AG	35
	AR	40
	AM	40
	AT	40
	AR	25
	AH	25
	AR	40
	BD	45
	CN	50
	DN	40
	DF	40
	DL	45
	GR	25
	HS	40
	KD	25
	MR	35
	MF	40

	MA	50
	MS	35
	MR	40
	MR	25
	NA	40
	NS	35
	PS	25
	RB	25
	RA	40
	RS	40
	RP	35
	SL	25
	SR	45
	YR	40
	ZS	40

From the observed writing descriptive text test above, it proves that they still lack in writing descriptive text. Based on the score of the observed above, the writer will conduct research entitled 'The Effect of Using (STAR) Select, Teach, Active, and Revisit (STAR) Model On Students Writing Ability In Descriptive Text Text At Nine Grade In Junior High School'.

The Problem of the Study

From the background of the study above, the writer states the problems as follows:

Does using the STAR Model affect in writing a descriptive text of nine grade students in junior high school at Tembung?

The Objective of the Study

The objective of the study is to find whether using the STAR Model affect in writing a descriptive text of nine grade students in junior high school at Tembung.

The Scope of the Study

The writer focused on the use of the STAR Model (Fisher (2005:7) to get an understanding of the students about writing. In writing ability focused on organization, punctuation, grammar, vocabulary, and content and descriptive text focus on describing things, place, and person. The writer researches the nine grades of junior high school.

The Significances of the Study

This research is expected to give a valuable contribution to the lecturer, and the next researchers.

1. For Teacher

The writer hopes that it can help the teacher to improve students' achievement. It was expected to give alternative contributions and information about the new method or new strategy in teaching especially in teaching writing for the senior high school.

2. For the next researcher

Hopefully, this study will be useful for the next research as references and additional information in developing a similar study.

Hypothesis

- Alternative Hypothesis (Ha)

There is an effect of using the STAR Model in writing a descriptive text of nine grade students in junior school.

- Null Hypothesis (Ho)

There is no significant effect using of STAR Model in writing a descriptive text of nine grade students in junior high school.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The theoretical framework is the structures that can support a theory of a research study. This chapter will present a review of related literature and an explanation of the related material. It is very important to clarify all terms that were related to the study to have a clear perspective of the implementation in the field. The writer presents this chapter to strengthen the study.

2.2 Writing

Bazeman and Prior (2004:10) writing is a kind of micro-political activity in which people position themselves about other people and groups in strategic ways. Another definition about writing comes from Nunan (2003:88), he says that writing can be defined by a series of contrast: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product.

The definition can be explained as follow: physical and mental mean that writing is a physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by the readers. Express and impress mean that a writer typically serves two masters, himself and his desires to express ideas or feelings and readers. Process and product mean that a writer needs some steps of working to get a product of writing form. The writer must imagine, organize, draft, edit, read, and read.

Writing is defined by Harmer as a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. Meyers (2005:2) define that writing is an action or a process of discovering and organizing ideas, putting them on paper, and reshaping and revising them. Widdowson in Musdalifah (2006:28) define that writing is a communicative activity and so is carried out by certain general principles in which underline the use of language in communication. Another writing statement that comes from good in Yakkop defines that writing is the graphic representation of a language that follows some systematic orders, pictures, or graphics symbols are not considered a form of writing unless they form a part system that can be grasped by the readers familiar with the system. Richard (1997:98) define that writing is a way of expressing thought from the mind to printing materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraphs, and paragraphs to essays.

Based on the definitions mentioned before, the researcher concludes that writing is a tool of communication that is used to transmit messages or ideas in our minds in written materials.

2.3 The Importance of Writing

There are a lot of reasons why writing is important by Hairston (1992) in Saleha (2008:5): Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tap into information and image we have our unconscious mind. Writing can help us to organize our ideas. We can arrange them in a coherent form. Writing generates new ideas by helping us to make a connection and see a relationship. Writing down ideas allows us to dictate ourselves from them. Writing helps us to observe and process information when we write a topic, we learn it better. Writing enables us to solve the problems by putting the element of

them into written form; we can examine and manipulate them. Writing on a subject makes us active rather than passive learners of information.

