

## Chapter V: Conclusion

This chapter covers the discussion of the conclusion and suggestion of this study. The conclusion section will explain the description about the conclusion of this research. The researcher suggestion will be explained in the discussion section.

### Conclusion

Referring to the research findings and the analysis of the test result, it is conclude that: 1) The improvement of students' ability in writing descriptive text can be seen from the increasing students' mean writing score from 9.49 in pre test to 18.93 in post test. 2) The use of Sense Word Wall as a media that is apply in teaching descriptive text considers as an effective media. It can be seen from the result effect of treatment. 3) Using Sense Word Wall media is an effective way to teach the students to improve their descriptive text writing. The students become more encourage to write, actively involve, pay more attention and interesting in teaching learning process. It can be proven from the result of pre-test and post test. 4) Sense word wall with pictures is more interactive for students and can increase their interest in writing activity especially students also have Sense word wall application in order to make they feel easy to access the explanation of those words in sense word wall.

### **Suggestion**

Some suggestions are highlighted in the following: 1) It is suggest that English teacher should be creative to choose appropriate teaching media that is interesting for the students and Sense Word Wall as one of media to teach writing descriptive text can help the students more interest in teaching learning process so that they will stimulate to write descriptive text. 2) Teachers and researchers are suggested to use sense word wall media as the media which is can be used in teaching descriptive text but also in teaching another text type. 3) The writer hopes that the result of this research will be useful for the readers. The writer expects that the readers will have more information about the use of sense word wall media to improve students' skills in writing descriptive text. This research can also be one of the references for the next researches.

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Appendix 1

## Name of Respondents

1. AS (Female)
2. AK (Male)
3. DD (Female)
4. FL (Male)
5. FD (Male)
6. FA (Female)
7. HP (Female)
8. MK (Female)
9. MMH (Female)
10. MA (Female)
11. MDL (Female)
12. MF (Male)
13. MRAR (Male)
14. MRR (Male)
15. MRM (Male)
16. NB (Female)
17. OM (Female)
18. RMI (Male)
19. RSB (Female)
20. PN (Female)
21. RP (Female)
22. RSMN (Female)
23. SNSP (Female)
24. SAU (Female)
25. SNM (Female)
26. SKI (Male)
27. THY (Male)
28. URM (Female)
29. ZDJ (Female)
30. ZRJ (Female)

## Appendix 2

## The instruments of Pre-test and Post-test

Read carefully the question below.

These questions are a guidance to create your own written text

1. Please write 1 paragraph about descriptive
2. Choose 1 topic for your descriptive paragraph from these following topics:
  - a. Describe about your best friend!
  - b. Describe about your favorite place in Gorotalo!
  - c. Describe about your Phone!
  - d. Describe about your daily activity!
3. Work your written text about 30 minutes
4. Work it individually
5. Be careful o using mechanism in your writing.

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## Appendix 3

Students' score in pre test

	Nama	Grammar	Vocabulary	Mechanics	Fluency	Organization	Total
1	AS	1	1	2	1	1	6
2	AK	2	2	2	2	1	9
3	DD	1	2	2	2	1	8
4	FL	1	1	2	1	1	6
5	FD	3	2	2	2	2	11
6	FA	2	2	2	2	2	10
7	HP	1	2	2	1	1	7
8	MK	1	2	2	2	1	9
9	MMH	3	2	2	2	2	12
10	MA	2	2	3	2	3	12
11	MDL	2	3	3	2	2	13
12	MF	2	3	2	1	2	10
13	MRAR	1	1	2	1	1	6
14	MRR	3	3	2	2	2	12
15	MRM	2	2	2	2	1	9
16	NB	1	1	2	1	1	6
17	OM	2	2	2	2	3	11
18	RMI	2	3	3	2	2	12
19	RSB	1	2	2	2	1	8
20	PN	2	2	1	1	1	7
21	RP	3	3	3	2	2	13
22	RSMN	3	2	3	2	2	13
23	SNSP	2	2	2	2	2	10
24	SAU	2	2	2	2	1	9
25	SNM	1	1	2	2	2	8
26	SKI	1	1	2	1	1	6
27	THY	3	2	2	2	2	11
28	URM	2	2	2	2	2	10
29	ZDJ	2	2	2	1	3	10
30	ZRH	3	3	3	2	2	8
	<b>TOTAL</b>	57	60	65	51	49	284



