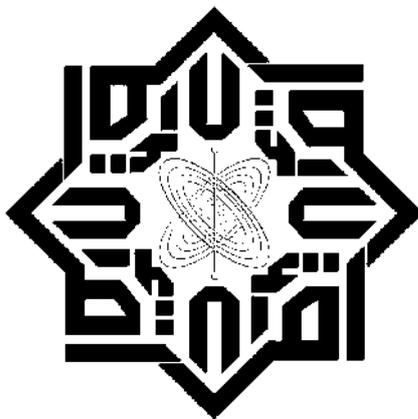


**THE EFFECT OF USING ZOOM LENS TECHNIQUE TOWARD  
THE ABILITY IN WRITING A DESCRIPTIVE PARAGRAPH  
OF THE FIRST YEAR STUDENTS AT STATE SENIOR  
HIGH SCHOOL 1 KUNDUR DISTRICT OF  
TANJUNG BALAI KARIMUN REGENCY**



**UIN SUSKA RIAU**

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PEKANBARU  
1434 H/2013 M**

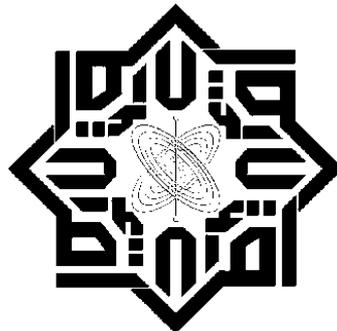
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Thesis

Submitted as a Partial Fulfillment of the Requirements

For Getting Bachelor Degree of Education

(S.Pd.)



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## ABSTRACT

**Richa Bayu Putri (2012):“The Effect of Using Zoom Lens Technique toward the Ability in Writing a Descriptive Paragraph of the First Year Students at State Senior High School 1 Kundur District of TanjungBalai Karimun Regency”**

Based on the school based curriculum (KTSP), writing is as one of the English skills that must be taught and learned in senior high school. SMA N 1 Kundur is one of the schools that uses it as a guide in teaching learning process. After doing preliminary observation there, some of the students of the first year still had low ability in their writing. The researcher interpreted that they had low ability in writing that indicated that they can not develop ideas to write descriptive paragraph well, the students are not able to express their description of the topic fluently, and do many mistakes in using simple present tense. Thus, the researcher interested in conducting the research entitled “The Effect of Using Zoom Lens Technique toward the Ability in Writing a Descriptive Paragraph of the First Year Students’ at State Senior High School Kundur District of TanjungBalai Karimun Regency”.

The main focus of this research was to find out a significant difference of using Zoom Lens Technique toward the Ability in Writing a Descriptive Paragraph of the First Year Students’ at State Senior High School Kundur District of TanjungBalai Karimun Regency”.

The type research was quasi-experimental research which the researcher could not create a new participant groups for this experiment. The subject of this research was the first year students of SMA N 1 Kundur. In this research, the researcher took two classes; experimental and control class from the six classes. There were 40 students as the sample from 140 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was written test. In analyzing the data, the researcher used T-Test formula.

Finally, the researcher found that  $H_a$  was accepted and  $H_0$  was rejected. Besides, it can be proved from the mean score of students’ writing ability of post-test of experimental class was higher than control class. Furthermore, the category of students’ improvement in writing ability at the experimental class was better, while in control class was low. In conclusion, there is a significant difference of using Zoom Lens Technique toward the Ability in Writing a Descriptive Paragraph of the First Year Students’ at State Senior High School Kundur District of TanjungBalai Karimun Regency.

## ABSTRAK

### **Richa Bayu Putri (2012):“Pengaruh Penggunaan Teknik Zoom Lens terhadap Kemampuan Menulis Sebuah Paragraph Deskriptif pada Siswa Kelas Satu SMA N 1 Kecamatan Kundur Kabupaten TanjungBalai Karimun”**

Berdasarkan KTSP, menulis adalah salah satu kemampuan Bahasa Inggris yang harus di ajarkan dan dipelajari pada tingkat SMA. SMA N 1 Kundur merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Setelah melakukan pengamatan pendahuluan di sekolah itu, sebagian siswa kelas satu memiliki kelemahan dalam menulis. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam menulis yang di tunjukkan dengan kurangnya kemampuan mengekspresikan ide-ide mereka dalam menulis paragraph deskriptive, tidak dapat mengekspresikan gambaran topik dengan lancar dan melakukan kesalahan dalam penggunaan simple present tense. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Teknik Zoom Lens terhadap Kemampuan Menulis Sebuah Paragraph Deskriptif pada Siswa Kelas Satu SMA N 1 Kecamatan Kundur Kabupaten TanjungBalai Karimun.

Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada penggunaan teknik zoom lens terhadap kemampuan menulis sebuah paragraph deskriptif pada siswa kelas satu SMA N 1 Kecamatan Kundur Kabupaten TanjungBalai Karimun.

Jenis penelitian ini adalah penelitian kuasi eksperimen yang mana peneliti tidak bisa membuat kelompok partisipan baru dalam pelaksanaan penelitiannya. Subjek dalam penelitian ini adalah siswa kelas satu SMA N 1 Kundur. Pada penelitian ini, peneliti mengambil dua kelas; kelas eksperimen dan kelas kontrol dari enam kelas yang ada. Terdapat 40 siswa yang menjadi sampel dari jumlah populasi keseluruhannya adalah 140 siswa yang diambil secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah tes tertulis. Dalam penganalisaan data, peneliti menggunakan rumus T-Test.

Akhirnya, peneliti menemukan bahwa  $H_a$  diterima dan  $H_0$  di tolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata tes akhir kemampuan menulis siswa pada kelas eksperimen lebih tinggi daripada kelas control. Lebih jauh lagi, kategori peningkatan kemampuan menulis siswa di kelas eksperimen adalah baik, sedangkan di kelas kontrol adalah rendah. Jadi dapat disimpulkan bahwa terdapat perbedaan yang signifikan pada penggunaan teknik zoom lens terhadap kemampuan menulis sebuah paragraph deskriptif pada siswa kelas satu SMA N 1 Kecamatan Kundur Kabupaten TanjungBalai Karimun.

## ملخص

**ريجى بايو فترى (٢٠١٢):** تأثير استخدام تقنية (Zoom Lens) نحو القدرة في كتابة فقرة وصفية لطلبة الصف الأول في المدرسة العالية الأولى منطقة كندور تانجونج بالي كاريمون ريجنسي.

استنادا إلى المنهج القائم على المدرسة (KTSP)، الكتابة هي واحدة من مهارات اللغة الإنجليزية التي يجب أن تدرس وتعلم في المدرسة الثانوية العليا. المدرسة العالية الأولى كندور هي واحدة من المدارس التي يستخدمها كدليل في عملية التدريس التعلم. بعد القيام بالملاحظة الأولية هناك، وبعض من طلاب السنة الأولى كان لا يزال في انخفاض القدرة كتاباتهم. الباحث تفسير أن لديها القدرة المنخفضة في الكتابة التي أشارت إلى أنها كانت في عدم وجود أفكار التكبير على كتاباتهم، وعدم استخدام حرف، أقل على إتقان المفردات، والهجاء غير صحيحة في الكتابة. وهكذا، فإن الباحث في تفسير إجراء بحث بعنوان تأثير استخدام تقنية (Zoom Lens) نحو القدرة في كتابة فقرة وصفية لطلبة الصف الأول في المدرسة العالية الأولى منطقة كندور تانجونج بالي كاريمون ريجنسي.

كان التركيز الرئيسي لهذا البحث لمعرفة اختلاف كبير في استخدام تقنية (Zoom Lens) نحو القدرة في كتابة فقرة وصفية لطلبة الصف الأول في المدرسة العالية الأولى منطقة كندور تانجونج بالي كاريمون ريجنسي.

