THE INFLUENCE OF PEN PAL WRITING PROJECT ON STUDENTS' WRITING OF DESCRIPTIVE TEXT AT THE ELEVENTH GRADE STUDENT OF SMA MUHAMMADIYAH 2 METRO IN ACADEMIC YEAR OF 2022/2023

Thesis

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ABSTRACT

Most of the students in junior high school especially in eleventh grade had difficulties to write in English. The problems were they had low motivation in writing English, they were seldom to practice writing, and writing ability in descriptive text is low. The students of senior high School must deal with many kinds of text, one of them is descriptive text. Pen Pall is one of the most favorite media, it can be used as a media in teaching writing. As a favorite media zoom application can build students' interest to learn English and can improve students' ability in writing descriptive text. This research is conducted to find out whether there is any significant influence of using Pen Pal Writing on students' writing of descriptive text at SMA Muhammadiyah 2 Metro In Academic Year 2022/2023.

This research used Pre Experimental Design that used cluster random sampling. They were 39 students for experimental class (XI A) . In order to collect the data, this research used writing test as the instrument. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment. To make the data analysis, the researcher analyzed the data by using SPSS.

The result of this research, it was obtained that Sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_α is accepted if Sig. (ρ_{value}) < $\alpha = 0.05$ and H_o is rejected. Based on the computation, it can be concluded that there was any significant influence of using Pen Pal Writing on students' writing of Descriptive Text at SMA Muhammadiyah 2 Metro in Academic Year of 2022/2023.

Keywords:*Descriptive Text, Pen Pall media,Writing Ability, Pre Experimental*

DECLARATION

Hereby, I state that this thesis entitled: "The Influence of Pen Pal Writing Project on Students' Writing of Descriptive Text at The Elevent Grade Student of SMA Muhammadiyah 2 Metro in Academic Year of 2022/2023" is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung,   Desember 2022
Declared by,

Triska Pancawati

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A thesis entitled: **"THE INFLUENCE OF PEN PAL WRITING PROJECT ON STUDENTS' WRITING OF DESCRIPTIVE TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 METRO IN ACADEMIC YEAR 0F 2022/2023"**, by: **TRISKA PANCAWATI** , NPM: 1611040062, Study Program: English Education, was tested and defended in the examination session held on: Monday, December 26th 2022.

Board of Examiner:

The Chairperson   : Prof. Dr. Idham Kholid, M.Ag   (   )

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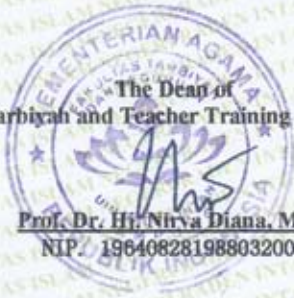
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MOTTO

وَمَا كُنْتَ تَتْلُوْا مِنْ قَبْلِهٖ مِنْ كِتٰبٍ وَّلَا تَخُطُّهٗ بِيَمِيْنِكَ اِذًا لَّارْتَابَ الْمُبْطِلُوْنَ (العنكبوت : ٤٨)

"Neither did you (O Muhammad SAW) read any book before it (this
Quran), nor did you write any book (whatsoever) with your right
hand. In that case, indeed, the followers of falsehood might have
doubted"[1] (QS. Al-Ankabut:48)[2]

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[1] Abdullah Yusuf Ali Translation, The meaning of Holy Qur'an, (Maryland:
Amana Publication, 2009), p. 1319.
[2] Kementerian Agama Republik Indonesia

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. H. Sumardi and Mrs. Hj. Siti Fatonah, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved brothers and sisters Mr. Ahmad Sholikon Anwar, Mr. Triyanto S.Pd, Sri Utami, Vina Nur Viana, S.Pd.M.Sc who always support me and cheer me up until the completion of this thesis. Thanks for your support.

CURRICULUM VITAE

The name of the researcher is Triska Pancawati. She is called Triska. She was born on February 24th, 1999 in Punggur. She is the last child of Sumardi and Siti Fatonah. She has two beloved brothers, his name is Ahmad Solikon Anwar and Triyanto. And she has two beloved sisters Sri Utami and Vina Nur Viana.

The researcher graduated from Kindergarten at Pertiwi and finished in 2004. Then, she continued her study at SDN 01 Totokaton and finished in 2010. After that, she continued her school at Junior High School at SMPN 01 Punggur and finished in 2013. After that, she continued her school at SMAS Muhammadiyah 02 Metro and finished in 2016. After that she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

The researcher had her student Study Service (KKN) in Merbau Mataram Tanjung Bintang, South Lampung. After having KKN, she had her Field Teacher Training PPL in SMP Qur'an Darul Fattah Bandar Lampung.
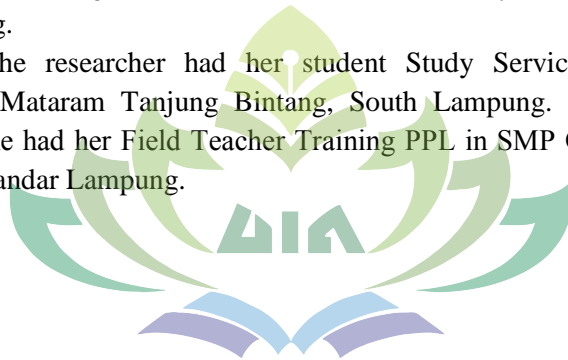
ACKNOWLEGDMENT

First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled "The Influence of Pen Pal Writing Project on Students Writing of Descriptive text at the Eleventh Grade Student of SMA Muhammadiyah 2 Metro in Academic Year 2021/2022" is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, December 14th 2022
The Researcher,

Triska Pancawati

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this thesis and to To avoid misunderstanding, the writer feels the need to explain some words that became the title of this thesis. Furthermore, for the description and the meaning, some of the terms in the title of this thesis are as follows: Writing is one of the language skills that are very important to be mastered. It is crucial in everyday life such as for working and also for building self-credibility, it means that the style of someones' writing shows the creature of yourself that's why in applying for a job some company asks the applicants to give the handwritten application letter. According to Brown states that writing is essential in human life and as a communicative act that transmits information and links people together.

Writing is a process where the students know their writing ability. It is the ability of each person to express ideas or information to the readers as communication-related to the topic in written form. Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. It means that by writing, the student can pour and explore their ideas and consideration in written form. Also, they can write something as much as possible. In other words, before you create or write something, you must be paid attention to the rule and components that should be known and mastered in writing. There are some components of language in writing, including spelling, punctuation, grammar the vocabulary.

Descriptive writing is writing that deals with senses so that readers can look, feel, smell, touch, and even taste the things, place, person, or situation described by the writer and it is written with a word picture that readers can imagine and the text is organized with spatial order. It means that writing

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description text is like making the readers indulge in their senses towards things been described by the writer, and this genre of text can be seen in the various text whether it is written objectively or subjectively.

