

## CHAPTER 1

### INTRODUCTION

#### 1.1 The Background of Study

In Indonesia, English instruction and learning have evolved over time. English is given a specific treatment as a foreign language because it is one of the subjects that must be assessed on the national final examination. In delivering English subjects, the teachers are limited by the curriculum. English teaching and learning in Indonesia have undergone complicated curricular developments (Zein et al., 2020).

The act of assessment is the act of making a decision or assessing something. Formative and summative assessment are two types of evaluation. Formative assessment helps students understand language and subject matter in ways that standardized summative testing often cannot, as it does not take into consideration the language competence level of English language learners or the caliber of their content training. Throughout the teaching and learning process, teachers use formative assessment to enhance instructional strategies and student feedback. Quizzes can be used to evaluate one of the tasks that English teachers employ for formative evaluation.

The use of quizzes as a form of assessment is part of the learning process, but the teacher creates the quizzes and the students participate in the objective activity. Additionally, it implies, in a limited way, that effectively created tests can inspire pupils to learn and do well. One of the methods that English teachers use to gauge their pupils' comprehension of or familiarity with previously learned material is the quiz. As a sort of formative evaluation, quizzes have

the goal of challenging the students since they gauge their level of learning or understanding. The benefits of daily quizzes that significantly increase mastery or retention of the content covered in class, assist students in reviewing what they have learned and promote active learning.

There are various elements that encourage pupils to learn and succeed well. First, one's attitude toward the community of speakers of second languages affects their drive to study English. Second, learning English should be enjoyable in some way to encourage pupils to continue learning the language. The last, there are certain external influences, such as the need to appease parents or achieve a practical goal. It appears that the second and third factors, which highlight intrinsic motivation are related to how well quizzes stimulate students to study English.

The effectiveness of teaching is increased by using tests or quizzes in class, which also motivates students to study and review more. Students identify their areas of strength and weakness by reviewing their quiz results. Additionally, quizzes assist teachers in identifying their weak points in the classroom, which enhances their effectiveness. While most academics believe that quizzes help students learn, some claim that the delivery, creation and scoring procedures take time away from actual teaching. Regular quizzes aid in the retention of the material for longer periods of time or prepare pupils for difficult tests. Frequent testing has additional benefits as well, one of which is that it gives students intrinsic motivation since they want to do well in the class.

The degree to which a student master academic material in a predetermined period of time is measured by their achivement. Education professionals are required to teach certain standards or learning objectives at each grade level. Standards are like "to do" lists that teachers can use to guide their lessons. Students perform better when teaching standards are taught using quality instruction. In education, the same process should be used when dealing with educational standards. To complete a “to do list” or study criteria in a timely and efficient manner, you should ask questions such as: What types of students do you have? How do you teach standards? Will they understand the vocabulary? How long do you think it will take your students to fully master the material? Effective standards-based instruction will increase student accomplishment. But understanding “what” and “how” is just the beginning of the road to academic success. Understanding the elements that affect a student’s capacity to learn is equally crucial.

The extent to which a student, teacher, or institution achieves short or long-term educational goals is refferred to as academic success or achievement. Academic achievement is the completion of educational requirements like a secondary school diploma or bachelor’s degree. Exams or ongoing evaluation are typically used to determine academic performance, but the best there is no widespread consensus over what is appreciated or which characteristics are most crucial: declarative knowledge or fact-based skill. Furthermore, even though no one factor consistently predicts successful academic achievement, aspects including exam anxiety, surroundings, motivation, and emotions should be taken into account when creating models

of academic performance. Schools that perform well academically receive more money than those that perform poorly. Every learner employs certain strategies and styles to support the attainment of language learning objectives (Lestari & Wahyudin, 2020).

Based on curriculum Merdeka Belajar, every school must do quiz in their learning process to know students' achievement. In SMP Negeri 2 Beringin especially in eight grade already do quiz in learning process. But, the problem in this school is the implementation of quizzes does not have a regular schedule. So, it is difficult for teachers to know progress their students' achievement. The purpose imply quiz in learning English is help teacher to measure how the students' achievement in one material in one subject. Therefore to overcome the problems, writer proposes to use quiz in regular schedule to help teacher to measure how the students' achievement in one material. Quis as a media to test students in eight grade at SMP Negeri 2 Beringin about descriptive text to know the students' achievement about this material. In this research, the researcher want help the teachers to measure their students' achievement in one material and want help students to know their knowledge about one material.

