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The Effectiveness of FRESH Technique to Teach Descriptive Paragraph

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Abstrak

Penelitian ini dilaksanakan untuk mengetahui efektivitas teknik FRESH untuk mengajar menulis paragraf deskriptif. Metode yang digunakan adalah eksperimen kuasai. Penelitian ini dilakukan pada salah satu madrasah aliyah negeri di Purwokerto tahun akademik 2012/2013. Sample melibatkan 78 siswa yang dibagi menjadi dua kelas: kelas control yang tidak memperoleh perlakuan khusus dan kelas eksperimen dengan teknik FRESH. Teknik pengumpulan data berupa tes esei yang diberikan untuk pre- dan post-tes. Evaluasi tulisan meliputi isi, organisasi, kosa kata, gaya dan mekanis. Setelah analisa data, para siswa dalam kelas eksperimen memiliki nilai yang lebih baik daripada mereka di kelas kontrol. Hasil perhitungan tes t diperoleh 1,968, sementara nilai tabel t = 1,664 pada tingkat kepercayaan $\alpha = 0.05$. Hal ini berarti bahwa hipotesis diterima atau teknik FRESH efektif untuk mengajarkan paragraf deskriptif kepada siswa sekolah tersebut pada tahun akademik 2012/2013.

Kata kunci: *efektivitas, Teknik FRESH, paragraf deskriptif*

Abstract

This study was aimed at knowing the effectiveness of FRESH technique in teaching descriptive paragraph. The method of this study was quasi experimental method. This study was conducted at one of the state madrasah aliyah in academic year 2012/2013. The total sample of this study was 78 respondents divided into two groups: the control class with no treatment and the experimental class with FRESH technique. The data collection technique used essay tests for pre-test and post-test. The evaluation covered content, organization, vocabulary, style, and mechanic. After data analyses, the students in the experimental class had better achievement than those in the control class. The result of t-test computation was 1.968, with t-table value = 1.664 at the significant level $\alpha = 0.05$. The t-test result was higher than the value of t-table (1.968 > 1.664). It meant that the hypothesis was accepted or FRESH technique was effective in teaching descriptive paragraph to the students of that school in academic year 2012/2013.

Keywords: *effectiveness, FRESH Technique, descriptive paragraph*

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Introduction

Writing is one of the important skills of a language. According to Harmer (2006: 79-80), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.

Based on the syllabus of state madrasah aliyah, there are some texts that should be learned by the students. Those are recount text, narrative text, procedure text, and descriptive text. The purposes of learning those texts are in order that the students can express the meaning of short functional text and simple essay in the form of those texts in daily life context to access science and the students can comprehend the meaning of short functional text and simple monologue text in the form of those texts in daily life context.

The most difficult text to write for the students is descriptive text in the form of paragraph. This matter is caused by some cases. Most of the students lacked vocabularies and also got difficulties in applying English grammar. When starting to write, the students always got stuck. The students did not have many concepts to write something. Besides, when doing some writing exercises, the students needed a long time to think the idea to write something put into a descriptive paragraph.

This condition was the result of teaching method that is used by the teacher. The teacher rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. Automatically, it influenced the atmosphere of the class. The students felt bored, and they got little understanding about the material.

In order to get good students' writing competence in descriptive paragraph, the writer tries to use a new technique in teaching that paragraph, and that is using FRESH technique. FRESH technique is a technique in which each of its letter has own meaning. "F" stands for "Fact". "Fact" in this study means the identification of the object or it can be called general description of the object. Usually, it contains object's name, kind of the object, etc. "R" stands for "Reason" which means a supporting idea that strengthen the fact. "E" stands for "Elaboration". Elaboration means the explanation of the reason. The teacher should elaborate it in detail, so the students can get clear description of the object. "SH" stands for "Shift", which can also mean decision or conclusion. It is the conclusion of the information before (Faisal, 2010: 8). This technique was chosen because it is an interesting and useful technique for the students. Every letter in FRESH will lead them to make a good descriptive text. FRESH helps students to improve their descriptive writing skill. FRESH is also easy to understand, so the students can follow the lesson logically. The students can also participate or interact in the class actively. FRESH is a simple technique, but it gives big advantages for the students.

From the reason above, this study entitled was conducted "The Effectiveness of FRESH Technique for Teaching Descriptive writing at the Tenth Grade Students of one of state madrasah aliyah in Purwokerto in Academic Year 2012/2013".

The Definition of Writing

Tarigan (1994: 3) explains the definition of writing as a skill of language. He said that writing is one of the language skills which is used to communicate indirectly, without having face to face with other people.