2.4 Teaching Writing

Teaching writing effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Teaching writing has some obstacles for teachers. They must know in choosing good approaches appropriately. Considering the writing process, it seems difficult to teach writing. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems that the writer puts into their minds.

Harmer. J (2004: 11) states that many traditional approaches failed to apply the writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student's concern was directed to what rather than how of text construction.

How to teach writing starts by looking at the process that a component speaker of English goes through after they decide to write a piece of a text and at how our understanding of this has implications for the way we should approach teaching writing (Harmer, 2004:11). From the explanation above, it can be concluded that the teacher should be clear on what skills he/she is trying to develop. The teacher must have the key to help students in writing.

As a teacher is a responsibility to encourage and guide the students in exploring and developing their creativity in writing. The teacher has to give freedom to students to express their idea. In giving material for teaching, the teacher must recognize the instruction given. Writing instruction includes real-life and interactive tasks.

2.5 Components of Good Writing

Jacob et al (1981:31) divided the components of writing into five area, they are content, organization, vocabulary, grammar and mechanic.

1. Content

Kane (2000:15) stated that content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed.

2. Organization

Heaton (1988:15) stated that organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

3. Vocabulary

Hughes (2003:101) stated that vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing.

4. Grammar

Harmer (2001:35) stated that writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

5. Mechanics

Kane (2000:15) stated that mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

2.6 Types of Writing

Troyka (1987:3), writing is divided into four types, namely narration, description, exposition, and argumentation. All types of writing are explained below. The description is writing about the way persons, animals, or things appear (Hefferman and Lincoln, 1986:106). It concentrates primarily on things (nouns) such as a person, a place, and an object, rather than concerning itself with the actions (verbs) in which the things (nouns) participate. Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer vividly describes something so that the reader can form a mental image of it (Risenberg, 1989:79). It appeals to the reader's senses of sight, sound, smell, taste, and touch.

Narration In contrast with description, the narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time (Sternglass,1983:111). Therefore, narrative writing tells about what is happening or what happened. A narrative essay can be really enjoyable to write and to read. According to Rachmadie and Karim (1997:155), the purpose of a narrative may be to reflect, entertain, inform,

explain, or persuade the readers. A narrative may be told in the first or third person. The chronological order such as from what happened first to what happened next is common in the narrative.

Expository writing is often called informative writing because it seeks to give information and to explain if it is necessary. In line with Langan (1986:111) in expository writing, the writer provides information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence. Exposition writing includes reports of observations, ideas, facts, and statistics. It can be found in textbooks, encyclopedias, technical and business reports, books of nonfiction, magazines, and newspapers.

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue. According to Stevens (1983:184), argumentation is a form of persuasion that seeks to make us change our beliefs or actions by appealing not to our emotions but our reason, by using logic and evidence to establish the truth of an assertion. Therefore, it focuses on the reader whom the writer wants to influence. It is in contrast with expository writing that focuses on the subject being discussed. Persuasive writing can be found in editorials, reviews, sermons, research proposals, opinion essays in magazines, and books that argue a point of view.

2.7 Definition of Descriptive Text

Gerrot and Wignel (1994:208), descriptive text is a text which conveys the characteristics of something or someone in detail to get a clearer explanation. It is aimed at describing and revealing a particular person, place, or thing. Descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects.

Whison, et.al (1980:128) define that a descriptive text gives sense impressions about feeling, sound, taste, and look of things. It helps the reader, through his /her imagination to visualize a scene or a person or to understand a sensation or an emotion. Depdiknas (2004:136) explains that a descriptive text is a text that gives information about a particular person, thing, or animal. A descriptive text is a text made by the writer to give a picture or something or a person. Through a descriptive of a particular person, a reader can get an impression about that person as if he/she sees him /her. Based on the various definition above, it can be concluded that descriptive text is a text tells about what something, an animal, or a person looks like.

Example of Descriptive Text:

My School

My school is one of the best schools in my town. No wonder that this school is always attracted to the new students every year. It is quite natural because the school always gets the first rank in every competition event followed both in the city and provincial levels.