**Table 1.1 Students' Achievement on the Final Test in SMP Negeri 2 Beringin**

No	Year of the Study	The Score Average	Standard Score
1	2020/2021	60,55	75
2	2021/2022	61,60	75

According to the table, the students' achievement cannot pass the passing mark. It is still below the standard English score of 75 set by the academy. As

the writer has also remarked, the students' achievement in eight grade is low. This research focuses on what and how those quiz can increase students' achievement in writing descriptive text at eight grade students in SMP Negeri 2 Beringin. SMP Negeri 2 Beringin is one of the schools in district of Beringin, regency of Deli Serdang, North Sumatera that apply quiz in classroom and that is can motivated students to learn English. From the fact above, this study will analyze: **The Effect of Quiz on Students' Achievement in Writing Descriptive Text on Grade 8 SMP Negeri 2 Beringin.**

### **1.2 The Problem of Study**

Based on the background of the study above, the problem in this research was formulated as follow:

“Is there any effect of using QUIZ to increase students' achievement in writing descriptive text at eight grade students of SMP Negeri 2 Beringin?”

### **1.3 The Objective of Study**

Based on the problem on the study, the objective of the study of this study is “to find out the effctiveness of using quiz to increase students' achievement in writing descriptive text at eight grade students of SMP Negeri 2 Beringin.”

### **1.4 The Scope of Study**

Based on the identification above, the focus of this research is the effect of quiz on students' achievement in English learning. The subject of the study is the students at eight graders of SMP Negeri 2 Beringin. In this research, the

research will do the test (quizzes) to the eight grader students in SMP Negeri 2 Beringin especially about descriptive text.

### **1.5 The Significances of Study**

The uses of this study that expected by the writer as below:

1. **Theoretically**, the theory of success in learning the English language and the theory regarding the quiz's effect will both be supported by this investigation.
2. **Practically**, this study will provide empirical information regarding the impact of quizzes on students' proficiency in English learning. The study's findings may be helpful to both students and English language instructors. Researchers will be able to determine how quizzes affect students' achievement in English learning with the aid of this study.

### **1.6 Hypothesis**

The hypothesis of this thesis is formulated as follows:

Ha: There is a significant effect on students' achievement in writing descriptive in English learning by using quiz.

Ho: There is no a significant effect on students' achievement in writing descriptive in English learning by using quiz.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In this chapter, some terms need to be explained clearly. Those terms are including definition of quiz, types of quiz, students' achievement, definition of quiz, concepts of writing process, steps of writing, genre of text, definition of descriptive text, purpose of descriptive text, general structure of descriptive text, language features of descriptive text, and the assessment of writing descriptive.

#### **2.2 Quiz**

##### **2.2.1 Definition of Quiz**

A quiz is a short multiple-choice answer or a short answer that follows a lesson. Each class is different, but most modules have a quiz after each lesson. Quizzes reinforce what you have learned and let you know if you need to review lessons or if you need additional help from your teacher. The quizzes are available online and all multiple choices questions are automatically graded. However, short answers require teacher grading. If you have questions about grades or feedback, please contact your class teacher. Recent research shows that adding tests and quizzes during lectures can help keep students from losing focus. Asking questions about the material while students are studying is a great way to get their attention. Also, quizzing students improves their comprehension and helps them retain information better. But teachers can also worry. They worry that constant testing will create additional stress that affects student learning.

Quizzes are commonly used in North American colleges and universities to easily test a student's understanding of course material and provide teachers with insight into student progress and knowledge gaps. A quiz is a short knowledge test, usually about 10 questions in length, often using multiple-choice, fill-in-the-blank, true/false, and short-answer question formats. Quizzes are much shorter than traditional tests and exams and have little impact on your final grade in a course. Teacher who uses quizzes in their courses (a practice that has become more viable due to the widespread use of technology in higher education) schedule quizzes in each class to ensure students' knowledge of previous lessons.

Quizzes are good for increasing students' confidence (Yeo & O'Donoghue, 2022), encouraging participation and supporting criticism. If a quiz is used early in the term, it can also help the unit assessor identify any difficult material. Another advantage of using quizzes to assess student learning is that the grading and feedback process is automated, which is advantageous for both students and the people marking the quizzes. Common quiz questions let teachers know how well the class understands a concept. Students can learn what they know and don't know by taking quizzes. This aids teachers in determining where kids need assistance. Students will get a better notion of how well they comprehend the content after the quiz. This should encourage you to learn more. Their findings also assist individuals in more efficiently allocating their study time by allowing them to concentrate on material that requires improvement. Because they require students to look up information and consider it before learning and remembering it, quizzes and tests aid in learning.



## 2.2.2 Types of Quiz

The most popular kind of quiz is a multiple-choice test, which has a question and four possible answers (A, B, C, and D). However, a quiz can contain a wide variety of question formats to gauge student learning. Fill-in-the-blank, drag-and-drop, matching, true/false, short response, and other types are among them.