The Using of *SENSE* (Simple Present Tense) *Word Wall* to Increase Students' Ability in Writing Descriptive Text

## Appendix 4

## Students' score in Posttest

No	Nama	Grammar	Vocabulary	Mechanics	Fluency	Organization	Total
1	AS	4	3	3	3	3	16
2	AK	4	3	3	3	3	16
3	DD	5	5	4	3	4	21
4	FL	4	3	3	3	3	16
5	FD	4	4	4	3	3	18
6	FA	4	5	4	3	5	21
7	HP	3	3	3	3	2	15
8	MK	4	5	5	3	3	20
9	MMH	4	4	4	3	3	18
10	MA	3	3	4	4	3	17
11	MDL	5	5	4	3	3	20
12	MF	3	3	3	3	2	15
13	MRAR	4	4	4	3	3	18
14	MRR	5	5	4	3	3	20
15	MRM	4	4	4	3	3	18
16	NB	5	4	4	4	3	20
17	OM	4	4	4	3	4	19
18	RMI	3	3	4	4	3	17
19	RSB	4	5	4	3	5	21
20	PN	4	4	4	3	4	19
21	RP	4	4	4	4	3	19
22	RSMN	4	4	3	4	4	19
23	SNSP	5	5	4	3	4	21
24	SAU	4	4	4	3	3	18
25	SNM	4	3	3	3	3	16
26	SKI	5	4	4	3	4	20
27	THY	4	4	4	3	4	19
28	URM	5	5	4	3	4	21
29	ZDJ	5	4	4	3	4	20
30	ZRH	5	5	4	3	4	21
	<b>TOTAL</b>	125	121	114	95	102	559

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Appendix 5

Percentages of rubric assessment in Pretest

Grammar

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4		
4	3	6	20%
5	2	14	47%
6	1	10	33%
		30	100%

Vocabulary

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4		
4	3	2	6%
5	2	20	67%
6	1	8	27%
		30	100%

Mechanic

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4		
4	3	3	10%
5	2	21	70%
6	1	6	20%
		30	100%

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Fluency

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4		
4	3		
5	2	18	60%
6	1	12	40%
		30	100%

Form/ Organization

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4		
4	3	2	6%
5	2	15	50%
6	1	13	44%
		30	100%

The Using of *SENSE* (Simple Present Tense) *Word Wall* to Increase Students' Ability in Writing Descriptive Text

Appendix 6

Percentages of rubric assessment in Posttest

Grammar

NO	SCORE	SAMPLE	%
1	6		
2	5	11	36%
3	4	14	47%
4	3	5	17%
5	2		
6	1		
		30	100%

Vocabulary

NO	SCORE	SAMPLE	%
1	6		
2	5	10	33%
3	4	7	23%
4	3	13	44%
5	2		
6	1		
		30	100%

Mechanic

NO	SCORE	SAMPLE	%
1	6		
2	5		

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3	4	11	37%
4	3	19	63%
5	2		
6	1		
		30	100%

Fluency

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4	6	20%
4	3	24	80%
5	2		
6	1		
		30	100%

Form/ organization

NO	SCORE	SAMPLE	%
1	6		
2	5		
3	4	10	33%
4	3	20	67%
5	2		
6	1		
		30	100%

## Appendix 7

The counting interval class and mean score of pre test

The steps of counting the interval class :

- a. The range of interval class

$$\begin{aligned} R &= \text{Highest score- lowest score} \\ &= 12-6 \\ &= 6 \end{aligned}$$

- b. The among of interval class

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 30 \\ &= 1 + 4.874 \\ &= 5.874 \\ &= 6 \end{aligned}$$

- c. The wide of interval class

$$\begin{aligned} P &= R/K \\ &= 6/6 \\ &= 1 \end{aligned}$$

Counting the mean score

$$\begin{aligned} \bar{X} &= \frac{\sum X^2}{n} = 284/30 \\ &= 9.46 \end{aligned}$$