وجاء هذا البحث نوع شبه التجريبية البحوث التي لا يمكن للباحث إنشاء مجموعات مشارك جديد لهذه التجربة. كان موضوع هذا البحث على طلاب السنة الأولى في المدرسة العالية الأولى كندور. في هذا البحث، اتخذ الباحث فئتين؛ الطبقة التجريبية والضابطة من ستة فصول. كان هناك 40 طالبا والعينة من 140 طالبا من السكان باستخدام عينة المجموعات يعتمد بشكل عشوائي على المجموعة. في جمع البيانات، استخدم الباحث اختبار. وكان الاختبار المستخدمة الكتابة الاختبار. في تحليل البيانات، استخدم الباحث اختبار T-الصيغة التي تديرها مايكروسوفت إكسل.

وأخيرا، وجدت الباحثة أن تم قبولها ورفضها. وبالإضافة إلى ذلك، يمكن ثبت من نقاط متوسط قدرة الكتابة الطلاب في مرحلة ما بعد اختبار تجريبي فئة أعلى من فئة عنصر التحكم. وعلاوة على ذلك، كان التحسن فئة الطلاب في الكتابة القدرة على الطبقة المتوسطة التجريبية، بينما في فئة عنصر التحكم منخفضة. في الختام، هناك فرق كبير في استخدام تقنيات التكبير عدسة نحو القدرة في كتابة فقرة وصفية لطلبة الصف الأول في المدرسة العالية الأولى منطقة كندور تانجونج بالي كاريمون ريجنسي.

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In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research, especially for my beloved parents, *Ayahanda IPDA Erwandi and Ibunda Winarsih* and also my beloved brothers, *Briptu Richy Agung Perwira and Sabda Sabil Huda Al-Qindi*. My Grandfather *H. Amran*. Thanks a lot of your love. I always love you forever.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are

seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin.

Pekanbaru, October 22<sup>th</sup> 2012

The researcher

**RICHA BAYU PUTRI**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Writing is one of the language skills used to communicate. It is not a simple subject. When we want to write something, we should demonstrate our English Grammatical competence and knowledge as well as skill in writing. In accordance with the ideas stated above, Eli Hinkel points out that standard written English including grammars, phrasings, effective sentence structure, spelling, and punctuation<sup>1</sup>. It means writing cannot be produced without the mastery of grammar, phrasings, sentence structure, spelling, and punctuation without mastering some aspects above, the writing produced by the writer will be difficult to be understood by the readers.

Some students think that writing was very difficult subject because there were many aspects that should be considered. They are content, organization, vocabulary, language use and mechanics. So, they said that writing is not easy, Dealing with this, Nunan states that writer explore their identities and writing processes in order to take control of their writing<sup>2</sup>.

In writing, the students should understand how to start their writing and make the final writing as well as possible. Briefly, the students should understand how to communicate their ideas in writing itself. The same idea is

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<sup>1</sup> Eli Hinkel, *Teaching Academic ESL Writing: Practical Technique in Vocabulary and Grammar*, London: Lawrence Erlbaum Associates, 2004, p.19.

<sup>2</sup> David Nunan, *Practical English Language Teaching*, New York: McGraw Hill, 2003, p.90.

also pointed out by Stephen B Kucer that “the process of writing is explored and the behaviors of proficient and less proficient writers are analyzed”<sup>3</sup>. It indicates that the learners are expected to explore the ideas and make them into good paragraph.

State Senior High School (SMAN) I Kundur is one of the senior high schools in Tanjung Batu District of Tanjung Balai Karimun Regency. As a formal education, SMA N 1 Kundur also provides English to the students, especially writing skill. Writing skill is one of the language skills that should be mastered by the learners. Based on school based curriculum (KTSP), the goal of learning process is to develop the skills of communication. It means not only develop students’ skill in speaking but also in writing, reading, and listening. Based on the syllabus for the first grade students of SMA N 1 Kundur, concerning to writing skill in standard of competences, the students should be able to express their idea in writing text<sup>4</sup>. As what the preliminary research which is done by the researcher in SMA N 1 Kundur, the syllabus of the school particularly in grade X, there was must for students to study writing a descriptive paragraph. Writing a descriptive paragraph is telling what the subject looks, sounds, feels, tastes, and/or smells like used to<sup>5</sup>.

The teacher at the first year of SMA N 1 Kundur teaches English based on the curriculum and syllabus. Descriptive Paragraph was taught at the second

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<sup>3</sup> Kucer B Stephen, *Dimensions of Literacy a Conceptual Base for Teaching Reading and Writing in School Settings*, London. Lawrence Erlbaum Associates, 2005, p.167.

<sup>4</sup> School-Based Curriculum Syllabus at the first Year of SMAN 1 Kundur: Unpublished, 2012, p.8.

<sup>5</sup> M. Syafi’i et.al, *The Effective Paragraph Developments*, (Pekanbaru: LBSI, 2007), p. 43.

semester. Actually, it has been taught too at the second semester for the third year students of SMP. Based on the researcher's preliminary study there, the teacher applies three phase technique in teaching process. He was explains first what descriptive paragraph is, how to make it, and then give them example of it. Some of the students give attention while he was teaching. But when he lets them to write a descriptive paragraph, some of the students are not able to do it.

Based on the researcher observation, researcher found that some of students still have difficulties in English skill, especially in Writing. The students' writing ability was still far from the expectations of the curriculum. These cases are seen from the symptom as follows:

1. Some of the students cannot develop their ideas to write descriptive paragraph well.
2. Some of the students are not able to describe a particular person, place or thing even they have studied about descriptive paragraph.
3. Some of the students are not able to express their description of the topic fluently.
4. Some of the students are not able to provide well constructed experiences in describing topic given.
5. Some of the students do many mistakes in using simple present tense.

*The researcher assumes that some of students' difficulties in writing descriptive paragraph can be caused by uninteresting teaching-learning*

*technique. It means that the teacher should change the technique becomes an interesting one to their ability in writing descriptive paragraph. There are many interesting techniques to help them improving their writing ability. One of them is by using Zoom Lens Technique. This technique used to the students' keen observation of details, and strong emotions in writing.*<sup>6</sup>. It can give positive effect on the students' fun in studying English as well as to improve their writing ability. It means that writing is intended to make the readers see, feel, hear, smell, taste like the writer wants. Each item must be described clearly in details so that the reader can see the subject completely.

*This technique is so helpful to collect ideas before students start to write. They also will become confident in writing because they have known about what they will write in interesting details.*

Based on the symptoms above, some of the students at the first year of SMAN 1 Kundur still have difficulties that should be overcome. Furthermore, the researcher is very interested in carrying out a research entitled: **“The Effect of Using Zoom Lens Technique Toward the Ability in Writing a Descriptive Paragraph of the First Year Students at State Senior High School 1 Kundur District of Tanjung Balai Karimun Regency”**.

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<sup>6</sup>Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Technique*. Colorado:Greenwood.1998. p.82

## **B. Definition of the Term**

### **1. Zoom Lens Technique**

*Zoom Lens is a technique which helps* students avoid clichés by encouraging their natural talent for detailed observation<sup>7</sup>. It is writing technique that has some steps to play zoom lens, likes:

Step 1: Inform an interesting topic.

Step 2: Create a picture of a character in your mind. Imagine your character in a specific place (the setting).

Step 3: Pretend to be a camera operator filming the scene. Look at your scene through the camera.

Step 4: Once you have the scene set in your mind, zoom in on at least three details about what your character looks like, what your character is doing, or how your character is feeling

Step 5: Use the details from step4 to write a paragraph or to describe the character or the setting, or both.<sup>8</sup>

In this research, the zoom lens technique was used to help students at the first year of State Senior High School 1 Kundur to make drafting easier, and it makes stories fun to read because it helps to find interesting details.