**Table 1. Question types on Quiz**

<b>Question Types</b>	<b>Function</b>
Single Choice	To make a question capable of having just one right response.
Multiple Choice/Answer	Allowing multiple right answers to a question.  <b>Note: Students will find this question type puzzling because there is only one right answer. Select question type 1: single choice if there is just one viable response.</b>
Matching	To match multiple “Prompts” (up to nine) on the left with multiple “answers” (the right, where more than one prompt can be matched with the same answer).  <b>Note: Best practice for disambiguation would require more answers than prompts.</b>
Rank Order	To match each distinct "row" with a single accurate "column" that corresponds. There is a two-to-seven column range allowed by the scale.  <b>Note: for each row item, only one column can be correct.</b>
Short/Long Answer or Essay	A written text response that is typically between 1 and 200

	<p>characters long.</p> <p><b>Note: cannot “set a correct answer” for this type of question.</b></p>
Fill in the blank	<p>To get participants to respond to a cloze activity once (or more).</p> <p><b>Note: Use "blanks" if only one viable answer can be provided since case-sensitive answers require the proper use of capital and lowercase characters, and some keys can only have one valid answer.</b></p>
Rating scale/opinion scale/Likert	<p>To rate or rank using a scale with labels for the ends of the spectrum of "poor score" and "high score" (minimum "0" and maximum "10"), in keeping with the range.</p> <p><b>Note: It is impossible to "set a correct answer" for this kind of query.</b></p>

### 2.3 Students' Achievement

According to Atim et al., (2022) Secondary school pupils' habits and academic success are related. Study habits can be successful or unsuccessful. Attending all classes, managing their time, going over their notes each day, reading topics before class, talking with teachers, reading background material, asking questions in class, avoiding last-minute cramming sessions, avoiding assignment postponement, and getting enough sleep the night before exams are required of students who want to develop effective study habits. Achievement is the realization or expansion of a potential ability or capacity. It's also means that performance is just the result of standard work. The quality or quantity

produced by each student, it is very necessary to work together and achieve school goals. A test designed and standardized to measure performance in a school subject. In either case, achievement may be used instead of achievement. Scores are determined based on cognitive, affective, and psychomotor domains.

Academic success can be defined as the number of students who perform well as evidenced by their grades. Alternatively put, the grades earned on projects, tests, and exams Academic achievement can be measured after a period of study by achieving either short-term or long-term educational goals. Achievement refers to what someone has actually learned, while aptitude refers to the likelihood of learning something. Achievement is defined as the attainment of goals in which students achieve and apply their own goals through their own skills and efforts. There are three dimensions to learning success: Cognitive, emotional, psychomotor. A learning outcome or index consisting of movement should be formulated.

Student achievement is a term that refers to a measure of a student's overall academic performance and learning over a period of time. Teachers determine student achievement. There are specific goals and parameters by which student performance can be measured. This can be class tests, extracurricular activities, general behavior, etc. Measuring achievement is very important because it represents a student's overall progress, from academics to sports to public behavior. It also helps students develop a keener sense of their surroundings and become more kind, helpful and generous. It has four key

success factors. Class management, instruction to learn, parent and guardian involvement, and the belief that all students can learn and grow. For example, if a student in extracurricular activities such as drawing, sports, art, etc., that student achieves well. A student's level of achievement is also assessed if the student performs well on class tests and exams and is an active participant in class. It also includes giving kids real-time situations so their peers can access their qualities. Frequent parent-teacher meetings are often helpful in encouraging children's progress.

## **2.4 Writing**

### **2.4.1 Definition of Writing**

According Durga & Rao (2018) Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. One of the four skills in language learning is writing. The other three are listening, speaking, and reading. It is a set of symbols that, through a variety of processes, depict the sounds, syllables, or words of a language (capitalization, spelling, punctuation, word form, and function). All kids must possess strong writing abilities in order to succeed in school and in the workplace. Writing well is a skill that students must master in order to succeed both academically and professionally. All kids must possess strong writing abilities in order to succeed in school and in the workplace.

Students who can write well must have a broad vocabulary. Without a solid grasp of the grammar, even if you master it, the meaning will hardly be understood. Words cannot convey anything because writing relies heavily on

words. Learning to write well is challenging because it requires you to carefully choose and arrange your words. Writing skills to communicate thoughts, feelings and ideas by combining eyes, head and hands. Organize them into words, sentences and paragraphs. Therefore, writing takes some getting used to. Express his feelings and thoughts. To do this, people use their brain to form ideas and their hands to do them. Writing is often required for formal purposes. Writing is a forward-moving project it means that when you write something for the first time, you are thinking about what would you say and how you would explain it. However, writing has a purpose means of communication to provide ideas to reader.