## Appendix 8

The counting interval class and mean score of post test

The steps of counting the interval class :

a. The range of interval class

$$\begin{aligned} R &= \text{Highest score- lowest score} \\ &= 21-15 \\ &= 6 \end{aligned}$$

b. The among of interval class

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 30 \\ &= 1 + 4.874 \\ &= 5.874 \\ &= 6 \end{aligned}$$

c. The wide of interval class

$$\begin{aligned} P &= R/K \\ &= 6/6 \\ &= 1 \end{aligned}$$

Counting the mean score

$$\begin{aligned} - \quad X &= \frac{\sum X^2}{n} = 559/30 \\ &= 18.63 \end{aligned}$$

## Appendix 9

The counting of  $t_{list}$  :

$$t_{list} : n = 30$$

$$\alpha = 0,05$$

$$df = n-1$$

$$\text{level of } t(1-1/2\alpha)(n-1)$$

$$= t(1-1/2(0,05)(30-1)$$

$$= t(1-0,025)(29)$$

$$= 0.975.29$$

$$t_{list} = 1,699$$



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Appendix 10

The Differences (d) of between students' score in pre test and post test

No	Name of Respondent	PRE TEST	POST TEST	GAIN (d) Post test-Pre test	Xd( d-Md	Xd <sup>2</sup>
1	<b>AS</b>	6	16	10	0.77	0.5929
2	<b>AK</b>	9	16	7	-2.23	4.9729
3	<b>DD</b>	8	21	13	3.77	14.2129
4	<b>FL</b>	6	16	10	0.77	0.5929
5	<b>FD</b>	11	18	7	-2.23	4.9729
6	<b>FA</b>	10	21	11	1.77	3.1329
7	<b>HP</b>	7	15	8	-1.23	1.5129
8	<b>MK</b>	9	20	11	1.77	3.1329
9	<b>MMH</b>	12	18	6	-3.23	10.4329
10	<b>MA</b>	12	17	5	-4.23	17.8929
11	<b>MDL</b>	13	20	7	-2.23	4.9729
12	<b>MF</b>	10	15	5	-4.23	17.8929
13	<b>MRAR</b>	6	18	12	2.77	7.6729
14	<b>MRR</b>	12	20	8	-1.23	1.5129
15	<b>MRM</b>	9	18	9	-0.23	0.0529
16	<b>NB</b>	6	20	14	4.77	22.7529

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17	<b>OM</b>	11	19	8	-1.23	1.5129
18	<b>RMI</b>	12	17	5	-4.23	17.8929
19	<b>RSB</b>	8	21	13	3.77	14.2129
20	<b>PN</b>	7	19	12	2.77	7.6729
21	<b>RP</b>	13	19	6	-3.23	10.4329
22	<b>RSMN</b>	13	19	6	-3.23	10.4329
23	<b>SNSP</b>	10	21	11	1.77	3.1329
24	<b>SAU</b>	9	18	9	-0.23	0.0529
25	<b>SNM</b>	8	16	8	-1.23	1.5129
26	<b>SKI</b>	6	20	14	4.77	22.7529
27	<b>THY</b>	11	19	8	-1.23	1.5129
28	<b>URM</b>	10	21	11	1.77	3.1329
29	<b>ZDJ</b>	10	20	10	0.77	0.5929
30	<b>ZRH</b>	8	21	13	3.77	14.2129
		284	559	277	267.77	225.367

$$Md = \frac{\sum d}{n}$$

$$= \frac{277}{30}$$

$$= 9.23$$

## Appendix 11

The counting of **t-test**

$$t: \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$: \frac{9.23}{\sqrt{\frac{225.36}{30(30-1)}}}$$

$$: \frac{9.23}{\sqrt{\frac{225.36}{870}}}$$

$$: \frac{9.23}{\sqrt{0.2590}}$$

$$: \frac{9.23}{0.5089}$$

$$: \underline{\underline{18.13}}$$

## Appendix 12

## LIST COUNT STANDAR DEVIASI DAN VARIANS OF PRE TEST

Interval Class	F	X1	FX1	X1-X	(X1-X) <sup>2</sup>	F (X1-X) <sup>2</sup>
6-7	7	6.5	45.5	-2.96	8.7616	61.3312
8-9	8	8.5	68	-0.96	0.9216	7.3728
10-11	9	10.5	94.5	1.04	1.0816	9.7344
12-13	10	12.5	125	3.04	9.2416	92.416
						170.8544