A pen pal is described as people who exchange letters to another's in order to make friends. Thus, pen pal is people who write to each other regularly and usually using postal mail or mainly, it is a friendship built by mutual correspondence that people may select their new suitable friends based on any characteristics they like such as character qualities, pastime, jobs, or anything in order to learn the world they live in.

This step is a process of emphasizing the issues to be discussed. The title of the thesis is "The influence of pen pal writing project on students' writing of descriptive text at the eleventh-grade student of SMA Muhammadiyah 2 Metro in the academic year 2021/2022".

B. Background of the Research

Writing is a complex activity. It is an essential skill that will be very useful in our life. Writing involves the development of design ideas the capture of mental representations of knowledge and experience with the subject.[1] By writing, people can do communicate, express ideas both from within and outside themselves, and be able to prove it. Through writing activities, people can take advantage of their development. Writing skills cannot be mastered only through theory but carried out through regular practice and practice to produce well-structured writing. The clarity of the organization of writing depends on the way of thinking, proper arrangement, and good sentence structure.

Writing skills are the last order in the language learning process after listening, speaking, and reading skills. Among the four language skills, writing is the most difficult to master.

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[1] Horvarth jozsef, Advanced Writing English As A Foreign Language, (Hongaria: Lingua Franca Csoport, 2001), p. 5.

This is because writing skills require mastery of various linguistic elements and outside the language itself, which will be the contents of the essay. Writing skills are usually associated with learning to write. Writing and composing exercises in teaching English can familiarize students with applying linguistic knowledge, such as grammar, vocabulary, style, spelling, and so on. It includes complex cognitive skills such as activities of developing ideas, considering the readers, and using appropriate words to address the ideas. They can not express their ideas with speech. The objective of teaching writing of the eleventh grade is to make the student can create short functional text and simple monologue texts that are descriptive, recount, and narrative. In this case, descriptive text is taught to eleventh-grade students.

Writing descriptive text is one of many texts that are taught in English lessons. Descriptive text is a text that is used for explaining the characteristic of a thing, a person, an animal, etc. In other words, to be able to write correctly in descriptive text, students have to possess the essential components needed to scaffold the writing. Based on the syllabus and relevant book in the eleventh grade of senior high school, the descriptive text must be studied by students. Therefore, the researcher will chose descriptive text for her research.

In other words, to be able to write correctly in descriptive text, students have to possess the essential components needed to scaffold the writing.Based on the preliminary research that the significant aspects of students' weakness in their writing are lack of vocabulary, poor ability in organizing, and deprivation of motivation. Many students face difficulty in determining the content and how to write it correctly. It means that they have no clue about what they should put on their paper. However, having an idea for writing has to be the very first thing students have to possess before they manage to write. Those ideas must be presented to write well. The

students' problems in writing descriptive text are the inability to write chronologically and to find appropriate language features, and also the students still make grammatical mistakes to make descriptive text. The students lacking motivation is also the source of English writing barriers. The writer found in her preliminary study that students are less motivated when it comes to writing as they think that writing is complex, and they do not have a sense of belongingness towards English. Many students still find difficulty in translating the ideas into meaningful sentences. This difficulty will not happen unless the students have an appropriate number of vocabulary needed for their text. The next cause is students' grammatical weakness. Grammar refers to the set of rules which arrange words to be meaningful. It helps writers in connecting the ideas into sentences that are understandable for readers. Klimova, in her study, reported that out of 10 things that are difficult in writing, grammar is positioned at number 3 after proper language usage in writing and incorrect transfer by native language.

The writer also found this case at SMA Muhammadiyah 2 Metro when the writer was doing the preliminary research at that school. The researcher found factors that might have been the cause of the failure in learning writing. By interviewing the English teacher Mrs Novi Chandra Dewi , S. Pd that teaching practices there last year and most of the student have some difficulties in word also lack vocabulary and make students fail to interpret the word of what they write. Furthermore, the students do not know how to produce descriptive text properly because the students have less motivation in learning English. They said that they do not know most of the words clearly in the writing because they make grammatical mistakes to make descriptive text well. The researcher also found that students' writing ability is still low. To make sure, the researcher asked the teacher about the standard score in writing skills. The standard score in the school is 70. Based on the data obtained by writing test from

the students of the eleventh grade of SMA Muhammadiyah 2 Metro, as from 183 students of XI grade, only 55 (29%) students got a score above the standard score, and 128 (71%) students got under the standard score. It can be said that students' writing ability in SMA Muhammadiyah 2 Metro is low. It can be seen from the table above.

Table 1
Students' Writing Score of the Eleventh Grade At
SMA 2 Muhammadiyah Metro

No	Class	Students' Score		Number of Students
		≥ 70	< 70	
1	XI IPA1	13	26	39
2	XI IPA2	10	27	37
3	XI IPS1	10	26	36
4	XI IPS2	12	24	36
5	XI IPS3	10	25	35
Total		55	128	183
Precentage		29,00%	71,00%	100%

Source: *The score from the English teacher of SMA Muhammadiyah 2 Metro*

Based on the data that the researcher gets from the students and teacher, it can be concluded that many students still have difficulty in writing descriptive text still lack vocabulary and grammar. As a result, students do not understand, and even makes them more confused in writing. The teacher can used different media from the previous one to maximize students writing in descriptive text. The writer also asks the teacher about the media or strategy that she use in the class to teach writing in descriptive text or writing in general. The teacher answered that she usually used the infographic as the media or just asked the students to write anything that

related to the topic. The teacher also said that she had never used pen pal writing before.

Moreover, students also get limited time to practice English at school. They are usually only provided two meetings per week to learn English with a duration of 90 minutes for each meeting. For the writing class itself, this duration is often not enough as most of the students think that writing is complex and consumes much time. The teacher also has a significant impact on students' lack of writing. Earlier studies have indicated that many English learning barriers are caused by inappropriate teaching strategies.

Considering the problems of writing the descriptive text above, this research will conduct on pen pal Writing to find out its effectiveness on the teaching and learning process in an EFL classroom, especially on the lesson of descriptive writing. Then, the study would specifically be to find the effect of its implementation in the classroom based on the statistical data obtained from the research.