Another definition about writing comes from Nunan (2003: 88). He says that writing can be defined by a series of contrast: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. The definition can be explained as follow: physical and mental mean that writing is physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by the readers. Express and impress mean that a writer typically serves two masters, himself and his desires to express an ideas or feeling and readers. Process and product mean that a writer needs some steps of working to get a product of writing form. The writer must imagine, organize, draft, edit, read, and reread.

Writing has been characterized as written thinking. Students should be encouraged to express their idea, experience, thought, and feeling. From the explanation above, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

Writing as a Process

Learning to write in English as a foreign language is an uphill struggle for most students. Even with simple writing exercises, students often lose interest and do not complete them (Tassema, 2005: 18). The fact can be found almost in every school in Indonesia. Nunan in Tassema (2005: 19) says that

research on this issue indicates that creating a good piece of writing is considered extremely difficult skill, even in one's native language.

Competence of writing is more complex. It includes structure, diction, spelling, punctuation, etc. the writing skill is complex and difficult to teach. It requires students' mastery in conceptual and judgment element. Moreover, Heaton (1975: 138) says that in order to master writing skill, students need some abilities: grammatical skill which is the ability to write correct sentence; stylistic skill which is the ability to manipulate sentence and use language effectively; mechanical skill which is the ability to use correctly those conventions peculiar to the written language; and judgment skill which is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize in order relevant information.

Writing process is a process when a writer begins to transfer or write down their feelings and ideas on the paper. Bell and Burney in Nunan (1986: 47) pointed out that writing is in extremely complex cognitive activity which requires the writers to demonstrate control of several variables at once, at the sentence, vocabulary, pronunciation, spelling, and letter formation. So, writing competence needs a long process. Nunan in Arafat (1991: 87) said that competent writers do not produce final text as their attempts, but that writing is long and often painful process in which emerges thought harmonious.

Writing process must be done step by step. It needs more exercise. Writing is long and often painful process that emerges through successive draft. The teacher will become more interested in the process writers go through in composing text.

In this critique of writing process, Rodriguez (1985: 26-27) claimed that the unfettered writing process approach is not norm on the traditional high school research paper. It can change according to human development. Writing without structure accomplishes as writing a mock structure, whereas students need structure. Hence, the students need models to practice, need to improve their skills, and need time to think through their ideas to revise and to write for real audiences and real purposes. From the explanation above, it can be stated that the process of good writing needs long time.

The Problem of Teaching Writing

Writing is one of communication means in which the writer uses the language to express his ideas, thoughts, and feelings. Most of the students at senior high school level are difficult to express it in written language. Written language is complex at the level of clause. So, the teacher should always remember that theme, topic, vocabulary, and communicative expression must have an appropriate teaching goal.

FRESH as a teaching technique provides solutions for the problem above. It gives the students ideas to write about, it can design the material well, and it makes the students participate or interact actively. Because of it, the students will be able to make a good descriptive paragraph.

Techniques to Teach Writing

In teaching, the teacher must teach the students contextual subject to the matter. When the teacher teaches the students, the teacher has to use a technique, concerns to the way in organizing and using the technique, subject matter, teaching material, and sometimes using teaching tools. The teacher must select what technique will be used in the teaching learning process. Based on <http://www.nadasisland.com/ghaith-writing.html#techniques-to-teach-writing> (by Dr. Ghazi Ghaith, 2001), there are some techniques to teach writing in the classroom.

The first is free writing. There are two types of free writing, and they are unfocused and focused free writing. Unfocused free writing can help clear the mind, so it is ready to concentrate on the task at hand, and focused free writing can come up with ideas on the topic. Students sit down at the keyboard or grab a pencil and piece of paper and begin writing whatever comes to mind. Do not stop to see if it makes sense. Do not worry about capitalization, punctuation, sentence structure or anything else.

Brainstorming is similar to free writing. Everything can be written without considering whether it is valid, good or usable. The difference between free writing and brainstorming is that free writing takes on a format that looks something like a paragraph, while brainstorming usually results in a list of words and phrases.

Clustering is the preferred pre-writing technique for writers who are visually oriented because it allows them to generate and organize ideas in a visual context. Clustering, which is also called mapping or mind mapping, is visual in nature. It consists of using circles and lines to show connections between your ideas.

Descriptive Paragraph

Descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A description is usually arranged spatially but can also be chronological or emphatic. The focus of a description is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile to arrive at a dominant impression.

The generic structure of descriptive paragraph covers identification which is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains object's name, kind of the object, etc. The next is description which is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.

The social function of this paragraph is to describe a particular person, place or thing. Meanwhile, the language features are as follows. The first is the use of simple present tense.