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<sup>7</sup> *Ibid.*, p.82

<sup>8</sup> *Ibid.*, p.83

## **2. Writing Descriptive Paragraph**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.<sup>9</sup> It is an activity that a person does to express his or her ideas, feelings, or something by using written language. Descriptive is a type of text function to describe particular person, place, or thing. It uses words that appeal to the five senses: smell, touch, hearing, taste, or feeling.

In this research, it refers to the ability in writing a descriptive paragraph at the first year students of State Senior High School 1 Kundur. It means intended to make the readers see, feel, hear, and smell, taste like the writer wants. Each item must be described clearly so that the reader can see the subject completely.

### **C. Problem**

#### **1. The Identification of the Problem**

Based on the problems above, most of the students at the first year of SMAN 1 Kundur still have difficulties in English, especially in writing English. The problems are identified as follows:

- a) Why are not some of the students able to develop their idea in writing descriptive paragraph?
- b) Why some of the students disable to use simple present tense and choose appropriate vocabulary?

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<sup>9</sup> David Nunan. *Op. Cit.*, p.88

- c) What factors make the students disable to describe a particular person, place or thing even they have studied about descriptive paragraph?
- d) What factors make students disable to express their description of the topic fluently?
- e) Why are not some of the students able to provide well constructed experiences in describing topic given?
- f) How is the first year students' ability in writing a descriptive paragraph by using zoom lens technique?
- g) How is the first year students' ability in writing descriptive paragraph without using zoom lens technique?
- h) Is there any significant difference of using zoom lens technique toward the ability in writing a descriptive paragraph?

## **2. Limitation of the Problem**

The researcher limits the discussing of the problem about the effect of using zoom lens technique toward the ability in writing a descriptive paragraph of the first year students at State Senior High School 1 Kundur District of Tanjung Balai Karimun Regency.

## **3. Formulation of the Problem**

The problems of this research can be formulated in the following questions:

- a) How is the first year students' ability in writing a descriptive paragraph taught by using zoom lens technique?

- b) How is the first year students' ability in writing a descriptive paragraph taught without using zoom lens technique?
- c) Is there any significant difference the first year students' ability in writing a descriptive paragraph taught by using zoom lens technique?

#### **D. The Objective of the Research**

The objectives of this research are as follows:

1. To get information about students' ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur District of Tanjung Balai Karimun Regency by using zoom lens technique is.
2. To get information about students' ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur District of Tanjung Balai Karimun Regency without using zoom lens technique is.
3. To get information about the significant difference students' ability in writing a descriptive paragraph between the students who were taught by using zoom lens technique and those who were taught without zoom lens technique.

## **E. The Significance of the Research**

These research findings are hopefully expected to give valuable contribution:

1. To the writer as a researcher in term of learning how to conduct a research.
2. These research findings are also expected to give the positive contribution or information to the first year student of SMAN 1 Kundur and the teacher of English as determiner of their learning and teaching success.
3. To justify the existing theories on teaching learning English as foreign language and for those who are care with the current issues on teaching and learning language.

*To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University Sultan Syarif Kasim Riau.*

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theory

##### 1. The Writing Ability

Writing is one of the language skills. It is a process to express ideas through written forms. It is not an easy work because it needs several skills to produce it. In other words, David Nunan states that writing is clearly a complex process, and competent writing is accepted as being the last language skill to be acquired<sup>1</sup>. It requires them to express or organize their ideas grammatically in order to avoid misunderstanding on the reader. The students should master certain skills that will enable them to write well. According to Hughey et al, in order to develop a good strong piece of writing worthy of the reader's interest, the writer must have something to say. Not only that, the writer also should have a commitment, a point of view, to the chosen subject.<sup>2</sup> It means the students should be able to build their ideas as meaningfully as possible in order that their writing can be accepted well by the reader.

Students' final product measured up against a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Writing is the

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<sup>1</sup>David Nunan, *Language Teaching Methodology*, (New York: Prentice hall Internasional (UK) Ltd.1991), p.91.

<sup>2</sup>Jane. B. Hughey et al, *Teaching ESL Composition* (London: Newbury House, 1983), p. 59.

most difficult skills to be mastered by language learners.<sup>3</sup> It means that the students will be able to write if they study gradually and seriously in order that they can explore and develop their thinking by writing.

The term of ability is defined as skill or power. Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.<sup>4</sup> This ability is not an easy matter and cannot be gained for a short time. Writing ability is a process, and takes long and continuous process. It not only puts the words in a correct grammar but also make the words understandable and meaningful for the readers.

The students' ability in writing can be identified by the written test. Hugheys says that the best way to test people's writing ability is to get them to write<sup>5</sup>. It means that someone cannot be judged the other's writing well or not before he/she gives a test to him/her.

In conclusion, writing as the productive skill, requires students to produce a written text. It is not as easy as we imagine. In writing, students not only generate and organize the ideas but also translate the ideas into readable text. Besides that by writing, the writer also can foster the other competences such as grammatical and sociolinguistic competence. Through writing, the writer can learn various grammars in different text because every text has different language features or grammar.

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<sup>3</sup>M.Syafi'I, *From Paragraph to a Research Report: a Writing of English for Academic Purpose* (Pekanbaru: LBSI, 2007), p. 98.

<sup>4</sup>SILInternational."Whatarewritingskills?".Version4.[www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm](http://www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm),1999, p.1.

<sup>5</sup>Arthur Hugheys, *Testing for Language Teacher*, Cambridge: Cambridge University Press, 2003, p.83.

### **a) The Components of Writing**

There are some necessary components of writing. Some experts have some ideas about it. According to Jacobs<sup>6</sup>, there are five components of writing, they are:

#### **a. Content**

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

#### **b. Organization**

Fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive. An essay is coherent if its paragraph is woven together or flows into each other. Which lack of unity or orderly movement will not be coherent, since readers cannot move easily from one paragraph that has no clear relation to the first.

#### **c. Vocabulary**

In writing, there should be sophisticated range, effective word idiom, word choice, and its usage.

#### **d. Language Use**

Grammar or a language is a description of speaking and writing habits of the people who use it. In composing paragraph or texts, the knowledge of grammar is very important. Without them, writers will not be able to use it, so the readers may not catch points of writers' message.

#### **e. Mechanics**

Essay writing is mechanically good if the writer demonstrates mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

### **b) Process of Writing**

Writing is an integrated skill. It needs a process that the writer should do. The writer must be through some processes to produce a writing product. Doing the process, the writer should do the right stages before writing until finished.

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<sup>6</sup> Jacobs, L; et al, *Testing ESL Composition: A Practical Approach*. Rowley, Massachusetts: Newbury House Publisher, inc, 1981, p.90.

#### a. Planning

Planning is very important in the process of writing. The students have to plan what they will write that can make them easier in drafting. Dealing with this, Siach tells that if the students have a clear structure in their mind, then it will be easier for the students to organize their content and present it in a way that will represent their knowledge of the topic in the best possible light.<sup>7</sup>

In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea.<sup>8</sup> Developing ideas for some students is not an easy matter. Some students have difficulties in developing their ideas. Sometimes the students spend much time in developing details and supporting ideas.<sup>9</sup> There are some strategies that students as the writers can use in generating details.

- 1) Listing : Finding and limiting a subject
- 2) Brainstorming : Generating ideas, information, new perspectives
- 3) Loop Writing : Finding a focus for the subject
- 4) Outlining : Finding a focus, relating and ordering ideas.

In developing the ideas, students are expected to identify the audiences that will read their writing, to decide the purpose of the writing, and to select the topic that will interest the reader. It makes the students easier in writing.

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<sup>7</sup> Don Siach, *How to Write an Essay*. United Kingdom: How to Content, 2007, p. 6.

<sup>8</sup> Beth Means and Lindy Lindner *Op.Cit.*, p.3

<sup>9</sup> Joy Reid, *The Process of Composition*. New Jersey: Prentice Hall Regents, 1998, p. 17.