Pen pal concept is about connecting EFL students with others nationally or internationally, or in this matter is everyone who speaks English. B they began the pen pal project, the students became interested in reading about the areas in which their pen pals live, and they gained related new vocabulary.[2] Pen pal Writing is a pen pal program that works by writing a letter to the pen pals based on the goal of learning that is set. Another benefit is the increased motivation and willingness of students to engage in a writing activity.[3]

With those advantages, the pen pal project will become an alternative way to solve the problems since it does not only enable students to write in, to practice writing both inside and outside the classroom, as well as to increase social skill and motivation to write. Authentic learning derived from this

[2] Mary Alice Barksdale and Carol Watson, Pen Pal Letter Exchanges: Taking First Steps Toward Developing Cultural Understandings, The Reading Teacher, Vol. 61 No. 1, September 2007, p. 58.

[3] Joan L. Rankin, Connecting Literacy Learners: A Pen Pal Project, The Reading Teacher, Vol. 46 No. 3, November 1992, pp. 208-209

strategy will bring a chance of learning full of experience. Vygotsky's theory quoted by Rachmayanti and Kumalarini mentioned that children would learn best through contextual learning, which is meaningful and relevant to them. The E-mail will use in this strategy also can make the teaching and learning amusing as Graham and Perin said in Fareed, Ashraf, and Bilal that technology could improve students' interest, motivation, and enjoyment in writing. Thus, based on the explanation above, the researcher is interested in research "The influence of pen pal writing project on students' writing of descriptive text at the eleventh-grade student of SMA Muhammadiyah 2 Metro in the academic year 2021/2022"

C. Identification of the Problem

Based on the background above, the researchers find many problems in writing, and the researcher focused on writing skills in descriptive text. The problem in writing as follows:

1. The students' are lack vocabulary.
2. The students do not know how to produce descriptive text properly
3. Teachers do not possess suitable teaching of pen pal.
4. The students have less motivation in learning English.
5. The students make grammatical mistakes to make descriptive text well.

D. Limitation of the Problem

Based on the background and identification of the problem above, the researcher limited the problem on "The influence of Pen Pal Writing on Students' Writing of Descriptive Text at the Eleventh-Grade Student of SMA Muhammadiyah 2 Metro in the Academic Year of 2021/2022."

E. Formulation of the Problem

Considering the identification and the limitation of the problem above, the researcher formulated the problem as follows: "Is there any influence of Pen Pal Writing on Students' Writing of Descriptive Text at the Eleventh-Grade Student of SMA Muhammadiyah 2 Metro in the Academic Year of 2021/2022?"

F. The objective of the Research

The objective of the research was knowed whether there is a significant influence of Pen Pal Writing Project on Students' Writing of Descripth Text at the Eleventh-Grade Student of SMA Muhammadiyah 2 Metro in the Academic Year of 2021/2022

G. Use the Research

The use of the research are as follows:

1. **Theoretically**

The result of the research could be used to support the theory, which was explained in the next chapter about students writing ability through Pen Pal Writing. The results of this study are expected to be used to support the theory described in the next chapter on Pen Pal Writing Project on students' writing of Descriptive Text at SMA Muhammadiyah 2 Metro in the Academic Year of 2021/2022

2. **Practically**

a. For the students

The students can understand the material, and they can described something as quickly by using Pen Pal Writing. The result of the research might become new information for the students about how to study in writing class.In another side the students may can be understand more to elaborate their writing text.

b. For the teachers

Hopefully, to give information for the English teacher, especially at the SMA Muhammadiyah 2 Metro in the Academic Year of 2021/2022, to use pen pall as the media to teaching descriptive text specially in writing text. Because the result of this study may can help them in teaching descriptive text easier.

c. For other researchers

To provide information about Pen Pal Writing, especially in writing descriptive texts, and can be a source of information for further research about teaching writing text.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theories
1. Writing
a. Definition of Writing

Writing is one of the language skills that are very important to be mastered. It is important in everyday life such as for working and also for building self-credibility, it means that the style of someones' writing shows the creature of yourself that's why in applying for a job some company ask the applicants to give the handwritten application letter. According to Brown states that writing is important in human life and as a communicative act that transmits information and link people together.[1] Leo,et.al, stated that writing as process of expressing ideas or thoughts in words should be done at our leisure.[2] Besides that, writing is used to share what you are thinking about. When they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.[3] In writing, we can share and express our idea. Several people who often have difficulties delivering the idea orally can easily spill it in writing. But, many people have mistaken idea that being able to write well is a talent that one either has or doesn't have.[4] It means writing is a way to express the idea, but not easy to express the idea, people need more practice to express

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[1] H. Douglas Brown, Teaching Principle of Language and Teaching, (San Fransisco: Practice Hall Regents, 1994), p.7

[2] Sutanto Leo *et.al.*, *English for Academic Purpose Essay Writing*, (Yogyakarta, CV ANDI, 2007), p.1

[3] Ann Rimes, *Technique in Teaching Writing*, (London: Oxford America English, 1983), p. 3.

[4] Alice Osima and Ann Hogue, *Writing Academic English (3rd Ed)*, (New York: AddisonWesley Longman,1998), p. xii

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their idea.It is caused by the characteristic of writing, which is less spontaneous and private. It can be seen that by writing, we can also know about what someone is trying to deliver. Sometimes the function of writing is the same as speaking, but writing is more permanent than speaking, which is easy to be forgotten.

There are a number of aspects that we must know to be a good writer. They are mechanical problems with the script of English, accuracy of English grammar and lexis,relating the style of writing in the different situation, easy to develop and comfort in expressing what the writer want to be said. It means that to have a good writing we must more creative so that can be make the readers more interest. Based on the statement above writing is a process of sharing our creative mind with a good manging of writing which is resulting a good writing with the good accuracy of all aspect , and also can know what the readers want and which one is being popular now, so the readers will interest and easy to understand it. And then the reader won't be able to forget what they have read easily.

b. Process of Writing

The writing process is one of the efforts of someone to produce something. Writing ability is the skill of a writer to communicate information to a reader or group of readers.[5] Every effort to produce a product must have a process to be thorough, so do the writing process. Oshima states that writing is never a one – step action: it is a process that has several steps.[6] It can be concluded that we need some process to have a good writing because writing is an extremely complex cognitive

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[5]J. B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135

[6] Alice Oshima, *Academic Writing English* (3rd ed) (Newyork: Addison Wesley Longman, 1998), p. 15.

activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text. The point there are many parts that we must pay attention well. In which we have to use certain grammatical rules and choose the right words in our sentences. Each of sentences in a paragraph must have a certain correlation with each other and organize in a good order.