#### **2.4.2 Concepts of Writing Process**

The writing process is the stages an author goes through to create what is written shape. This process definitely works during the writing stage. Based on Novia & Saptarina, (2021), there are several writing processes, they are:

##### **1. Planning**

Decide what to say before you start writing. This may include taking thorough notes for some writers. The writer must have that initial purpose of writing in mind while they plot. This influences your writing style, language choice, and information creation goals, among other things.

##### **2. Drafting**

Drafting a document entitles us to treat the initial version as a draft. Several drafts may be made while the writing process for a publication continues before the final version is published.

### 3. Editing

An author reads their writing after finishing a draft to identify any errors. Something could be written in an unclear or confusing manner. You can rearrange the paragraphs or create a fresh start. For particular sentences, many word forms may be used.

### 4. Polishing

The last concept in writing process is polishing. The polishing stage includes a more detailed editing of mechanics, spelling, grammar, typos, style and format. In polishing, the writer can check the spelling and grammar, check for passive sentences, check for repeated words, check for run-on sentences, check for sentence fragments, check for slang and mixed formality and the last is summary.

## **2.4.3 Steps of Writing**

Generally, there are two processes that we must follow in order to produce an excellent writing product based to (Novia & Saptarina, 2021) as follows:

### 1. Explore Ideas

Before beginning to write, writers should gather as many ideas as they can. Because generating as many ideas as you can, documenting them, and keeping them is what writing is all about. Throughout, the author should also focus on her three queries in order to condense her ideas. First, choose a topic that is relevant to the final product. The researcher's second point to think about is her intention to write for an audience. Third, the reader

serves as the viewer in this situation. Reader reach has an impact on the language employed to convey the writing's subject and the researchers' aims.

## 2. Pre-writing

The process of writing to develop an idea on paper or in writing is known as "pre-writing." This exercise aids the author in topic consideration, goal-setting, audience and reader analysis, writing preparation, and the identification of existing knowledge. help. The writer must be aware that a prescription enables the author to categorize or arrange ideas.

### **2.5 Genre Text**

Genre is a kind of discourse, occurs in specific locations, has a clear and recognizable pattern. It has conventions and specific communication functions. Genre texts are divided into fourteen types, there are spoof, recount, report, analytical exposition, new item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, review and commentary text.

#### 1. Spoof

A genre called "spoof" seeks to retell a narrative with a comic twist.

#### 2. Recount

Recount is a factual text tell somebody about something especially that she/he has experience of a series related to events.

#### 3. Report

Report is a style of writing that discusses social, natural, and man-made events while describing how things are around us.

4. Analytical exposition

Analytical exposition is a piece of writing intended to persuade the audience that a certain claim is true.

5. News item

Factual documents called news items tell the reader about current occurrences that are deemed newsworthy or significant.

6. Anecdote

Anecdotes are texts that serve the purpose of sharing a description of an odd or humorous experience.

7. Narrative

A narrative is a text that describes events or a process chronologically over the course of a certain amount of time.

8. Procedure

A procedure is a text that provides detailed instructions on how to carry out a process.

9. Descriptive

Text that describes a person or thing's attributes is known as a "descriptive text."

10. Hortatory exposition

A literary style known as "hortatory exposition" is used to convince the reader or listener that something should or should not be the case.



#### 11. Explanation

An explanation text is a text that explains the procedures involved in the structure or operation of social or cultural systems in nature.

#### 12. Discussion

Discussion is a text used to present viewpoints on specific socioeconomic issues.

#### 13. Review

Review is a text serve the social purpose of critiquing an artistic creation or public event.

#### 14. Commentary

Commentary is a text which has the processes of socio-cultural phenomena as if it were a natural thing.

### **2.6 Descriptive Text**

#### **2.6.1 Definition of Descriptive Text**

Descriptive text is text intended to give an explanation to the reader with image and meaning with sensory details. The original words and structure of a written or printed work are called the text. In other words, it consists of words that are either said or written with the intention of communicating a message. It signifies that a piece of writing is produced by combining words in order to convey a meaning or a message (Raes et al., 2020). Descriptive Text is usually about how people look and act, what a place looks like, what the object

looks like. The descriptive text can also be defined as a set of: Sentences that are ideally related and serve a single function. Writing in a descriptive style engages the senses. It gives a description of how something seems, feels, smells, tastes, or sounds. The description fits a particular description type. Materials designed to provide information about a product.

According to Sipapaga et al., (2022), Descriptive state investigations that attempt to describe phenomena accurately and factually, subject or area. A sensory experience of how something looks, sounds, or tastes. that is experience, but explanation also deals with other types of perception. Descriptive means to describe and refer to a particular person, place, or thing details or specifics that allow the reader to visualize the description. Maybe concluded that descriptive text is used to describe something.