#### b. Drafting

A draft is an early version of a piece of writing.<sup>10</sup> In planning, the writer explores and discovers the topic. Drafting is more reined in. This stage involves the ideas from the planning stage into written sentences, adding details, and elaborating. It means the writers should know what they want to do.

#### c. Revising

Revising is the heart of writing. It is looking back over what has been written.<sup>11</sup> It is more thoughtful and critical. In this stage, the writers may resist to make revisions, such as additions, deletions, or movement of words, sentences, or paragraph.

#### d. Editing

Editing stage identifies the grammar, spelling, mechanical, and the organization of writing. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing.<sup>12</sup> Through this stage, a learner can be encouraged to get the teacher's or his/her classmate feedback or correction about his/her product. In editing, the students should consider about some mistakes.

#### e. Publishing

Publishing is the last stage in writing processes. In school context, it means a student can post his/her writing product. It can

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<sup>10</sup> *Ibid.*, p. 34

<sup>11</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing {Electronic Version}*, 2009, p. 119. <http://www.library-nu.com>. Retrieved on March 3<sup>rd</sup>, 2011.

<sup>12</sup> *Ibid.*, p.120

involve putting together in the class books, collections of writing, school documentations, or reading it as a students' writing product in front of class in order to share it to other students.

### c) **Writing a Paragraph**

#### a. Definition of paragraph

A paragraph is a group of about 6-12 sentences about one topic. All of the sentences explain the writer's main idea about that topic.<sup>13</sup> The same opinion also stated by Arnaudet that paragraph is a group of sentences which develop one central idea; the central idea is usually stated in a topic sentence; and, every sentence in the paragraph must help the development of the topic sentence.<sup>14</sup> A paragraph can give information, tell an opinion, explain something, or even tell a story. The sentences should be arranged logically in order the reader can understand what the writer means.

#### b. Component of paragraph

A paragraph is developed by three parts. They are<sup>15</sup>:

##### 1. Topic Sentence

The topic sentence is the most general statement of the paragraph.

##### 2. Supporting sentence

There are two kinds of supporting sentences, namely:

a) Major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence.

b) Minor supporting sentence is directly supports the major supporting sentence and at the same time directly

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<sup>13</sup>Dorothy E. Zemach and Carlos Islam, *Paragraph Writing: From Sentence to Paragraph [Electronic Version]*, 2005, p. 9. <http://www.library-nu.com>. Retrieved on June 8<sup>th</sup>, 2011.

<sup>14</sup>Martin L. Arnaudet, *Paragraph Development [Electronic Version]*, 1981, p. 1. <http://www.library-nu.com>. Retrieved on June 8<sup>th</sup>, 2011.

<sup>15</sup>M. Syafi'i et.al, *Op. Cit.*, p. 3-7

supports the topic sentence. These supporting sentences will be more specific than the topic sentence.

### 3. Concluding Sentence

The concluding sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph. It is like the topic sentence because both are general statement.

In conclusion, in writing paragraph is not only gathering her/his ideas into written text but also considering some aspects related to process of writing itself.

### c. Characteristics of a good paragraph

According to Boardman and Frydenberg, there are three characteristics of good paragraph. They are<sup>16</sup>:

#### 1. Coherence

When the supporting sentences are ordered according to a principle. The sentence are put in order the reader can understand the writer's ideas easily.

#### 2. Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

#### 3. Unity

All of the supporting sentences should relate to the topic sentence. It means that all of sentences only discuss about the topic.

M. Syafi'i writes four characteristics of a good paragraph. They are unity, coherence, capitalization and punctuation, and comma rules.<sup>17</sup> He has the same idea for unity and coherence meant by Boardman and Frydenberg. Capitalization is the many

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<sup>16</sup> Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraph and Essays, Third edition [Electronic Version]*, 2008, p. 31. <http://www.library-nu.com> Retrieved on June 8<sup>th</sup>, 2011.

<sup>17</sup>M.Syafi'i, *Op. Cit.*, p.9

rules for using capital letters. Punctuation is symbols used in writing material, such as full stop (.), question mark (?), and exclamation mark (!). The last additional characteristic is comma rules that function to separate words, phrases, or clauses.

All of the characteristics of a good paragraph should be exist in a paragraph. They help the reader to understand easier because the paragraph is organized well.

#### d. Kinds of paragraph

There are some kinds of paragraph. Some of them are:

##### 1. Narrative paragraph

Narrative is storytelling. Narrative paragraph are most distinctively used in fiction. It can also tell about the true or not story. It includes characters, setting, problems, and solution of the problem.<sup>18</sup>

##### 2. Descriptive paragraph

Descriptive paragraph is a paragraph that draws or explains the detail information about one object in order that the reader is like look the object directly.<sup>19</sup> It means that it describes idea and examples focused on a particular subject.

##### 3. Argumentative paragraph

Argumentative paragraph is a paragraph in which you agree or disagree with an issue, using reasons to support your

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<sup>18</sup>Janette Klingner K. et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p. 76.

<sup>19</sup>Nursalim AR, *Pengantar:Kemampuan Berbahasa* (Pekanbaru: Infinite, 2005), p. 95.

opinion. The goal is to convince the reader that your opinion is right.<sup>20</sup>

#### 4. Persuasive paragraph

Persuasive paragraph is writing activity to persuade the readers. It is activity we practice every day: convincing a younger brother to share a toy, persuading a shopkeeper to lower a price, convincing a friend to go to the movies.

As stated by Kate Grenville that this type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.<sup>21</sup>

#### 5. Recount paragraph

Recount is where a speaker or writer tells of an event she or he experiences.<sup>22</sup> The story is happened on writer itself.

#### 6. Report paragraph

Report is a form of writing that provides information. It is similar to article but has a more formal, factual style, and each kind has its own special format and features.<sup>23</sup> It is usually based on researched facts or on accurate details.

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<sup>20</sup>Alice Oshima, *Writing Academic English* (New York: Longman, 2006), p. 142.

<sup>21</sup>Kate Grenville, *Writing from Start to Finish: A Six Steps-Guide [Electronic Version]*, 2001, p. 2. <http://www.library-nu.com>. Retrieved on June 18<sup>th</sup>, 2010.

<sup>22</sup>Denise E. Murray and MaryAnn Christison, “*What English Language Teachers Need to Know*”, *Vol.1* (New York: Routledge, 2011), p. 126.

<sup>23</sup>Virginia Evans and Jenny Dooley, *Reading and Writing [Electronic Version]*, 2001, p. 4. <http://www.library-nu.com>. Retrieved on June 8<sup>th</sup>, 2011.

#### 7. Procedure paragraph

Procedure paragraph informs the reader about how to do something. It gives detailed instructions that the reader should be followed into action.

#### **4.) The Assessment of Writing**

Assessing students' achievement in writing is not as easy as assessing reading skill. In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

In this research, the researcher used the assessment of writing of the school, that is focusing more on the type of the text. There are some aspects that should be measured by the teacher to know the ability of the students in writing descriptive paragraph. It can be explained as follow:

**TABLE II.1**  
**THE ASSESSMENT OF WRITING DESCRIPTIVE PARAGRAPH**

No	Aspects Assessed	Score			
		1	2	3	4
1.	Content				
2.	Organization a. Identification b. Description				
3.	Vocabulary				
4.	Grammatical features a. adjectives b. linking verbs c. Present tense				
5.	Spelling & Punctuation				
	Total	20			

### 5.) Writing Descriptive Paragraph

Descriptive is a type of text function to describe particular person, place, or thing. According to Kenneth Beare, descriptive paragraph is often used to describe what a person looks and acts like.<sup>24</sup> It uses word that appeals to the five senses: smell, touch, hearing, taste, or feeling.