Besides the achievements in many competitions, the school facilities are also one of the factors that encourage many students to want to learn in this school. The school building area is around 2 hectares, divided into four local buildings. At the first entering the school, we will see the first local building, namely the teachers' lounge, administrative offices, and student activities space. After passing the first building of the school building complex, we will find a class building complex, the classroom consist of a room on the north, two classrooms on the south, and three classrooms on the west.

In the middle of the class buildings, there is a very broad field and is usually used by students to play basketball, football, and even badminton or tennis. My school facilities were

arguably the most complete. There are so many facilities such as a science laboratory, language laboratory, library, greenhouse, multimedia room, hall, parking area, and a fitness room.

Although it has so many buildings, there are many plants with shady trees that lined in all corners. Even in front of each classroom, there is a quite large flower garden. The school, which is the best school in this town always makes me proud.

2.8 Kinds of Descriptive Text

As a concept of writing, Pardiono (2015:136) identifies descriptive text into three kinds, they are describing a place, people, and things.

1. Describing place is a text that describes the place looks, such as the condition, the situation, etc.
2. Describing a person is a text that describes or explains a person or character even famous people starting from the introduction which will be described and mentioned and subject characteristics, behavioral and biological properties.
3. Describing things is a text that Description of things is a text that describes the thing looks, such as the condition, function, etc.

2.9 Generic Structure of Descriptive Text

Based on Mulyono (2009:22), the generic structure of a descriptive paragraph consists of the identification that identifies the phenomenon and descriptive that describes the parts, the qualities, and the characteristic of the phenomenon. According to Luber the generic structure of the descriptive text is identification and description. Identification introduces the subject of the description. The description gives details of characteristic features, such as qualities, size, physical appearance, ability, habit, etc. Referring decide that identification can be used as a topic

sentence of the paragraph. After stating the identification, the writer has to provide some descriptions so that the reader will be able to picture the idea.

2.10 STAR Model

Fisher (2005:7) define Select, Teach, Apply, and Revisit (STAR Model) is one-way student develop vocabulary by providing explicit and direct instruction. In STAR Model (Select, Teach, Apply and Revisit) the teacher select the best word that appropriate of the text before teach, it will be continued to activate the vocabulary focuses on the work that the student wants to do, in other additional activities is revisit and unit review all activities to get more vocabularies. In the authors' work with teachers the STAR Model of explicit vocabulary instruction is often suggested STAR stands for the following; select, teach, apply/analyze/activate, and revisit.

For good instruction in the teacher's first task is to select the best word to receive instructional attention. One way to select comprehension words, those received that are essential to the understanding of a selection, is to use story or text structure to analyze the selection. After drawing a story or text map, select the four to six without which the selection cannot be retold or summarized. When these words are chosen, look for other words that have a likelihood of being encountered some other time in reading but that might not be central to this selection.

The first challenge in teaching specific word meanings directly lies in deciding which words to teach. Several frameworks for this selection process exist. Also, the following questions may be useful in helping the instructor make this selection: How important is the word to the reading selection or theme of study? How use full is the word outside of the selection or theme? Is this a word that students might learn independently, perhaps through context? Is this a word that will heighten students' enthusiasm for word learning? In general, it has been found that four types of

words are a good candidate for explicit instruction: comprehension words, useful words, academic words, and generative words.

Teach is the second part of the STAR model and it is helpful to think of the teaching to be done before, during, and after reading. It is important to make accessible any concepts that are essential to understanding what is to be read and that are not well explained by context. A teacher might choose to explain rebel by giving sentences containing contextual information, asking students to be active in generating some aspects of a definition and asking them to use the word while giving feedback, and finishing with a summary or elaborative definition.

Many teachers use knowledge ratings as part of them before reading routine to help them decide on the words they do not need to teach because they are well established in their students' vocabularies. This simple process invites students to select one of the following ratings for each word to be taught: Can Define/Use, Heard It, or Don't Know. Similarly, teachers always check on important words explained in context as part of thereafter reading routine to make sure that students were able to infer their meanings. However, no matter how carefully words are selected, it will always be necessary to differentiate instruction for the students in the classroom and the nature of the word-learning task.