### **2.6.2 Purpose of Descriptive Text**

The purpose of descriptive text is to describe and indicate a person, place or thing. The purpose or social function of descriptive text is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. This type of text is used to describe people, places or things in such a way that an image was formed in the mind of the reader. The goal of the reader to be able to deduce the features of something from the text's messages. There are five purposes of descriptive text, there are:

1. To entertain: it means, when the author writes about the description of an object that can please the reader

2. To express feeling: it means that the author writes about impression of an object.
3. To relate experience: it means that the author writes about her/his experience
4. To inform: it means that the author writes about the description of an object that is unfamiliar for the readers.
5. To persuade: it means that the author writes about the description of an object that can attract the readers' attention.

### **2.6.3 General Structure of Descriptive Text**

According to (Sipayung et al., 2021), generic structure of descriptive text as follows:

1. Identification: identifies phenomenon to be described (a person, thing, place, animal or event). It is used to gives a general idea about the object that we want to describe.
2. Description: describes the intended objects using descriptive details or information about the object, characteristics, appearances, personality, habits and qualities.

### **2.6.4 Language Features of Descriptive Text**

Based on Usher & Pradita (2018), there are four language features of descriptive text as follow:

1. Spesific Participant: it means has a certain object
2. Use an Adjective: it means it is aimed to clarify the noun

3. Use of Simple Present Tense: because descriptive text tells the fact of the object described
4. Action verb: it shows an activity

### **2.6.5 The Assessment of Writing Descriptive**

According to Halim et al., (2019), there are five aspects that will be a specific purpose in scoring. They are:

1. Content
2. Organization
3. Language Use
4. Vocabulary
5. Mechanism

### **2.7 Previous Study**

The first previous study is an extensive literature review by Raes et al., (2020) shows that due to increased attendance, attention and engagement, quizzes and polls have been shown to be successful teaching techniques. Students had positive expectations for using quizzes and poll during lectures, and technology acceptance (including perceived usefulness and attitudes toward quizzes and polls) was even higher after experiencing the technology. According to a recent longitudinal study that tracked both students' initial perceptions and their perceptions after experiencing quizzes during lectures. Analysis showed that he was significantly different between the two groups in terms of academic performance. The Results showed that the more students

who took the quiz, the better it seemed that they performed. Regular quizzes and attendance in class were positively connected.

The second previous study according to Sakkir et al., (2022) assumed that quizzes are useful tools for improving learning and consolidating what has been taught. Weekly quizzes provide strong incentive by making the language learning process accessible and relevant. Quizzes and student attendance in the classroom have a good relationship and quizzes can be beneficial in a variety of ways including providing motivation for students to attend class. The result of this study is quizzes provide good roles that are appropriate for students because feedback happens independently after students have answered each question that contains material.

The third previous study based on Bell et al., (2021) stated that by working on a low-stakes quiz in a group, students obtain immediate feedback from peers on concepts that they do not understand well, which allows them to fill in their knowledge gaps. Cooperative quizzes also have the benefit of increasing interpersonal skills. Working in groups has also been found to improve relationships among students, promote a sense of community in the classroom.

The fourth previous study is a recent long-term study of Raes et al., (2020) that observed It was discovered that positive expectations of using quizzes were even higher once students were exposed to technology, both in terms of their initial perceptions and their perceptions after taking a quiz during a lecture. Using quizzes makes lectures more interactive. He especially like refer to it at the end of the session as a summary of the course content.

The fifth previous study is an observe carried out by Bibi et al., (2020) about a study correlation study habits of students and academic achievement. Students' academic achievement is affected by various factors, like social, socio-economic, psychological, etc. study habit is buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. It means that the way a person plans his/her study plan is an important factor in the course of good or bad academic performance. The result of this study showed a significant difference between the girls' and boys' study habit scores. Girls' high scores on the study habits scale as also academically support the general idea that girls take their work seriously. In the end, it can be concluded that good study habits or study skill lead to high academic achievement and the undesired study habits cause low achievement. Therefore, for improving the achievement students should develop good study habits.