To know students' ability in writing descriptive paragraph, they should understand the meaning of writing descriptive itself. Writing descriptive is writing a form of paragraph which describes how something looks, feels, smells, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>25</sup> In writing descriptive paragraph, the writer should know about the concepts

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<sup>24</sup> Kenneth Beare. *Writing Descriptive Paragraph*. Available at: [http://esl.about.com/library/writing/blwrite\\_descriptive.html](http://esl.about.com/library/writing/blwrite_descriptive.html).1997

<sup>25</sup> Alice Oshima, *Op.Cit.*, p.61.

of writing descriptive paragraph. The concept of writing descriptive paragraph included generic structure and language features of the paragraph. Generic structures of descriptive paragraph are follows:

1. Identification: identifies an object to be described.
2. Description : describes parts, qualities, and characteristics of the object.

There are four language features of descriptive paragraph as follows:

1. The use of adjectives and compound adjectives.
2. The use of linking verbs.
3. The use of attribute have and has.
4. The use of simple present tense.<sup>26</sup>

By knowing the both of the concepts in writing descriptive paragraph, students as writer can adapt the concept in to their writing. It helps them in arranging their descriptive paragraph as well as possible. The more students know about descriptive paragraph, mastering the concepts, and having ability to apply the concept, they will have good ability in write descriptive paragraph.

From the definition above, it can be concluded that writing descriptive paragraph needs to present words that can create pictures and impressions that appeal not only to the mind but also the five senses. It is used to show or describe what the subject looks, sounds, feels, tastes, and smells as if the reader can see the object that is being described directly.

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<sup>26</sup> Th. M. Sudarwati., and Eudia Grace. *Look Ahead for Senior High School Students Year X*. (Jakarta: Erlangga,2009),p. 135.

## 2. The Concept of Zoom Lens Technique

In teaching and learning process, teacher should have the interest technique. An interest technique of teaching is needed in teaching and learning process in order to achieve the goals in curriculum. The teacher should be creative to manage it. Good technique should be improved by good teacher. He/she is not only improving students' ability but also should be effective and efficient.<sup>27</sup>

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher:<sup>28</sup>

- a) A teacher should make his/her lesson interesting.
- b) A teacher must love his/her job.
- c) A teacher should have his/her personality.
- d) A teacher should have a lot of knowledge.
- e) A good teacher is an entertainer in positive sense, not in a negative sense.

Zoom Lens Technique is one of the techniques that can be used in writing descriptive paragraph. It will help students as writers to focus on what their writing is about. Use the Zoom Lens which helps students avoid clichés by encouraging their natural talent for detailed observation<sup>29</sup>. It means that writing is intended to make the readers see,

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<sup>27</sup> Roestiyah' *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2008), p. 1.

<sup>28</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching [Electronic Version]*, 1998, p. 1-2. <http://www.library-nu.com>. Retrieved on March 22<sup>nd</sup>, 2011.

<sup>29</sup> Beth Means and Lindy Lindner, *Op. Cit.*, p.82

feel, hear, smell, taste like the writer wants. Each item must be described clearly so that the reader can see the subject completely. The researcher thinks that is important for the students because it makes the students develop their imagination in written English.

To practice Zoom Lens Technique, this writing exercise is based on a favorite old rule of writers: "Show; don't tell."<sup>30</sup> It means that showing is better than telling. Showing is more specific, and more interesting. It describes it in detail but telling is just saying it very simply. As the writer, you know what you see in your mind as you write. But all you reader have in your word. If you do not show them what you are talking about, they will not get the same pictures in their mind that you have in yours.

According to Kristie, et al Zoom on one specific area or details of subject thing might be significant, focusing on write specific details<sup>31</sup>. The zoom lens makes drafting easier, and it makes stories more fun to read because it helps to find interesting details. When we are having a hard time a scene, can use the zoom lens to find at least three details about what your character looks like, what your character is doing, or how your character is felling . It can help the students to create their ideas in describing something with one of the five or six human senses: sound, sight, smell, touch, taste (and emotion) if need more details but if you will not use all the details you create, but it is better to have too

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<sup>30</sup> Beth Means and Lindy Lindner, *Loc. Cit.*

<sup>31</sup> Kristie et.al. *Language and Image in the Reading-Writing Classroom: Teaching Vision*. London. Lawrence Erlbaum Associates.2002 p. 114

many details to choose from than too few. This technique is used to help the students collect ideas before start to write because they have known about what they will write in interesting details.

### **1) How to Play Zoom Lens Technique**

According to Beth Means, Lindy Linder,<sup>32</sup> there are some steps to play zoom lens, likes:

Step 1: Inform an interesting topic.

Step 2: Create a picture of a character in your mind. Imagine your character in a specific place (the setting).

Step 3: Pretend to be a camera operator filming the scene. Look at your scene through the camera.

Step 4: Once you have the scene set in your mind, zoom in on at least three details about what your character looks like, what your character is doing, or how your character is feeling

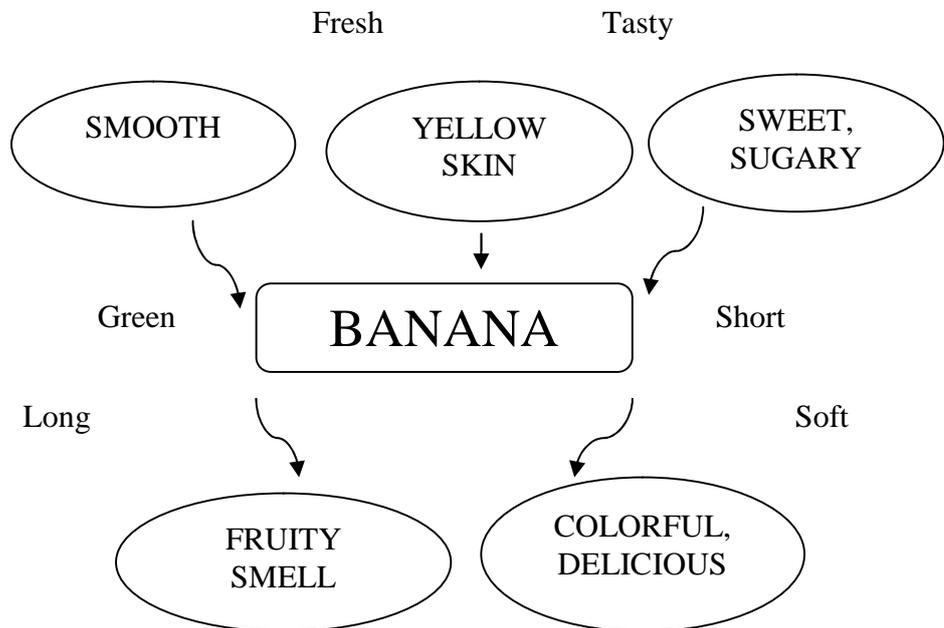
Step 5: Use the details from step4 to write a paragraph or to describe the character or the setting, or both.

The zoom lens helps you describe settings. Usually, you do not describe the setting all at once. You describe it bit by bit as the action of the takes place. Suppose you want to describe part of the setting by describing a character looking at the banana. You could write, "Banana is delicious fruit," or you could use the zoom lens to show your reader details. Look at the example:

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<sup>32</sup> Beth Means and Lindy Linder. *Loc. Cit*

## 2) Example of Zoom Lens Technique



See how much better a reader can imagine the banana.

From the diagram above, writer can show about paragraph by using at least three details about what your character looks like, what your character is doing, or how your character is feeling to find more details about banana. Here, makes paragraph more fun, and interesting.

I can use my five senses to tell about a banana. I can see that it has yellow skin. It feels smooth when I touch. A banana has a fruity smell. It tastes sugary and sweet. When I listen, I can hear squishy sound as it slides down my throat. My five senses tell me a banana is a colorful and delicious fruit.

### **3). The Using Zoom Lens Technique in Writing a Descriptive Paragraph.**

The aim of writing is to improve students' ability in order that they can write their ideas well and become a good writer. In order to get the target, the teacher needs to use the appropriate and interesting strategy in teaching. In writing descriptive paragraph we will intend to make the readers see, feel, hear, smell, and taste like the writer wants. Zoom Lens Technique as the planning tool is very useful for the students through the writing process. It helps the students to focus on what they will write. The students can imagine what they will write and to whom their writing are. They will be creative to write something in details.