In writing, there are some stages that need to be followed in order to make the process of writing easy for writers. The steps of writing can be vary among writers. Clouse in her book stated that writing procedure is not a linear process that will just follow the steps along the way, rather it is a recursive steps which will advance through some repeated improvement in each step. Yet, although some writers may take different way of writing, they will mostly turn into six subjects. Firstly, generating ideas, establishing purpose, and identifying audience, secondly, ordering ideas, next, writing the first draft, then, revising, after that, correcting errors, and the last, proofreading.[7] The explanations are as follows:

1) Generating ideas, establishing purpose, and identifying audience

This beginning process in writing is basically a stage of planning. Any good writing revolves around ideas because with ideas, the writer will be able to write the entire first draft with confidence and know where the writing will be going. Ideas generated will later on be formed as a topic of writing. Then, once topic is chosen,

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[7] Barbara Fine Clouse, *The Student Writer: Editor and Critic (Sixth Edition)*, (New York: McGraw-Hill, 2008), p. 34-35

purpose can be established by the writers in order for them to follow the conventions of writing genre. Last, the writer should identify and assess the readers or audience of their writing in order to know your readers' needs. After planning, writers can start the prewriting stage which enables the writers to extract their ideas to topic writing.

2) Ordering ideas

Before writing, the writers must know what way that must be applied to order ideas in their writing. It deals with the technique of organizing ideas in writing such as ordering from general terms into specific terms and vice versa. According to Clouse, there are three ways of ordering ideas in writing: (1) Chronological order; writing begins according to time of sequences. (2) Spatial order; this kind of order demands its writers to write in the spatial form, such as from top to bottom, near to far, or outside to inside. (3) Progressive order; lead the writers to put the least compelling idea to the most compelling idea according to how substantial, amusing, or unusual the ideas are.

3) Writing the first draft

Often called as rough draft, first draft is an effort to convert writers' ideas into sentences. This early effort is tentative, spared by errors and raw mark but it provides material to shape until the desired product is achieved. As the prewriting stage is done, writers can write their first draft. This drafting process can be viewed from the writer's eye and reader's eye. In the writer's eye, writers focus on pouring out their ideas into writing, while in the reader's eye, writers will also give some thought to the reader's needs. In writing draft, the writer starts to construct

sentences from the topic and supporting details that have been decided in the pre-writing stage. When writers write the first draft, they are ready to give details and additional thoughts that did not exist since in prewriting.

4) Revising

Although it is the third process of writing according to Langan, revising according to him means the writer edits, revises, and omits the piece of writing to make a better change and this stage is mostly focuses on the style and the content of the writing. Furthermore, Langan proposed three stages that can help the revising stages easier. Firstly, revising by each paragraph and supporting detail. Secondly, revising sentence by looking at parallelism, inappropriate specific words and slang word usage. Lastly, revising writer's thoughts and or adding his/her thoughts, as well as the style of the writing which needs to be revised.

5) Correcting Errors

This process takes the skill of correcting the writing in terms of grammar, spelling, capitalization, and punctuation. After the content of the text is revised, the ideas are presented properly. In this stage, a writer should revise the language use in the writing.

6) Proofreading (making corrections in the final writing)

Proofreading is the stage of correcting the writing as a whole such as content, grammar, wording errors, and organization before it is really finished. Proofreading is important for writers before they publish or submit their writing, and if they find any mistake, they can revise the text

again until it is really finished. Proofreading can be checked by the writer or other person. On the other hand, this stage and correcting errors stage are unitedly called the Editing stage, according to Harmer.

c. Concept of Writing Ability

In other words, writing is a process where the students know their writing ability. It is the ability of each person to express ideas or information to the readers as communication related to the topic in written form. Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. It means that by writing, the student can pour and explore their ideas and consideration in written form, also they are can write something as much as possible. In other word, before you will be create or write something you must be paid attention about the rule and components that should be known and master in writing. There are some components of language in writing, includes: spelling, punctuation, grammar the vocabulary.

There are some components are used in scoring writing ability. Terrible states, the criteria to scoring writing ability are: content, organization, vocabulary, language and mechanics. In writing activity, the writer are successfully in their writing contains some fundamental aspects of writing. There are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing are:

1) The use, the ability to write correct and appropriate sentences.
2) Mechanical skill, the ability to use correctly those conversation peculiar to written language.
3) Treatment of content.
4) Stylistic skills, the ability to manipulate sentences and paragraph.

5) Judgement, ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and relevant information. [8]

Based on the statement above, the writer conclude are five components that will use in scoring writing ability. They are; content, organization, vocabulary, language, and the last mechanics.

d. Concept of Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of the language skills in communication, thinking. Based on it, we could assume both combination of teaching and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer states in that by far the most important reason for teaching writing, of course, is that a basic language skill. [9] So teaching writing to the students of English is important as the other language skills.

According to Harmer, there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process. [10] But in teaching writing, the teacher must balance on the product or on the process itself. Brown states that the current emphasis on process writing must of course be seen in the perspective of a

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[8] J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988),p.135

[9] Jeremy Harmer, *How to Teach English*, , (Edinburg Gate : Addison Wesley Longman, 1998). p.79

[10] Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (Cambridge : Pearson Education Limited, 2001), p. 25

balance between process and product. Process approaches do most of the following:

1. Focus on the process of writing that leads to the final written product.
2. Help student to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
4. Give students time to write and rewrite.
5. Place central importance on the process of revision.
6. Let students discover what they want to say as they write.
7. Give students feedback throughout the composting process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
8. Encourage feedback from both the instructor and peers.
9. Include individual conferences between teacher and student during the process of composition.[11]

It can be concluded, in teaching writing there are two different points that will focuss on, that is product of writing process and the writing process itself. But in the learning process, students" have to balance between process and result of writing itself. That way, it can made the students" reach the purpose of English learning, especially in writing. Because teaching writing is as important as speaking, listening and reading in a basic language skill.

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[11] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.335-336

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text has various explanations according to many sources, yet they actually have the same meaning. Oshima and Hogue stated that descriptive writing is a writing that deals with senses so that readers can look, feel, smell, touch, and even taste the things, place, person, or situation described by the writer and it is written with word picture that readers can imagine and the text is organized with spatial order.[12] For example, someone wants to write a description about his room. The first thing he does is describe things on the left side of the doorway, then he moves clockwise to the right side, and last, he moves to the top of the ceiling. The spatial order is very helpful in establishing the ideas.

It means that writing description text is like making the readers indulged in their senses towards things been described by the writer, and this genre of text can be seen in various text whether it is written objectively or subjectively. Among many definitions uttered by scholars, Kirszner and Mandell have their own definition about writing. Descriptive writing according to them, is a writing that acknowledges readers about human, place, or thing in its physical characteristics. It lets readers to use their senses (see, hear, taste, touch, and smell), and when a writer writes description, he writes in a vivid manner about something through impressive language.[13] Moreover, description can be objective or subjective. In an objective description, a writer only describes something as it is, without putting any personal reactions. In contrast, subjective description carries personal

[12] Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition,* (White Plains: Pearson Education, 2007), 61.