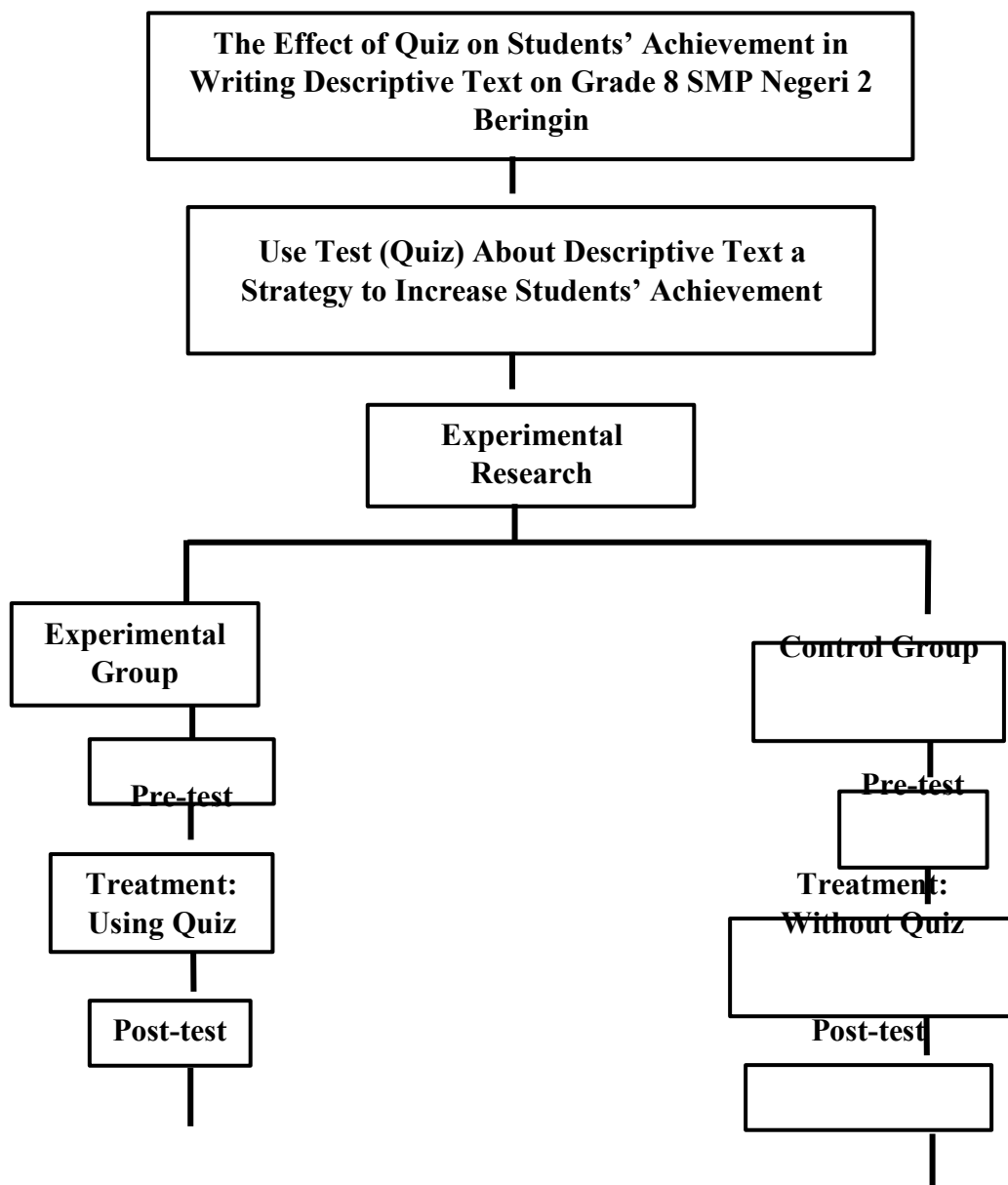
Based on previous studies, this has become an inspiration for researchers in conducting the research. The researcher wants to increase students' achievement at eight grade in English learning and help the English teacher in SMP Negeri 2 Beringin to know the progress their students with using quizzes.

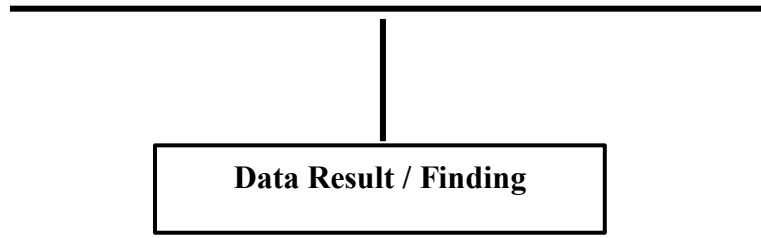
## **2.8 Conceptual Framework**

It is generally accepted that quizzes are effective teaching tools for the learning process as well as effective methods to raise student achievement. Using quizzes can diagnoseses of the students' strengths and students' weaknesses. It also can help the teacher to make a good lesson plan. Do

quizzing in the classroom frequent can influence on the students' performance and supply motivation for students to attend the class. Frequent quizzes help students to retain the material for longer period of time.