This technique used to the students' keen observation of details, and strong emotions in writing.<sup>33</sup> It can give positive effect on the students' fun in studying English as well as to increase their writing ability. It means that writing is intended to make the readers see, feel, hear, smell, taste like the writer wants. Each item must be described clearly in details so that the reader can see the subject completely.

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<sup>33</sup>Beth Means and Lindy Lindner, *Loc. Cit.*

## **B. Relevant of Related Finding**

In 2009, Nurhidayati conducted a research entitled “*The Effectiveness of the Zoom Lens to Teaching Descriptive Paragraph at the First Students SMA Negeri 2 KarangJati .*”. In her research, she tried to find out the use of the interesting details in zoom lens to increase the students’ in writing descriptive paragraph. In her data analysis, it shows that the students who were taught by using the zoom lens can increase the students’ in writing descriptive paragraph.

## **C. Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation to this research. It means that the operational concept must be defined a clear explanation about theoretical framework to clarify the theories used in research.

The research consists of two variables, they are (1) Using Zoom Lens Technique as X variable and (2) Students’ ability in writing a descriptive paragraph as Y variable. Because this research was experimental research, the researcher divided the classes into the experiment and control classes. The data were taken by using the test. Experimental class was treated with zoom lens technique and control class was taught with three phase technique. However, the test that has been given was the same, only different from the use of treatment. In this research, there were two variables that have been operated. They are:

## **Variable X: Teaching Writing by Using Zoom Lens Technique**

The indicators are:

### **1. Experimental Class**

- a) The teacher informs an interesting topic.
- b) The teacher asks the students to create a picture of a character in their mind. Imagine character in a specific place (the setting).
- c) The teacher asks the students to imagine a character in a specific place, pretend to be a camera operator filming the scene.
- d) The teachers asks the students after their scene set in their mind, and then zoom in out at least three details about what their character look like, what their character is doing, or how their character is feeling.
- e) The teacher asks the students to use the details from step4 to write a paragraph or to describe the character or the setting, or both.

### **2. Control Class**

- a) Teacher explains about descriptive paragraph.
- b) Teacher makes question and answer section about descriptive paragraph.
- c) Teacher asks students to write a descriptive paragraph.

## **Variable Y: The Students' Ability in Writing a Descriptive Paragraph**

- a) The students are able to write the identification.
- b) The students are able to write the description.

- c) The students are able to write the introduction.
- d) The students are able to write the conclusion.

#### **D. Assumption and Hypotheses**

Before formulating the hypotheses as temporary to the problem discussed. The researcher would like to present the assumption as follows:

##### 1. Assumption

In this research, the researcher assumes that the better using Zoom Lens Technique, the better students' ability in writing a descriptive paragraph will be.

##### 2. Hypotheses

Ho : There is no significant difference of using zoom lens technique toward students' ability in writing a descriptive paragraph.

Ha : There is a significant difference of using zoom lens technique toward students' ability in writing a descriptive paragraph.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Method of the Research Design**

This research was an experimental research. The design of this research was quasi-experimental research. According to John W. Creswell, “Quasy-Experimental research is approach introduces considerably more threats to internal validity than true experiment”<sup>1</sup>. Meanwhile, the time-series design is a quasy-experimental design involving one group which is repeatedly pretested, exposed to an experimental treatment, and repeatedly post-tested.<sup>2</sup> In this research, there were two variables. The first was independent variable symbolized by “X” and the second was dependent variable symbolized by “Y”. The use of Zoom Lens Technique was as X variable and the students’ ability in writing a descriptive paragraph was as Y variable.

In conducting the research, there were two classes involved. The first was experimental class and the second was control class. The experimental class means the students who were given the treatment by using Zoom Lens Technique, while the control class means students who were given Three Phase Technique.

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<sup>1</sup> Creswell W. John. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Prentice Hall.2008. p.314

<sup>2</sup> L.R. Gay and Peter Airaisian. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall, Inc.2000. p.630

Before performing the treatment, the researcher administered pre-test for both classes; and at the end of the treatment, the researcher administered post-test both of them. According to Creswell, a pre-test provides a measure on some attribute or characteristic that will be assessed for participants in an experiment before they receive a treatment.<sup>3</sup> Meanwhile, a post-test is a measure on some attribute or characteristic that will be assessed for participants in an experiment after a treatment.<sup>4</sup>

**TABLE III. 1**

<b>Pre-and Post-test Designs</b>			<b>Time</b>
→			
<b>Control Class</b>	<b>Pre-test</b>	<b>Three Phase Technique</b>	<b>Post-test</b>
<b>Experimental Class</b>	<b>Pre-test</b>	<b>Zoom Lens Technique</b>	<b>Post-test</b>

### **B. Location and Time of the Research**

In accordance with the background of the problem that has been explained before, this research was conducted at the first year students of State Senior High School 1 Kundur District of Tanjung Balai Karimun. This research began on May to June 2012.

<sup>3</sup> John W. Creswell, *Op.Cit.*, p. 301

<sup>4</sup> *Ibid.*

### **C. The Object and Subject of the Research**

#### **1. Object of the Research**

The object of this research was the significant difference of using zoom lens technique toward the ability in writing a descriptive paragraph

#### **2. Subject of the Research**

The subject of this research was the first year student of state senior high school 1 Kundur in the academic year of 2011/2012.

### **D. The Population and the Sample of the Research**

The population of this research was the first year students of State Senior High School 1 Kundur. There were 6 classes all together, each class consisted of 25 students for class XA, 20 students for class XB, 20 students for class XC, 25 students for class XD, 23 students for class XE, and 25 students for class XF. The numbers of population was 140 students including 63 male students and 77 female students. The samples taken were 40 students. 20 students were in experimental group including 8 male students and 12 female students. 20 students were in control group including 9 male students and 11 female students.

This sample of research was included in cluster sampling. It was taken randomly by using lottery. It had to be a group, not individuals. Based on Gay and Airasian, all the members of selected group have similar characteristics.<sup>5</sup> In this research, the similar characteristics meant both of classes were taught by the same teacher, English subject was both

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<sup>5</sup>L. R. Gay, *Op.Cit.*, p.129

taught in the morning, the number of students was the same, and the students' mean score of writing skill was not much different. The detail of the sample is as follows:

**Table III.2**  
**The Population and the Sample of the Research**

NO.	Class	Students			Sample
		Male	Female	Total	
1.	X A	10	15	25	Experimental Control
2.	X B	8	12	20	
3.	X C	9	11	20	
4.	X D	11	14	25	
5.	X E	10	13	23	
6.	X F	13	12	25	
	Population	63	77	140	

#### **E. Data Collection Technique**

The test was used to find out the students' ability in writing descriptive paragraph. The data of this research were the score of the students' writing ability obtained by using composition test. The test would be divided into pre-test and post-test. Pre-test would be given to the students before treating them. Post-test would be given after treating the students by using zoom lens technique. It was intended to obtain the ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur district of Tanjung Balai Karimun Regency. The students' ability in writing descriptive paragraph can be measured by using writing assessment used by the English teacher of State Senior High School 1 Kundur.