[13] Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (Boston: Bedford/St. Martin's, 2012) p.151

reactions about something that is described. To be effective, objective description is usually aided with visuals that avoid readers misinterpreting writers' intentions in the text, while in subjective description, a writer should not only tell literal conditions of something as it is seen or heard, but also its significance such as how it makes he feel, his reactions to the noise, etc.

To sum up, based on the definitions above, descriptive text is a text which contains image about person, place, situation, or thing and it will leave an impression in readers mind through their senses so the readers can know how it feels like, tastes like, or sees like. There are also two ways of organizing description, they are objective and subjective description, which is only different in contributing or not contributing a writer is in his description.

b. Generic Structure of Descriptive Text

Concerning the purpose of descriptive text that is to give visualization regarding things, place, or situation for the readers, descriptive text is constructed with visual words that engage readers' senses. This text starts with an opening paragraph which contains a topic sentence that introduces the object going to be described. Then, other paragraph or paragraphs follow the opening paragraph to describe specific parts or features or characteristics of the object being described. Similarly, Doddy also explained that descriptive text consists of two. Elements in general, which are identification and description. Below table provides the explanation of these distinctive elements by Doddy:

1) Identification and introduction to the objects/things described. It includes, who, what, when, or where.
2) Description a description of an object in detail. Whether it is the characteristic, parts, or qualities, for

example the physical appearance, habitual behaviour, the smell, the sound, etc.

c. Language Features of Descriptive Text

In terms of grammatical features, descriptive text is formed by elements of present tense, relational and action verbs, adjectives and adverbs. The details are as follows:

1) Tense

The tense use in descriptive text is *present tense*. It is commonly used in technical and factual point of view and in description.

2) Verb

a) *Relational verbs* are used to categorize and explain appearances/ qualities and parts / functions of phenomena (is, are, has, have). For example: My favourite place *is* a beach because it *is* relaxing.

b) *Action verbs* are used to represent behaviors/uses. For example: The sun*sets* at the end of the sea. Adjectives

c) Adjectives use to add extra information to nouns and maybe technical, everyday or literary, depending on the next.

For example:

Possums are *nocturnal* (Technical) It is *grey* and *brown* (Everyday)

Her appearance looks *majestic* (Literary)

d) Adjectives use on their own, as above, or as part of a noun group, as below;

Turtles are covered with a *hard, box-like* shell (Technical)

He has a *cool* hairstyle (Everyday)

His *luminous, dark* coat gave him an *eerie* quality (Literary)

3) Adverb

a) Adverbs use to add extra information to verbs in order to provide more detailed description.

For example;

The driver drives the bus *slowly*. Borobudur temple is *charmingly* beautiful.

b) Adverbial phrases are used in descriptions to add more information about the manner, place or time.

For example;

Monas is located *in Jakarta*. (Place)

The students arrived at Monas *just before the noon.* (Time)

d. Purpose of Descriptive Text

Explained by Dietsch, descriptive writing actually has three various purposes. First, it is to create a picture, atmosphere of a place and a mood. Second, it is to encourage understanding and conviction, and third it is to influence the reader to action.[14] It means that the purpose of descriptive text is to bring up the emotional responses of readers by describing details and imagining story that readers read. Furthermore, it is said by Rise and Cooper that there are four main purposes of descriptive text. Firstly, leave an impact on readers mind upon things, place, or situation. Secondly, give further information regarding things, place, or situation given by the writer's description. Then, descriptive text can also be aimed to leave a notable imprint on readers mind. Lastly, by writing a description, it will support writer idea about something. The following table is the detailed explanation of writing purpose and its example cited from Clouse's book.

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[14] Betty Matrix Dietsch, *Reasoning and Writing Well*, (New York: McGraw-Hill, 2006), 140.

e. Example of Descriptive Text

The following table is an example of descriptive text about a place.

Table 2
The Example of Descriptive Text

Title	Taj Mahal
Identification	Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name ―Taj Mahal‖ was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.
Description	Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.
Description	Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on

the glistening white marble,

3. Pen Pal Project
a. Definition of Pen Pal Project

People have been writing to one another nationally and internationally for many years ago. The style of writing has been greatly changed too from quills pen from bird's feather to instant platform such as email and instant message. Pen pal writing, on the other hand, is also one of the medium of writing that have been using in the last few decades. Likewise, Hill also explained that pen pal writing is mostly used by teachers to connect their students to people around the world for many years that they not only can correspond to each other but also can make an impact to their learning and society.[15] For this reason, a pen pal writing has been adapted to teaching and learning for many years, this strategy surely has widespread benefits for students' learning development.

Pen pal writing program is believed to be started in Sweden around 1920. The program was settled to make cultural clubs writing to other people overseas.[16] Then, in today's advanced technology, pen pal writing has taken place in any forms other than paper, such as emails, chats, tweets, and text messages. The first pen pal writing to be in contact with computer was historically marked to begin at the 1964 World's Fair in New York. The fair attendees would write their names, address, language, and interests then the computer would print out a suitable match from around the world.[17] Then, another noteworthy pen pal program conducted with computer was recorded in 1983 by Computer Pals across the World

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[15] Marcie H. Hill, ―International Pen Pals Engaging in a Transformational Early Childhood Project‖, *Dissertation* in The University of Alabama at Birmingham, Birmingham, 2012, p. 16.

[16] *Ibid*.

[17] *Ibid*.

Project. Beazley cited in Hill informed that this project was established for students' writing improvements, cultural information exchange, keyboard skill development, and international communication familiarization. This project worked through computer pals system in which students would get paired with other students based on their age and particular interests. Basically, pen pal itself is a term that is used by people who friendly correspond to each other by exchanging letter on a regular basis.

Then, according to Hastuti and Nugroho, pen pal is described as people who exchange letters to another's in order to make friends.[18] Furthermore, pen pal are people who write to each other regularly and usually using postal mail or particularly, it is a friendship built by mutual correspondence that people may select their new suitable friends based on any characteristics they like such as character qualities, pastime, jobs, or anything in order to learn the world they live in.[19] Pen pal writing thereby be a vehicle for students to not only learn about composition but also about foreign culture, literacy, reading, and so much more. It also promotes autonomous learning because this strategy allows the students to learn in any way they like and be responsible for it. Thus, the communicative abilities of students will automatically developed through pen pal writing.

Similarly, Rachmayanti and Kumalarani described pen pal to be an activity of exchanging letters of people

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[18] Dewi Tri Hastuti and Him'mawan Adi Nugroho, The Use of Pen Pal Project to Teach Writing Skill of Recount Text to the Tenth Grade Students of SMAN 1 Trenggalek, Article, (Surabaya: Universitas Negeri Surabaya), p. 2.