### Conceptual Framework





**Figure 2. Conceptual Framework: The Effect of Quiz on Students' Achievement on Writing Descriptive Text on Grade 8 SMP Negeri 2 Beringin**



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research design use experimental quantitavive research. The framework or strategy for a study that serves as a direction for data collection and analysis is called a research design. It is a process that is followed in order to complete a study. The plan for gathering, measuring, and analyzing data is called the research design. Actually, a study map is typically created to direct the investigation (Persson, 2019). The research objective of this study is to see how quizzes can increase the students' achievement and help teachers know the progress their students are making in eighth grade at SMP Negeri 2 Beringin.

Divides the sample into an experimental class and a control class in order to manipulate the dependent variable experimentally. In both the control and experimental classes, the students will be taught through quizzes and without using quizzes to measure their achievement to do a pre-test and post-test in both groups.

**Table 3.1 The Table of Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental		X	
Control		Y	

**Where:**

X = The students will be taught by applying quizzes

Y = The students will not be taught by applying quizzes

### 3.2 Population and Sample

#### 3.2.1 Population

Population is an area of generalization that includes objects and subjects that have specific functions and tweaks. The definition of the terms "population" and "universe" differs from the usual one. Population in a census survey is the total number of people, including adults, children, and minors (Persson, 2019). Use scribe to figure out what you're inferring. The population is the totality of observational studies, and when researchers want to find all factors within a study area, their study is called a census. The study population consists of eight grade students at SMP Negeri 2 Beringin. The total population is about 40 students.

#### 3.2 Table of Population

SMP Negeri 2 Beringin	Population
Eight Grader	40 students

#### 3.2.2 Sample

Persson (2019) stated Statistics refers to measures taken from a sample, while parameters refer to measures taken from a population. Sampling is a technique that is essential in behavioral research but less popular in the physical sciences. It is essential to any statistical methodology used in social and behavioral research. It increases the reliability and cost-effectiveness of

study findings. Sampling is the process of picking a representative sample of the population such that each person has an equal chance of being included.

A sample as a population that is smaller than the whole population. The sample is part of the study population. That's the representative. The sample is limited to a limited number of cases. The samples are selected using a clustering sampling technique. The sample size is 40 students. They are divided into two groups: experimental groups and control groups. The experimental group will consist of 20 students, and the control group will consist of 20 students.

### 3.3 Table of Sample

SMP Negeri 2 Beringin	Class	Sample
Eight Grader	VIII-1	20 Students
	VIII-2	20 students

### 3.3 The Data Collection Instrument

An instrument is a set of tools used by researchers. Tests, surveys, interviews, observations, rating scales, documentation is an example of an instrument. An instrument is a tool used to measure a natural or social phenomenon. Collecting data about research subjects can be done using a variety of techniques, locations, and resources. Testing is one of them. In this study, the researcher used test for collecting the data. The type of test is quizzes especially about writing descriptive text.

### **3.4 Procedure of the Research**

The way to do this is to split the classes into two groups. When the class was divided into two groups, the first group was an experimental class taught using quizzes, and the second group was a control class taught without using quizzes. To collect data, researcher will perform pre-tests, treatments, and post-tests on the experimental group and pre-tests and post-tests on the control group, but no treatment.

#### **3.4.1 Pre-Test**

The purpose of pretesting is to establish the student's vocabulary before the investigator proceeds to the treatment phase. Before the test begins, the researcher informs the students about their situation and gives them a brief explanation of what the test will reveal. Pre-test was done before the learning process to measure students' understanding in learning descriptive writing at first, so it was held in the first meeting.

#### **3.4.2 Treatment**

In the treatment, researcher conducted teaching-learning activity with the students in both experimental and controlled class in four meetings. In the first meeting of treatment, writer explained about descriptive text and how to write it. Then, in the next meeting, reseacher ask the students to practice to write descriptive text.

**Table 3.4 The treatment for Experimental Group**

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greets the students	The students give the respons to show their politeness
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill	The students did the pre-test
	Teacher explained some steps how to write a good paragraph	The students pay attention to the teacher
3	Teacher explained about the generic structure of decriptive text	The students pat attention to teacher explanation
4	Teacher asked the students write descriptive text	The students write the descriptive text
5	At the end the writer collected all the students's task and teacher does reflection about the subject	The students say their difficulties while doing the task

### **3.4.3 Post-Test**

Post-test are given to both class controls and experiments after treatment. The purpose of this test was to determine whether quizzes were used effectively after treatment and to compare results between the experimental and control groups. This test will be administered after the treatment has been given to the student.

### **3.5 The Scoring of Writing in Descriptive Text**

The teacher must have a good concept for proper writing assessment with the aim of assessing students' mastery in writing descriptive text. In this study, the researcher used a rating scale to assess or evaluate students' writing abilities. As a teaching tool, a scoring rubric aids in making clear to students the expectations of professors as well as the demands of the tasks; as a result,

students are better able to comprehend the assignments and are aware of how to meet these demands. By outlining both how students will be evaluated and the tasks they must do, rubrics help direct and regulate students' learning (Trinh, 2020). According to Koswara et al., (2021), there are five aspects that will be a specific purpose in scoring.