Apply is the third step model, which refers to work done by the students with the new word. During the reading, it is useful to "assign" each new word to a student, a pair, or a team. Their role is to find that word when it is used, mark it with an adhesive note or paper clip, and be ready to read how the author used it in context, analyze its meaning, and present a definition to the class (using references is necessary) and, finally, use it in a personal context.

In the last step in the model is Revisit, the critical words are used in discussion for comprehension. Because they have been chosen as essential to understanding the text, they will come up naturally in discussion and teacher questioning, writing after reading, and other tasks, ensuring that they are heard, read, written, and used. Also, students may revisit new words through review, games, writing, and in many other ways. It is useful to have students keep personal vocabulary notebooks for recording new words, as well as related writing, illustrations, graphic organizers, and semantic maps.

In the STAR model, text structure is used to select comprehension words to teach directly. Also, it is beneficial to provide direct instruction for words that are semantically related. By focusing on the semantic relatedness of words, teachers help children to build new conceptual and relation networks. This section examines three specific ways in which words are semantically related - synonymy, antonym, and morphology (using meaning within words).

The uniqueness of this method is the teacher not only teaches a descriptive text to their students but also they teach their students how to get a lot of vocabulary. STAR Method starts with the teacher give a bunch of adjectives to their students and then put the vocabulary into descriptive text. So the students not only know how to write a descriptive text but also know a lot of vocabulary.

2.11 Previous Research

There are some previous findings of some researchers that have relation to this research such as follows:

1. Rosmawati Zakaria in her journal “*THE IMPACT OF USING SELECT, TEACH, APPLY AND REVISIT (STAR) MODEL ON STUDENTS’ WRITING ABILITY AT MAN 1*

MAKASSAR". The researcher focused on the students writing ability, especially in writing descriptive text. The researcher concluded the STAR model was interesting and beneficial for the students who studied English as a foreign language because can improve the students' writing ability. It's caused by the involvement of the students' during the process.

2. Elma Maranita in her thesis "*THE EFFECT OF APPLYING SELECT-TEACH-ACTIVATE REVISIT TECHNIQUE ON STUDENTS' VOCABULARY ACHIEVEMENT IN READING*". The researcher focused on the students who have a problem with mastering English words. To solve the problem the researcher uses the STAR Model. STAR technique is an effective technique to solve the problem in students' vocabulary mastery. It has a close relationship with reading comprehension because to master a whole text in reading comprehension, it is needed enough vocabulary.
3. Nofadhilah Mughni in his journal "*Using the Select-Teach-Activate and Revisit (STAR) Model to Improve Vocabulary Achievement for Junior High School Students*". The researcher concluded that the use of the STAR Model to improve students' vocabulary achievement can help them. The researcher thought that the use of this model can make the learning process is more effective.
4. Jana Vlasáková and Natalia Manuhutu on their journal "*Applying STAR Strategy to Improve Students' Vocabulary*". The researcher concluded that students' progress in learning vocabulary particularly adjectives through the STAR strategy can be seen in the students' post-test results after being treated with this strategy. Before the researchers applied this strategy, the level of the majority of the students was at a poor level with a range score of less than 60, while only a few students achieved adequate and good

levels. However, after the treatment, their grade increased. Most students were at the level of good and only a few numbers of students got poor. Also, the comparison between the mean score from the pre-test result was 22 and the standard deviation was 21. There was a significantly increased in the post-test result where the mean score was 73 and the standard deviation was 16,35. Apart from comparing the result of the pre and post-test, the researchers would also discuss the structure stages that the students went through in learning vocabulary. In the STAR strategy, the teaching starts from Select, continued by Teach, completed by Activate then finished with the Revisit stage.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted in experimental design. This experimental research needed two groups of sample: experimental group and control group. The experimental group was the group that received treatment by using STAR Model, while the control group was the group who don't received treatment. Both of group was given pre-test and post-test. The data of the study was the score of the test that given to the students in the experimental and control group. The score included the pretest and post-test. The effect of the STAR Model on the students' in writing descriptive text is proved by comparing data taken from the experimental group and control group.