<u>Subject + Verb 1 +</u> They / We I / You	<u>Subject + Verb s-es +</u> He / She It
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As it is known, the function of this tense is to explain a habitual action or a repetent and continuously activity, like

The students go to school every day.

She studies English twice a week.

Another is to explain general truth, such as "The sun **rises** in the east and **sets** down in the west."

To emphasize, there are some common adverbs used:

1. Every morning/day/week/month/year
2. Once, twice, three times, four times,
3. Always, usually, sometimes, often, never, seldom.

Murphy (1994: 4)

Noun phrases normally consist of a head noun, which is optionally modified ("pre-modified" if the modifier appears before the noun; "post-modified" if the modifier follows the noun) (Marianne and Diane, 1999: 82). The possible modifiers include determiners: articles (*the, a*), demonstratives (*this, that*), numerals (*two, five*, etc.), possessives (*my, their*, etc.), and quantifiers (*some, many*, etc.). In English, determiners are usually placed before the noun; adjectives (*the red ball*); or complements, in the form of a prepositional phrase (such as: *the student of physics*), or a That-clause (*the claim that the earth is round*); modifiers; pre-modifiers if before the noun and usually either as nouns (*the university student*) or adjectives (*the beautiful lady*), or post-modifiers if after the noun. A post-modifier may be either a prepositional phrase (*the man with long hair*) or a relative clause (*the house where I live*). The difference between modifiers and complements is that complements complete the meaning of the noun; complements are necessary, whereas modifiers are optional because they add information about the noun.

An adverbial phrase (AdvP) is a linguistic term for a group of two or more words operating adverbially, when viewed in terms of their syntactic function. Compare the following sentences:

I'll go to bed **soon**.

I'll go to bed **in an hour**.

I'll go to bed **when I've finished my book**.

In the first, *soon* is an adverb (as distinct from a noun or verb), and it is an adverbial (as distinct from a subject or object). Clearly, in the second sentence, *in an hour* has the same syntactic function, though it does not contain an adverb; therefore, a prepositional phrase consisting of a preposition and a noun (preceded by its article) can function as an adverbial and is called an adverbial phrase. In the third sentence, we see a whole clause functioning as an adverbial; it is termed an adverbial clause (<http://en.wikipedia.org/wiki/Adverbial-phrase> by Andy, 2003).

Conjunction of time is used to indicate time. There are some conjunctions of time: after, before, since, until, till, when, whenever, while, now that, as.

Examples:

After Mary opened the door, she switched on the light.

The boy paused **before** he crossed the road.

Since we have known each other, we have remained great friends.

Conjunction of Cause-Effect is used to join two complete sentences (or independent clauses) together. The kinds of these conjunctions are **because**, **as**, **since**, and **so**. **Because**, **as**, and **since** introduce a **cause**; **so** introduces an **effect**.

Example: I stayed at home **because** it was raining.

Thomson and Martinet (1986: 290-292)

The Evaluation of Descriptive Paragraph

The subjective test was used to evaluate a descriptive paragraph. The subjective test used was an essay which was the description of the student's pet. The students made a descriptive paragraph by following its generic structure. Those are identification and description. They also used the language features of descriptive text such as using simple present tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun, and conjunction of time and cause-effect.

The evaluation of student sheet was based on the aspects of writing ability, and the scoring was based on the writing scoring system. The aspects of scoring were content which is to know whether the content of the text is full of information, substantive (make a clear thesis development), and relevant with the problem; organization aiming at knowing whether the organization of the text is about fluency in expressing ideas, reveals clear ideas in good organization, shows cohesive and logic sequence; vocabulary which is to explore: whether the students are expert in the using of vocabulary, choose the correct word as its function, and master in forming word; style Then, style whose aim is to reveal whether the students use effective complex sentence construction and make only few faults in the using of grammar; and mechanic showing whether the students master the role how to write and make only few mistakes in the spelling (Nurgiyantoro, 2001: 48).

The Definition of FRESH Technique

FRESH technique is a technique in which each of its letter has own meaning. "F" stands for "Fact". "Fact" in this study means the identification of the object or it can be called general description of the object. Usually it contains object's name, kind of the object, etc. "R" stands for "Reason", it means a supporting idea that strengthen the fact. "E" stands for "Elaboration". Elaboration means the explanation of the reason. The teacher should elaborate it in detail, so the students can get clear description of the object. "SH" stands for "Shift", which also can mean decision or conclusion. It is the conclusion of the information before (Faisal, 2010: 8).