**Table 3.5 Assessment of Writing in Descriptive Text (Koswara et al., 2021)**

No	Assessment Aspect	Categories	Score	Criteria
1	Content	Excellent	27-30	Outstanding to very good in terms of knowledge, content, thesis development, and applicability to the given issue.
		Good	22-26	Good to average: some knowledge of the issue, a suitable scope, restricted thesis development, mostly pertinent to the topic, but weak in specifics.
		Fair	17-21	Fair to poor: shaky or minimally recognizable introduction, organization can barely be seen, several problems with ordering of idea, lack of supporting evidence.
		Poor	13-16	Very poor: does not demonstrate subject knowledge is non substantive, or in insufficient to evaluate.
2	Organization	Excellent	18-20	Excellent to very good: well-organized, logical sequence and development, fluid expression, ideas well stated/supported.
		Good	14-17	Good to average: a little choppy, poorly arranged, with strong primary ideas, little to no support, and logical but insufficient sequencing.
		Fair	10-13	Fair to poor: incoherent,

				concepts disjointed or jumbled, lacking logical development and sequencing.
		Poor	7-9	very poor: lacks organization and communication.
3	Language Use	Excellent	22-25	Excellent to very good: efficient complex composition; little agreement; tense; number; word order and function; pronouns; and prepositional faults.
		Good	18-21	Effective yet simple structure; minor issues in complex structure; sporadic flaws in agreement; number of tenses; word order; articles; pronouns; prepositions; but the meaning is rarely obscured.
		Fair	11-17	Fair to poor: significant problems with basic complex construction, frequent negation, agreement, tense, quantity, word order/function, passages containing articles, pronouns, prepositions, and participles, deletions, and unclear or hidden meanings.
		Poor	5-10	Very poor: hardly master the rules of sentence structure, make dominant errors.
4	Vocabulary	Excellent	18-20	Outstanding to very good: complex vocabulary; excellent word/idiom choice and usage; word mastery; appropriate register.
		Good	14-17	Good to average, appropriate range, sporadic mistakes in word or idiom form, usage, and choice, but meaning is not muddled.
		Fair	10-13	Fair to poor: limited vocabulary; frequent mistakes in word/idiom form, choice, and usage; unclear or muddled meaning.
		Poor	7-9	Very poor: mainly translation, limited vocabulary, idioms, and word-form understanding

				in English.
5	Mechanism	Excellent	5	Excellent to very good: shows a command of norms with minimal errors in capitalization, punctuation, or spelling.
		Good	4	Good to average: There are occasional mistakes in capitalization, punctuation, spelling, and paragraphing, but they are not hidden.
		Fair	3	Fair to poor: there are many mistakes in the writer's handwriting, punctuation, capitalization, paragraphing, and spelling, which suggests that they are confused.
		Poor	2	Very poor: no command of conventions, as seen by faults in spelling, punctuation and unreadable or insufficient handwriting.
Total Score			100	

### 3.6 The Technique of Data Analysis

This study will apply with the quantitative data. In order to find out the differences mean of the two groups, the researcher will use the t-test formula is as follow:

1. Calculated data from the scoring the pre-test and post-test of experimental and control group. To find out the mean score for each group by using:

$$\frac{\Sigma}{N}$$

Where:

M = the mean of students

$\Sigma x$  = the total score

N = the number of students



2. Tabulate the data for control group and experimental group.
3. Comparing the score by using t-test

The t-test formula is as follow:

$$t = \frac{\bar{M}_x - \bar{M}_y}{\sqrt{\left( \frac{dx^2}{N_x} + \frac{dy^2}{N_y} \right)}}$$

Where:

t = the effect

M<sub>x</sub> = mean of experimental group

M<sub>y</sub> = mean of control group

dx = standard deviation of experimental group's scores

dy = standard deviation of control group's scores

N<sub>x</sub> = total number sample of experimental group

N<sub>y</sub> = total number sample of control group

### 3.7 The Validity of the Test

Based on Brier & lia dwi jayanti, (2020), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. A test is valid if it measures what it purpose to be measured. According to Arikunto, the validity is measured that shows the levels of validity or the validity of

something. The kind validity of the test, the researcher use kind of content validity.

**Table 3.6 Content of Validiy the Test**

Writing Descriptive Text	Content	Test Item	Kinds of Test	Score
Identification and Description	Content	1	Essay	30
	Organization		Essay	20
	Vocabulary		Essay	20
	Language Use		Essay	25
	Mechanism		Essay	5
Total		1		100