Table 3.2 Research Design

Group	Pretest	Treatment	Post-test
Experimental	√	Using the STAR Model	√
Control	√	In Conventional	√

3.2 Population and Sample

In this study, the writer will be taken the data from the population and sample. The population is all of the students and the sample is a part of the population.

3.2.1 Population

The population of this study will be taken from nine grades of SMP Negeri 2 Percut Sei Tuan in the academic year 2019/2020. The IX-2 consists of 34 students, IX-4 consists of 34 students. The calculation of the students' third-grade classes is 68 students.

3.2.2 Sample

From the whole population, two classes were taken as the sample of the research. In experimental group consists of 34 students and the control group consists of 34 students too. So, the total of the sample was 68 students

3.3 The Instrument of Collecting the Data

To help obtain the data, the research instrument employed in this research is a test that has the purpose to figure out the number the students writing ability. The test consisted of pre-test and post-test. The students were given a pre-test before the treatment. A pre-test is used to find out the students writing ability and it was given to the students at the first meeting before giving the treatment. The post-test is used to know whether there is an improvement of the students' writing after being treated select, teach, apply, and revisit (STAR) Model. In this research, the text was taken from the next. In the test, the students will be writing to the text, it's an individual test.

3.4 The Procedure for Collecting Data

The writer will be divided into two groups, they are experimental group and the control group. The experimental group will give the treatment by applying the STAR Model while the control group will not be given the treatment. The research procedure consists of three parts namely, the pre-test, the treatment, and post-test.

Table 3.7 Teaching Procedure of Experimental and Control Group Activities

No	Step	Control Group	Experimental Group
1	Pre-test	1. The teacher greets and checks the students' attendance 2. The teacher explains the topic that they will learn 3. The teacher explains what the students will do 4. The teacher gives the pre-test to the students and then the students do it. 5. The teacher gives the score for the students' test	1. The teacher greets and checks the students' attendance 2. The teacher explains the topic that they will learn 3. The teacher explains what the students will do 4. The teacher gives the pre-test to the students and then the students do it. 5. The teacher gives the score for the students' test
2	Treatment	Without the STAR Model 1. The teacher greets and checks the students' attendance 2. The teacher asks the	By using the STAR Model 1. The teacher greets and checks the students' attendance 2. Teacher teach the

		<p>students to open their books and give a topic about daily activity.</p> <p>3. The teacher asks the students to try to identify the word based on the group of the word.</p>	<p>students based on steps of the STAR Model</p> <p>3. The teacher asks the students to open their books and explain the topic of their daily activity, their plan, etc.</p> <p>4. The teacher give example to the students on how to write a descriptive text.</p> <p>5. The teacher gives exercise to students to write descriptive text</p> <p>6. The teacher asked them to present in front of the class.</p>	<p>3.4.1 P re-Test</p> <p>In this study, the writer uses the test as an instrument in collecting data. The writer asked the students one</p>
3	Post-test	<p>1. The teacher greets and checks the student's attendance</p> <p>2. The teacher gives a topic to the students and asks them to do it by themselves</p> <p>3. The teacher gives the test to the students</p> <p>4. The teacher checks their work and then give the scores.</p>	<p>1. The teacher greets and checks the student's attendance</p> <p>2. The teacher gives a topic to the students and asks them to do it by themselves</p> <p>3. The teacher gives the test to the students</p> <p>4. Teachers check their work and then give the score.</p>	

topic of descriptive text for the pre-test on for two groups in the first meeting. The writer will deliver a test of a post to all students as the sample. In writing descriptive text, if students do it correctly, they will get a score 20 for each aspect (content, organization, grammar, vocabulary,

mechanic). Each element is scored on a scale of 1 - 4 the maximum total number of marks for 5 aspects is 20 and the minimum is 4. It means that the right students' scores range from the highest 100 (when the student can answer correctly) and the lowest is 0 (when the students can't answer the question).

3.4.2 Treatment

The experimental group and control group will be taught by using the same topics but a different instrument. In the experimental group, students will be taught by using the STAR Model and the control group will be taught by using conventional strategy. The researcher will the experimental group and control group by the following procedures.