$$S^2 : \frac{\sum fi(x1-x)}{n-1}$$

$$: \frac{170.8}{30-1}$$

$$: \frac{170.8}{29}$$

$$: \sqrt{5.88}$$

$$s : 2.4248$$

## Appendix 13

## LIST COUNT STANDAR DEVIASI DAN VARIANS OF POST TEST

Interval Class	F	X1	FX1	X1-X	(X1-X) <sup>2</sup>	F (X1-X) <sup>2</sup>
15-16	6	15.5	93	-3.13	9.7969	58.7814
17-18	7	17.5	122.5	-1.13	1.2769	8.9383
19-20	10	19.5	195	0.87	0.7569	7.569
21-22	6	21.5	129	2.87	8.2369	49.4214
						124.7101

$$S^2 : \frac{\sum fi(x1-x)}{n-1}$$

$$: \frac{124.7}{30-1}$$

$$: \frac{124.7}{29}$$

$$: \sqrt{4.3}$$

$$s : 2.0736$$

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## Appendix 14

## Normality Test of Pre test

<b>X1</b>	<b>z1</b>	<b>fz1</b>	<b>sz1</b>	<b>fz1-sz1</b>
6	-2.73	0.0192	0.16	-0.1408
6	-2.73	0.0192	0.16	-0.1408
6	-2.73	0.0192	0.16	-0.1408
6	-2.73	0.0192	0.16	-0.1408
6	-2.73	0.0192	0.16	-0.1408
7	-1.73	0.1423	0.16	-0.0177
7	-1.73	0.1423	0.16	-0.0177
7	-1.73	0.1423	0.16	-0.0177
7	-1.73	0.1423	0.16	-0.0177
7	-1.73	0.1423	0.16	-0.0177
8	-0.73	0.4721	0.16	0.3121
8	-0.73	0.4721	0.16	0.3121
8	-0.73	0.4721	0.16	0.3121
8	-0.73	0.4721	0.16	0.3121
8	-0.73	0.4721	0.16	0.3121
9	0.27	0.512	0.1	0.412
9	0.27	0.512	0.1	0.412
9	0.27	0.512	0.1	0.412
10	1.27	0.8485	0.16	0.6885
10	1.27	0.8485	0.16	0.6885
10	1.27	0.8485	0.16	0.6885
10	1.27	0.8485	0.16	0.6885
10	1.27	0.8485	0.16	0.6885
11	2.27	0.9788	0.36	0.6188
11	2.27	0.9788	0.36	0.6188

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11	2.27	0.9788	0.36	0.6188
11	2.27	0.9788	0.36	0.6188
12	3.27	0.9988	0.1	0.8988
12	3.27	0.9988	0.1	0.8988
12	3.27	0.9988	0.1	0.8988

## Appendix 15

## Normality test of Post test

<b>X1</b>	<b>z1</b>	<b>fz1</b>	<b>sz1</b>	<b>fz1-sz1</b>
15	-2.9	0.0183	0.16	-0.1417
15	-2.9	0.0183	0.16	-0.1417
15	-2.9	0.0183	0.16	-0.1417
15	-2.9	0.0183	0.16	-0.1417
15	-2.9	0.0183	0.16	-0.1417
16	-1.9	0.1379	0.13	0.0079
16	-1.9	0.1379	0.13	0.0079
16	-1.9	0.1379	0.13	0.0079
16	-1.9	0.1379	0.13	0.0079
17	-0.9	0.4641	0.13	0.3341
17	-0.9	0.4641	0.13	0.3341
17	-0.9	0.4641	0.13	0.3341
17	-0.9	0.4641	0.13	0.3341
18	0.1	0.504	0.13	0.374
18	0.1	0.504	0.13	0.374
18	0.1	0.504	0.13	0.374
18	0.1	0.504	0.13	0.374
19	1.1	0.8438	0.13	0.7138
19	1.1	0.8438	0.13	0.7138
19	1.1	0.8438	0.13	0.7138
19	1.1	0.8438	0.13	0.7138
20	2.1	0.9778	0.16	0.8178
20	2.1	0.9778	0.16	0.8178
20	2.1	0.9778	0.16	0.8178
20	2.1	0.9778	0.16	0.8178



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20	2.1	0.9778	0.16	0.8178
21	3.1	0.9987	0.13	0.8687
21	3.1	0.9987	0.13	0.8687
21	3.1	0.9987	0.13	0.8687
21	3.1	0.9987	0.13	0.8687