**TABLE III.3**

No	Aspects Assessed	Score			
		1	2	3	4
1.	Content				
2.	Organization a. Identification b. Description				
3.	Vocabulary				
4.	Grammatical features a. adjectives b. linking verbs c. Present tense				
5.	Spelling & Punctuation				
	Total	20			

Explanation of score:

1 = incompetent

2= competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

#### **F. Data Analysis Technique**

To get information about the students ability in writing descriptive paragraph measured by using pre-test and post-test, the researcher used T-test formula for analysis as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}^6$$

$t_o$  = The value of t- obtained

$M_x$  = The means score/ average of students' experiment class

$M_y$  = The mean score/ average of students' control class

$SD_x$  = Standard deviation of experiment class

$SD_y$  = Standard deviation of control class

$N$  = Number of students

Then, the researcher consulted the value of t-observed with degree of freedom:

$$df = (N_1 + N_2) - 2$$

Statistically the hypotheses are:

$H_o: t_o < t\text{-table}$

$H_a: t_o > t\text{-table}$

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<sup>6</sup> Hartono. *Statistik Untuk Penelitian*. Jogjakarta: Pustaka Pelajar. 2008. p. 178

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research was to obtain the significant difference students' ability in writing a descriptive paragraph that were taught by using zoom lens technique and taught by using the technique that the teacher usually used (three-phased technique).

The data of this research were the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving test, the students were asked to write descriptive text. Then the test was evaluated by concerning the five components of writing in that text: content, organization, vocabulary, grammatical features, spelling and punctuation. Each component had its score started from the minimum score; 1 (incompetent), 2 (competent enough), 3 (competent), and 4 (very competent).

#### **B. The Data Presentation**

The data of this writing test were the score of the students' improvement from pre-test to post-test for both experimental and control class. The data was collected through the following procedures:

1. The researcher asked the students either experimental and control class to write report paragraph spontaneously without any preparation.

2. The students' writing was collected and evaluated by using Indonesian scoring guide. They are content, organization, vocabulary, grammatical features, spelling and punctuation.
3. The students' writing results were evaluated by two raters.
4. The researcher calculated the scores from the raters and processed it.

**TABLE IV.1**  
**THE STUDENTS' SCORE IN EXPERIMENTAL CLASS**

No	Students	EXPERIMENTAL CLASS	
		Pre-test	Post-test
1.	S1	66	78
2.	S2	64	76
3.	S3	58	72
4.	S4	54	70
5.	S5	52	70
6.	S6	50	64
7.	S7	54	70
8.	S8	50	64
9.	S9	50	64
10.	S10	48	64
11.	S11	50	64
12.	S12	56	70
13.	S13	46	64
14.	S14	50	72
15.	S15	50	64
16.	S16	54	70
17.	S17	50	66
18.	S18	46	64
19.	S19	48	64
20.	S20	50	68
<b>TOTAL</b>		<b>1046</b>	<b>1351</b>

According to table IV 2, the total score of pre-test and post-test were different. It could be seen that the writing components of students' writing

ability at experimental class. The total score of pre-test was 1046 that the highest score was 66 and the lowest score was 46. The total score of post-test was 1351 that the highest score was 78 and the lowest score was 62.

**TABLE IV.2**  
**THE MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS**

	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Pre-test	52.30	5.32
Post-test	67.55	4.75

From the table above, the mean of pre-test of experimental class from 20 students is 52.30 and the standard deviation is 5.32, meanwhile the mean of post-test of experimental class from 20 students is 67.55, and the standard deviation is 4.75

**TABLE IV.3**  
**THE STUDENTS' SCORE IN CONTROL CLASS**

No	Students	CONTROL CLASS	
		Pre-test	Post-test
1.	S1	50	64
2.	S2	50	60
3.	S3	60	58
4.	S4	50	58
5.	S5	56	60
6.	S6	52	52
7.	S7	54	58
8.	S8	56	64
9.	S9	56	60
10.	S10	42	64
11.	S11	54	58
12.	S12	54	60
13.	S13	50	54
14.	S14	52	58
15.	S15	56	62
16.	S16	52	58
17.	S17	60	58
18.	S18	56	62
19.	S19	52	60
20.	S20	48	62
<b>Total</b>		<b>1060</b>	<b>1200</b>

Based on the table above the total score of pre-test and post-test were different of writing components of the students' writing ability at control class above, the total score of pre-test was 1060 that the highest score was 60 and the lowest score was 42. The total score of control class was 1200 that the highest score was 60 and the lowest score was 52.

**TABLE IV.4**  
**THE MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST OF CONTROL CLASS**

	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Pre-test	53.00	4.18
Post-test	60.00	2.24

From the table above, the mean of pre-test of control class from 20 students is 53.30 and the standard deviation is 4.18, meanwhile the mean of post-test of control class from 20 students is 60.00, and the standard deviation is 2.24.

### **C. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about how students' ability in writing descriptive paragraph by using zoom lens technique is, how students' ability in writing descriptive paragraph by using three phase technique is, the significant difference of using zoom lens technique and using three phase technique. The data were divided into two classes; experimental and control classes. The researcher used T-test to analyze the significant difference of using zoom lens technique toward the ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur District of Tanjung Balai karimun Regency.

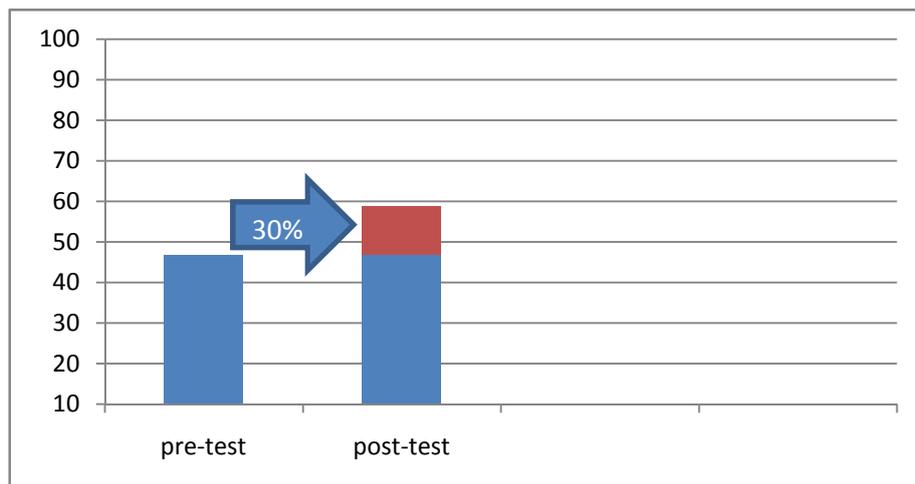
**1. Students' Ability in Writing a Descriptive Paragraph of the First Year Students at SMA N 1 Kundur by Using Zoom Lens Technique.**

**TABLE 1V.5  
THE STUDENTS' WRITING SCORE  
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS**

No	Students	Pre-test	Post-test	Different Score (D)	Percentage
1.	S1	66	78	12	18%
2.	S2	64	76	12	19%
3.	S3	58	72	14	24%
4.	S4	54	70	16	30%
5.	S5	52	70	18	35%
6.	S6	50	64	14	28%
7.	S7	54	70	16	30%
8.	S8	50	64	14	26%
9.	S9	50	64	14	28%
10.	S10	48	64	16	29%
11.	S11	50	64	14	28%
12.	S12	56	70	14	25%
13.	S13	46	64	16	35%
14.	S14	50	72	22	44%
15.	S15	50	64	14	28%
16.	S16	54	70	16	30%
17.	S17	50	66	16	32%
18.	S18	46	64	18	39%
19.	S19	48	64	16	29%
20.	S20	50	68	18	36%
<b>Mean</b>		<b>52.30</b>	<b>67.55</b>	<b>15.25</b>	<b>30%</b>

The table above describes about the differences between the students writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about 52.30, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' writing ability improved. It

was 67.55. The improvement of each student was various, there was improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' writing score improved. It means that the students' ability in writing descriptive text became better after using Zoom Lens Technique. The students' writing score at the pre-test to post-test improved 30%.