3.4.3 Post- Test

After conducting the treatment, a post-test will be given to the sample. The test items in the post-test are the same as those in the pre-test. It is intended to know the mean scores of the experimental and control group.

3.4.4 The Scoring Scale and Criteria

Scoring scale and criteria were used in the scoring of this research based on Brown, 2007.

ASPECT	S	PERFORMANCE DESCRIPTION	WEIGHTING
CONTENT (C)30% ✓ Topic ✓ Detailed	4	The topic is complete and clear and the details are relating to the topic	12
	3	The topic is complete and clear but the details are almost relating to the topic	9
	2	The topic is complete and clear but the details are not relating to the topic	6
	1	The topic is not clear and the details are not relating to the topic	
ORGANIZATION	4	Identification is complete and descriptions are arranged with proper connectives	8

(O)20% ✓ Identification ✓ Description	3	Identification is almost complete and descriptions are arranged with almost proper connectives	6
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	4
	1	Identification is not complete and descriptions are arranged with misuse of connectives	2
GRAMMAR (G)20% ✓ Use present tense ✓ Agreement	4	Very few grammatical or agreement inaccuracies	8
	3	Few grammatical or agreement inaccuracies but no effect on the meaning	6
	2	Numerous grammatical or agreement inaccuracies	4
	1	Frequent grammatical or agreement inaccuracies	2
VOCABULARY (V)15%	4	Effective choice and words and word forms	6
	3	Few misuses of vocabularies, word forms, but not change the meaning.	4.5
	2	Limited range confusing words and word form	3
	1	Very poor knowledge of words, word forms and not understandable	1.5
MECHANIC (M)15% <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization	4	It uses correct spelling, punctuation, and capitalization	6
	3	It has occasional errors of spelling, punctuation, and capitalization	4.5
	2	It has frequent spelling, punctuation, and capitalization	3
	1	It is dominated by errors spelling, punctuation, and capitalization	1.5

$$\text{Skor} = \underline{3C+2O+2G+1.5O+1.5M} \times 100$$

40

The Criteria To describe the students' descriptive text, there are five major elements to be evaluated in this system: Content, Organization, Grammar, Mechanic, Format. Each element is scored on a scale of 1 - 4 the maximum totalnumber of marks for5 aspects is 20 and the minimum is 4.

3.5 Validity Testing

In this study, the writer used a test as the research instrument. Both pre-test and post-test were intended to measure students' writing achievement. The tests should fulfill some factors to get the data as well. The factors test here is the validity and reliability of the tests. By using a valid and reliable instrument to collect data, it was expected that the data and the result of the research itself were also valid and reliable.

Content validity is validity in terms of the contents of the test. In this test, the researcher gives the written test to measure students' ability in writing descriptive text. Therefore, this test is valid in terms of the content validity. In this study the use of content validity because the result of test can be representative of the student for entire course material that has been taught. In order to judge whether or not the test has content validity, we need a specification of the skills or structure being tasted. The content validity in this research can be shown as below:

3.8 Table of Validity Testing

Competence	Task	Indicator	Scoring Criteria
Express the meaning of the functional written text and simple short essay in the form of descriptive text	Write descriptive text	Students are able to write a descriptive text	<ul style="list-style-type: none">• Content 30% (topic and detail of paragraph).• Organization 20% (identification and description object)• Grammar 20% (use simple present tense).• Vocabulary choices 15%.• Mechanics 15% (spelling, punctuation, capitalization).

3.6 The Technique of Analyzing the Data

1. After administering the test that will give by the writer to both groups, experimental and control will give descriptive text test form in pre-test and post-test.
2. After that, their answer and their score will tabulate. The writer will find the score of deviation of the experimental and control group.
3. Then compare the score of the experimental group and the control group.
4. After that, collect the data from the scoring of the experimental and control group.
5. The writer will use a t-test for two connected samples is a big sample because the sample is 22 students. The formula is used t-test or to in condition with big sample ($N > 20$) is as follows.

Where:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

t = the effect

M_x = mean of the experimental group

M_y = mean of the control group

Dx^2 = the deviation score of the experimental group

Dy^2 = the deviation score of the control group

N_x = the sample of the experimental group

N_y = the sample of the control group