[19] Sarah L. Breckley, ―Cultural Connections to Language: Electronic Penpals‖, *Research Paper* in University of Wisconsin-Stout, Menomonie, 2011, p. 16, Unpublished.

with their friends (pals) whom they never met.[20] Now that youngsters have been immersed in technology, they use technology on a regular basis. So, it is also possible to make students write through technology for their pen pal writing. They can work in pairs so it can be more personal between both of them.

Then, one of the mediums for personal pen pal writing is email. The Advantages And Disadvantages of Pen Pal Writing Since the use of the Pen Pal Program have been showing significant success in language teaching and learning, of course, it has a lot of advantages and disadvantages in terms of teaching and learning English.

b. **Teaching Writing Using Pen Pal Project**

In the recent education system, teaching and learning activity have been developed to some extent. The most recent approach in teaching and learning process is student-centred approach, which means the whole activity of it is evolving around students. Students are expected to own an increased degree of initiative and autonomous learning by themselves. They learn and understand the materials by themselves both in the classroom and outside the classroom while teacher will only stimulate and facilitate the learning engagement. The success of this kind of learning will only be achieved by effective learning strategy, which is students are willing to learn and be responsible for their learning, and can initiate, lead, and manage the received information and store it on working memory. In education systems, learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of

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[20]Annisa Dewi Rachmayanti and Theresia Kumalarini, The Implementation of Using Pen Pall in Teaching Writing of Descriptive Texts to the Seventh Graders of Al-Falah Junior High School, *Retain Vol. 1 No. 3*, 2013, pp. 1-6.

school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage[21]

Many students derive great students from pen pal writing. Pen pal writing motivates students to write amusingly. This strategy has been an open gate leads to many skills such as literacy, culture, writing, and so on. By exchanging letters to friends afar, students can sense what it's like to write authentically with a real audience and real purpose.[22] Students will always find amusement in receiving letters from their friends and thus they will also reply the letter as good as they can. The good writing only be achieved by giving some effort in it, and that students would have needed great skill in writing, including word choices, coherence, etc. In addition, pen pal writing is also transformed digitally following the development era of technology. As easy, meaningful and enjoyable, pen pal writing using email is great for learning English.

Then, Weinstein and Mayer continued defining learning strategy as internal and external interventions that influence students' motivation, behavior and thinking as well as information selection in learning. Thus, it can be concluded that strategy is procedures to achieve learning goals and to cope with learning requirements consciously or unconsciously.

Since writing skill is a complicated skill which requires complex reasoning, students are facing difficulty in acquiring this skill autonomously. They still need the

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[21] Claas Wegner, Lea Minnaert, and Friederike Strehlke, The Importance of Learning Strategies and How the Project 'Kolumbus-Kids' Promotes Them Successfully, European Journal of Science and mathematics education, Vol. 1, No. 3, 2013, p. 137.

[22] Dewi Tri Hastuti and Him'mawan Adi Nugroho, The Use of Pen pal Project to teach Writing Skill of Recount Text to the Tenth Grade of SMAN 1 Trenggalek, Retain Volume 01 No. 01, 2016, p. 3.

teacher's guidance to start. Thus, as the stimulator and facilitator, the teachers must be able to introduce a suitable strategy for their students.

From the explanation above, it can be inferred that teacher intends to make his/her classroom exposed by student-centred approach in order to improve students' language ability. Having said so, students should be enabled to learn English as their wish, both inside and outside the class. Students should get as many as writing opportunities and thus it will slowly and steadily improve their writing skills. Keeping in mind that as the goal of learning target language is to communicate and that students' lives nowadays are interfered by ICT, the learning strategy should also be applicable to such extent. It means that, not only student-centred approach, but the strategy should also provoke communicative and technology-use learning. By taking all these considerations, the result will a learning strategy that students will love to use to, and then this strategy can help them improve their language learning. Pen pal writing is assumed to be fit in the criteria needed for such a strategy. This strategy can be carried out with or without the teacher's instruction, then this strategy brings students to the state of using the target language to their other people, and lastly, this strategy is also capable of being performed in ICT tools such as social media, email, or instant messaging.

c. Activity When Using Pen Pal

The focus of this strategy is to help students learn better in English especially writing descriptive text and to enhance teacher's teaching skills in teaching that material. Basically, there are two methods available to adapt the pen pal program in writing project, they are post writing and email writing.

As what has been mentioned before that this strategy brings many advantages in English teaching and learning, pen pal Writing can be implemented in many ways either. The focus of this strategy is to help students learn better in English especially writing descriptive text and to enhance teacher's teaching skill in teaching that material. Basically, there are two methods available to adapt the pen pal program in writing project, they are post writing and email writing. This study would only seek the steps of email writing method.

Firstly, the teacher should identify the pen pals who would be paired with students, secondly, teacher should arrange how the students will work, for instance they work individually, or with peers or groups, then teacher sets up emails of each students/peers/groups to be the medium of correspondence, once the emails have been set up, teacher should consider a system of email circulations between both participants, after that, pilot study can be maintained by teacher such as teaching them about descriptive text alongside introducing introductory emails sent by students' pen pals to the students, after that, the teacher also should determine the level of involvement in the process, and finally teacher will guide students on how to respond.[23] The following figure presents the steps of conducting pen pal Writing in the classroom.

The Steps of Pen Pal Writing

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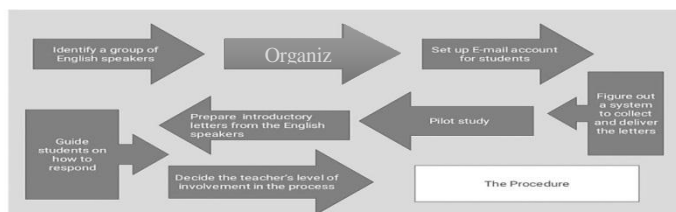
[23] Larrotta and Serrano, *op. cit*, p. 14

The procedure of pen pal Writing above is later on be adapted into Project-based learning that is based on Curriculum 2013. As is explained by Hastuti and Nugroho, in order to be synchronized with the Curriculum 2013, Project-based Learning could also be proposed to implement this strategy.[24] In Curriculum 2013 Project-based learning, there are six syntaxes. Including them are making essential questions, designing a plan for the project, creating a schedule, monitoring the students and progress of the project, assessing the outcome, and evaluating the experiences.[25] The explanations are below:

1) Making essential question

This first stage is important to be the focus of what kind of project that is going to be held. The essential questions can be formulated by either students or teacher

2) Design plan for the project

In this stage students and teacher do a planning to answer or solve the question(s) proposed in the first stage.

3) Creating Schedule

As the plans already formulated, both students and teacher arrange the schedule of the project. This can be making timeline and deadline of the project

4) Monitoring the students and progress of the project

For this project, the teacher is responsible for what students are doing. The teacher monitors the students and the progress of the project so it can be achieved properly and efficiently.