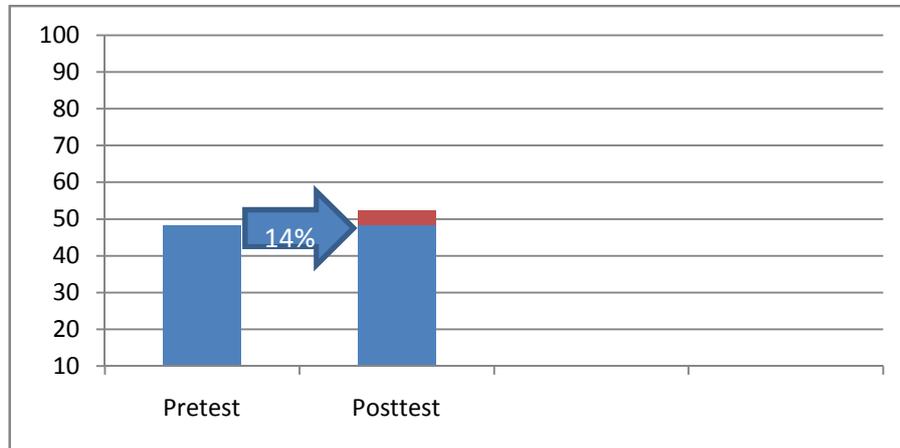
**2. Students' Ability in Writing a Descriptive Paragraph of the First Year Students at SMA N 1 Kundur without Using Zoom Lens Technique.**

**TABLE IV.6  
THE STUDENTS' WRITING SCORE  
AT PRE-TEST TO POST-TEST AT CONTROL CLASS**

<b>No</b>	<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Different Score (D)</b>	<b>Percentage</b>
1.	S1	50	64	14	28%
2.	S2	50	60	10	20%
3.	S3	60	58	-2	-3%
4.	S4	50	58	8	16%
5.	S5	56	60	4	7%
6.	S6	52	58	6	12%
7.	S7	54	58	4	7%
8.	S8	56	64	8	14%
9.	S9	56	60	4	7%
10.	S10	42	64	22	52%
11.	S11	54	58	4	7%
12.	S12	54	60	6	11%
13.	S13	50	58	8	16%
14.	S14	52	58	6	12%
15.	S15	56	62	6	11%
16.	S16	52	58	6	12%
17.	S17	60	58	-2	-3%
18.	S18	56	62	6	11%
19.	S19	52	60	8	15%
20.	S20	48	62	14	29%
<b>Mean</b>		<b>53.00</b>	<b>60.00</b>	<b>7.00</b>	<b>14%</b>

The table above describes about the differences between the students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 53.00. While at the post-test, the mean score of students' writing ability improved. It was 60.00. The improvement of each student was various, there was drastically

improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' writing score improved. The students writing score at the pre-test to post-test improved 14%. It means that the students by using three phase technique had low improvement.

**3. The Significant Difference of Students' Ability in Writing a Descriptive Paragraph between the Students who were Taught by Using Zoom Lens Technique and those who were Taught without Using Zoom Lens Technique.**

**TABLE IV.8  
STUDENTS' PRE TEST AND POST TEST OF EXPERIMENTAL AND CONTROL CLASS**

No	Students	Control Class		Different Score (D)	Experimental Class		Different Score (D)
		Pre-test	Post-test		Pre-test	Post-test	
1.	S1	50	64	14	66	78	12
2.	S2	50	60	10	64	76	12
3.	S3	60	58	-2	58	72	14
4.	S4	50	58	8	54	70	16
5.	S5	56	60	4	52	70	18
6.	S6	52	58	6	50	64	14
7.	S7	54	58	4	54	70	16
8.	S8	56	64	8	50	64	14
9.	S9	56	60	4	50	64	14
10.	S10	42	64	22	48	64	16
11.	S11	54	58	4	50	64	14
12.	S12	54	60	6	56	70	14
13.	S13	50	58	8	46	64	18
14.	S14	52	58	6	50	72	22
15.	S15	56	62	6	50	64	14
16.	S16	52	58	6	54	70	16
17.	S17	60	58	-2	50	66	16
18.	S18	56	62	6	46	64	18
19.	S19	52	60	8	48	64	16
20.	S20	48	62	14	50	68	18
<b>TOTAL</b>		1060	1200	140	1046	1351	305
<b>MEAN</b>		<b>53.00</b>	<b>60.00</b>	<b>7.00</b>	<b>52.30</b>	<b>67.55</b>	<b>15.25</b>

Based on the table above, it is clear that the students' ability in writing descriptive paragraph in experimental class was higher than the students' in

control class. It can be seen by the computation that **15.25** was higher than **7.00** ( $15.25 > 7.00$ ).

To analyze the data, the writer should find the way to get the score or the interval data of the dependent variable. As what was used by the previous researchers, the way to get the interval data of the dependent variable is by counting the different score (D) of the total score obtained in both pre-test and post-test. In addition, the mean was obtained by computing the different score (D). Based on the reason, the writer interpreted that the different score (D) is similar to score (X) in a normal data distribution.

Thus, by using Microsoft Excel, T-Test computation can be seen as follows:

**Table IV. 8**  
**Resume of T-Test**

Class	N	Mean	Std. Deviation
Experimental	20	15.25	3.40
Control	20	7.00	5.33

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 20 students; while for the experimental class consisted of 20 students. The mean of control class was 7.00, and mean of experimental class was 15.25. Standard deviation from

control class was 5.33, while standard deviation from experimental class was 3.40.

The computation can be described as in the following steps:

a) Computing the value of  $t_0$  is as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{15.25 - 7.00}{\sqrt{\left(\frac{3.40}{\sqrt{19}}\right)^2 + \left(\frac{5.33}{\sqrt{19}}\right)^2}}$$

$$t_0 = \frac{8.25}{\sqrt{\left(\frac{3.40}{4.36}\right)^2 + \left(\frac{5.33}{4.36}\right)^2}}$$

$$t_0 = \frac{8.25}{\sqrt{(0.77)^2 + (1.22)^2}}$$

$$t_0 = \frac{8.25}{\sqrt{(0.60) + (1.48)}}$$

$$t_0 = \frac{8.25}{\sqrt{2.08}}$$

$$t_0 = \frac{8.25}{1.44}$$

$$t_0 = 5.72$$

b) Interpreting  $t_0$  is as follows:

$$df = (N_1 + N_2) - 2$$

$$df = (20 + 20) - 2$$

$$df = 38$$

$df = 38$ , in the level of significance of 1% = 2,65

in the level of significance of 5% = 2,00

With the following hypotheses:

If  $t_o \leq t_t$ :  $H_0$  is accepted and  $H_a$  is rejected

If  $t_o > t_t$ :  $H_0$  is rejected and  $H_a$  is accepted

Based on the analysis above, the researcher got result that “t-formulated, 5.72 is higher than t-table in level significant 5% was 2.00 and the level of significance of 1% was 2.65. It can be seen than  $2.00 < 5.72 > 2.65$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there was a significant difference of using zoom lens technique toward the ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur District of Tanjung Balai Karimun Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis and data presentation explained at the chapter IV, the researcher concluded that:

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. The students' ability in writing descriptive paragraph taught by using zoom lens technique of the first year students at state senior high school 1 Kundur District of Tanjung Balai Karimun Regency is better.
2. The students' ability in writing descriptive paragraph taught without using zoom lens technique of the first year students at state senior high school 1 Kundur of Tanjung Balai Karimun Regency is low.
3. There is a significant difference of using Zoom Lens technique toward the ability in writing a descriptive paragraph of the first year students at state senior high school 1 Kundur District of Tanjung Balai Karimun Regency.

#### **B. Suggestion**

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it was found that using Zoom Lens

technique can give a significant difference toward students' ability in writing report paragraph. The suggestions are below:

1. It is hoped that the teacher at Senior High School 1 Kundur can implement this technique in teaching writing because this technique can make improvement on students' ability in writing.
2. The teacher should support the technique used by using interesting topic that is suitable to the students' level and presents the lesson objective clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with the interesting media.
4. For the students, they have to have hard effort to improve their writing ability and take a part actively in learning process in order to support their writing mastery.

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