5) Assessing the outcome

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[24] Hastuti and Nugroho, op. cit., p. 5.
[25] Ibid., p. 5-6.

The outcome of the project is assessed after the project has ended. The outcome is use for teacher measure the achievement of students' competency, to give feedback of the project to the students, to improve for future project, and to help teacher in determining the next strategy.

6) Evaluating the experience

In the final stage, both students and teacher do reflection about the project. Students would express their experience towards the project. This stage can also include showing the product of the students.

According to Larrotta and Serrano the steps of pen pal writing such as:

a. The teacher have to identify the pen pals who will pair with students,

b. Teacher have to arrange how the students will work, for instance, they work individually, or with peers or groups,

c. Teacher sets up emails of each students/peers/groups to be the medium of correspondence, once the emails have been set up, the teacher should consider a system of email circulations between both participants,

d. Figure out a system to collect and deliver the letters.

e. Prepare introductory letters from the English speakers.

f. Guide student on how to respond.

g. Decide the teacher's level of involvement in the process.

In this study combine the two theories into one more systematic activity so as to make it easier for students

to carry out these activities. So researcher try to elaborate the media with In this research, researchers would use methods to support Pen Pal mail to increase the effectiveness of the media when use in the learning process, thereover researchers would use the PBL (Project Based Learning) method as the method to be used. According to Carison and Raphael Edmodo can improve almost all aspects that can make project-based learning (PBL) effective. [26] For this reason researchers choose this method as a method that can support Pen Pal Mail. It can be concluded that Project Base Learning is a form of teaching that is based on the aims and objectives of learning that are relevant to students, and able to give meaning to their daily lives.

Here there are six steps to project based learning according to Educational Techonology Division:

a. Essential question

The teacher starts teaching writing by giving essential questions. The students choose and understand the question or topic.

b. Design a Plan for the Project

Teachers and students commit the planning and about rule and information about the instrument and material to do the project. In this stage, the students generate, select, and organize their ideas and details to develop their topic.

b. Create a schedule

The teacher and students discuss the timeline of working on the project. Therefore the students have to manage their time during working the project.

c. Monitor Students and Project Progress

The students write their ideas as much as

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[26] Ginger Carlson and Raphael Raphael. Let's Get Social The Edocator's Guide to Edmodo. (USA : International Society for Teaching in Education,2015)p 68

possible their knowing. The teacher is responsible to facilitate the learning process, to guide the students during the project finishing.

d. Assess the Outcome

The teacher assesses the students' final project and gives feedback about students understanding the level and focus on the component of writing (vocabulary, content, organization, language use, and mechanic).

e. Evaluate the Experience

The teacher and student reflect on the students' produce writing and the students share their experience and feeling during finishing the project.[27]

It can be concluded that the writer adapts the teaching procedure using Edmodo with PBL method as a support for the media based on conditions in the classroom and the researcher would combine the Edmodo and PBL procedures.

d. Sample of Writing Using Pen Pal Writing

An example of a letter to a pen pal is presented in Figure 1.1 and Figure 1.2 as follows:

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[27] Educatinal Techonology Division. Project Based Learning Handbook.(Kuala Lumpur Malaysia: Ministri of Education, 2006),p 22-25

Figure 1.1
Sample Letter For Pen Friend

Dear Vallery,

How are you doing? I hope everything is wonderful. It's very nice to see you via this letter. I am Vanny and I am sixteenth years old. Now I am at my first grade senior high school.

I love doing adventures activities so much. Usually My brother and I go to outbound places at weekend. What do you do at your free time? I also love painting. If you don't mind you can send me your picture and I will be happy to paint your picture.

I found you from a pen pal website. I saw your profile which states that you love singing as much as dancing. What is your favorite music? I also love western music. I am a big fan of Bruno Mars. Do you have any favorite singer?

In my country there are various traditional dances, such as Pendet dance, Jaipong, Tor-tor, and many more. If you do love dancing I will teach you some of our traditional dances. Lol. If you have any time, please write a reply.

Big hug

Vanny

Figure 1.2
Sample of Pen Pal Writing

1   Dear Pen Pal Friend,

My name is Aurora, and I live in Morocco. I am currently 13 years old. I am in middle school, and I am excited to talk to you.

2   My hobbies include playing violin and piano. I enjoy video games as well. What about you? My interests include playing the violin. I also want to learn to develop. I have two brothers. I have dogs well. My brothers are huge Marvel Comic fans, so they named the dogs. The male is Loki and the female is Sigyn. I like to eat at my favorite restaurant Barometre Marrakech. We have family in France, and on holidays we go visit them. They live in Angers, have you heard of it?
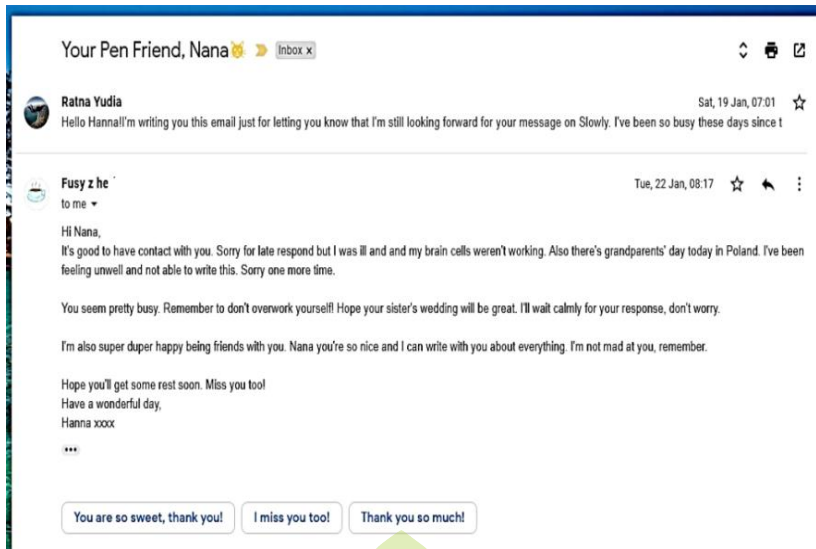
3   I want to know more about you. I just had my birthday on January 16th. I had a lot of fun! My friends brought me cupcakes.
Have you ever had a cupcake? What are you learning about in school? Are you reading any good books right now? What do you like to do for fun?
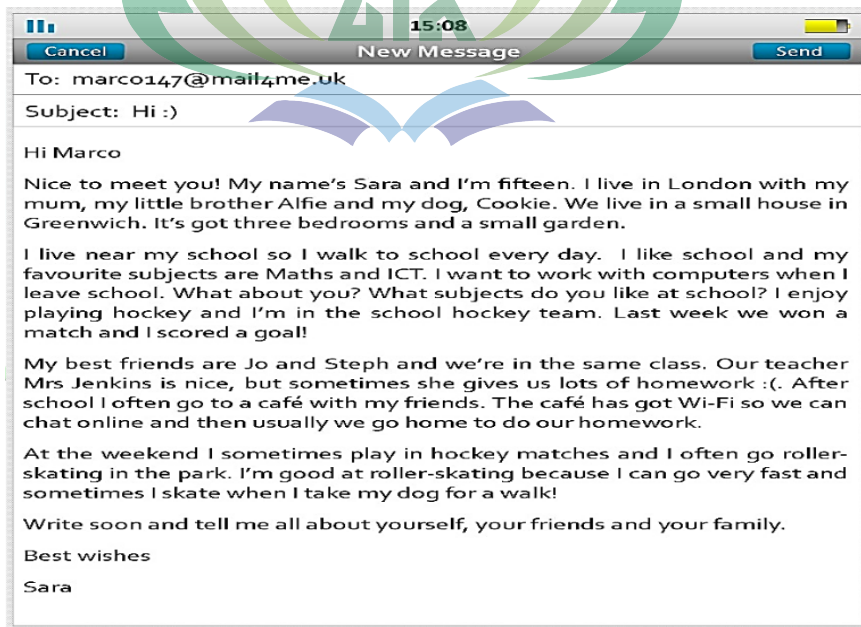
4   Talk soon,
Aurora

www.storypal.co   Storypal, Global Penpal Platform

Furthermore, an example of writing using Pen Pal
Writing 1 is presented in Figure 1.4 as follows:

Figure 1.2
Sample of Writing Using Pen Pal Writing 2

e. Advantage of Using Pen Pal Project

The advantages of Pen Pal Writing are as follows:[28]

1) Provides valuable learning experiences for students even though it does not involve direct instruction in writing (autonomous learning) and enrich students with language skills, social skills, and appreciation for cultural diversity.

2) Encourages shy or slow learners to express themselves in writing, and they become more familiar with the aspects of syntax and semantic knowledge as students have more opportunity in communicating with their pen pals by using target language.

3) Provides meaningful learning as children/students naturally enjoy receiving emails and they become so enthusiastic in making the response. They want their mails to look as good as possible and by that, they already learn what drafting, proofreading, and editing are about indirectly. They feel vibrant as they know that they are composing

4) mails for real person and real purpose and thus it makes them feel more confident in writing and sharing whatever they like to their pen pals. Given that possibilities, pen pal writing would motivate students more in learning English in which motivation is considered as the biggest influence of students' learning by many studies.

5) Makes students learn not only writing in English but also various functions of the language, grammar, vocabulary, idioms, and culture. Also in line with Fitzgerald Shanahan in Wiener and Matsumoto, it enables the students to engage in

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[28] Ai-Hwa Chen, Improving Basic College English Writing through the Use of E-Mail Exchange between Taiwanese and American Students, *Hsiuping Journal of Humanities and Social Sciences Vol. 11*, 2008, pp. 154-155.

drafting letters which can result in higher achievement in reading and writing.

6) Provides the opportunity to write for an authentic audience other than the teacher. Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the someone else is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable.

7) Supports the development of literacy and cultural understandings. As added by Reimer and Reimer in Wiener and Matsumoto that it fosters a broader worldview of students as they will feel free to engage with others whom they never met It also provides authentic English learning resources to improve their skills.

f. Disadvantage of Using Pen Pal Project

The Disadvantages of Pen Pal Writing are as follows:[29]

1) Allows the students to take the risk to experiment with the language.

They will feel comfortable writing in English as there is no scoring involved and students know that they are writing for the purpose of real communication and not for the purpose of writing correct English which scoring will obtain afterwards. It also allows students to apply what they have learned to their lives in a unique way as this strategy uses digital technology, particularly email.

2) Need a long time.

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[29] Ai-Hwa Chen, Improving Basic College English Writing through the Use of E-Mail Exchange between Taiwanese and American Students, *Hsiuping Journal of Humanities and Social Sciences Vol. 11*, 2008, pp. 154-155.

Keeping in touch with pen pals seems easy to do, but we often forget to maintain communication. Developing a lasting friendship with a pen pal is actually tantamount to maintaining any other friendship as both require time and dedication. You should try to respond to messages from him. Otherwise, you could lose a best friend.

B. Frame of Thinking

Writing is a process of transforming or expressing ideas, feelings, and situations through sentences and formulating them into a good, well-written text. Furthermore, writing is a skill that integrates many aspects of language, high order thinking, and perseverance so that writing skills cannot be achieved instantly; it requires a series of practice both in the classroom and outside the classroom. The problem is that many students face various problems when they are going to write. Some of the problems are, for instance, students can't come up with ideas to write, they lack vocabulary and grammar, lack of time to write in the class, they also don't know the structure of the text that they are going to write and many more. Besides, the problems are also coming from the teacher such as teacher tend to use the same technique in teaching English, and it is rather a conventional method, as well as the teacher doesn't encourage students enough in learning English as they focus on syllabus completion rather than the learning achievement of students. Thus, those obstacles are the reason why students face difficulty in writing. Furthermore, not only writing in general, but students also face difficulty in writing a descriptive text when this text is considered as the most important text that should be mastered by students. They often don't know the format to write this text, the language used to write this stage, and so on.

In dealing with these problems, many researchers have done some research to find out which technique or strategy can be most effective in teaching writing. Yet, there is no technique or strategy of teaching writing which labeled as the most effective since they have their own strengths and weaknesses.

Furthermore, a teacher is also required to use another strategy and create such comfortable and effective learning for students so they can both easily understand and enjoy the writing activity. Since it is also difficult for teachers to provide extra time for students' writing practice in the classroom because they have very limited time, and the students themselves who are responsible for their English learning development, the teacher and the students need to come up with a solution to solve this kind of problem which can be implemented both in the classroom and outside the classroom.

Consequently, the writer decides to use a strategy called Pen Pal Writing. The exposure of EFL learners to the members of the target language, autonomous learning possibility, unique learning (technology-based) to achieve English skills, especially writing, literacy, and culture, and the availability of authentic audience materials can be the bridge to lead students in practicing more in both inside and outside the classroom.

C. Hypothesis

Based on the theories and explanation above, the researcher makes the hypothesis as follows:

Ha   : There is a significant influence of using Pen Pal Writing on students' writing of Descriptive Text at Sma Muhammadiyah 2 Metro In Academic Year of 2021/2022.

Ho   : There is no significant influence of using Pen Pal Writing on students writing of Descriptive Text at Sma Muhammadiyah 2 Metro in the Academic Year of 2021/2022.

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