Dealing with learning, the teacher shows how to guide the students about "Fact". The fact should have relation with the topic that will be written to develop particular paragraph. Then, about "Reason", the teacher guides them to find some reasons that support the fact. After getting the reasons, the teacher guides them to develop it to be the part of "Elaboration". So, it will be creative and whole paragraph that appropriate with the ideas. Finally, in "Shift" or conclusion, the teacher guides them to make conclusion of the paragraph.

FRESH technique guides the students through its descriptive paragraph. The numerical steps that are provided by this technique can help them to write descriptive text easily. It takes the students to their imagination. This thing will teach the students how to write descriptive text by imagining. On the other side, the imagination that is given by this technique also strengthens their creativity.

Based on the previous research, FRESH technique has some advantages. The first is the students can improve their descriptive writing skill because the material can be designed well. Then, they can follow the lesson logically. Besides, they can participate or interact actively. Finally, this technique can make the students easy to understand the material.

Teaching Descriptive Paragraph Using FRESH Technique

For "Fact", the teacher guides the students to find a strong fact to describe something, for example the title is "My Adorable Cat":

"I have a cat at home. Its name is Kean. It is a regular house cat."

Then, that fact is strengthened by one or more reasons:

"I like my cat because it is an adorable cat."

After that, the teacher elaborates it (why is it an adorable cat?). The teacher has to elaborate it in detail in order that the readers can get clear description of it.

"The fur is beautiful. It is orange with white and black spots. It is soft so I like to cuddle it. The eyes are so bright. Those are white and black with yellow in the middle."

Finally, the teacher gives a conclusion based on the information above.

"Those features make me love it so much. Of course, I will take care of it well."

From those sentences, it will be a good descriptive paragraph:

I have a cat at home. Its name is Kean. It is a regular house cat. I like my cat because it is an adorable cat. The fur is beautiful. It is orange with white and black spots. It is soft so I like to cuddle it. The eyes are so bright. Those are white and black with yellow in the middle. Those features make me love it so much. Of course, I will take care of it well.

(Faisal, 2010: 10).

The students' competence in writing a descriptive paragraph will increase by applying FRESH technique. Through the elements of FRESH, the students will be able to put adequate information in the identification of its "Fact" and "Reason", and in the description and conclusion by the use of "Elaboration" and "Shift". The students will be capable of organizing their ideas by the arrangement of "Fact", "Reason", "Elaboration", and "Shift". The students will be able to determine what should be written first and next to get a fluent descriptive text easier. Furthermore, the students will be capable of using more new vocabularies in developing their descriptive paragraph because when the teacher instructs them to write descriptive paragraph using FRESH technique, they will try to find vocabularies which are suitable for their ideas in each element of FRESH. Also, they will make few mistakes in spelling. Automatically, the students will be able to write simple sentence correctly. Throughout the elements of FRESH, the students will be capable of mastering the rule of how to write a descriptive paragraph.

Method of the Study

According to Nazir (2003: 51), method refers to the way that is taken under investigation to guide the researcher on how to conduct the study sequence. Study methodology is a science that talks over the scientific method of study (Arikunto, 2006: 2).

In this study, quasi experimental method was employed. This kind of method was used because of the fact in the real situation. Non-equivalent design was used because this was done based on the requirements as follows: (1) There are experimental class and control class; (2) Before the experiment was done, the condition of the two classes was same. It meant that the two classes had same competence; and (3) Experimental class is a class which gets treatment from the writer, whereas control class is the class which does not get the treatment.

The method of the study was formulated as follows:

$$\begin{array}{r} O_1 \quad XO_2 \\ \hline O_3 \quad O_4 \end{array}$$

Note:

O₁: pre-test of experimental class
 O₂: post-test of experimental class
 O₃: pre-test of control class
 O₄: post-test of control class
 X : treatment of experimental class
 - - - - - : there was no random of subject

(Sugiyono, 2009: 79)

In this design, there were two groups. One was as the experimental class given a treatment and test, and another was as the control class not given a treatment but test only.

The study was conducted in one of the state madrasah aliyah in Purwokerto that is located in Jalan Senopati No. 1, Kecamatan Kembaran, Kabupaten Banyumas, Central Java, Indonesia.

Population is all subjects of study (Arikunto, 1997: 117). The population of the study was the tenth grade of the students of that state madrasah aliyah about 381 students. According to Arikunto

(2005: 95), sample is the part of population which represents the whole. Two classes in this research were class X-6 as the experimental class and class X-7 as the control class. The sampling technique used for this study was cluster random sampling technique because each number of populations has the chance to be sample (Arikunto, 1998: 120). Cluster random sampling was based on the result of students' mid test got from teacher's documentation. From teacher's documentation, it was showed that the result of class X-7 as the control class was the same as that of X-6 as the experimental class.

To collect data, tests were used. Test is a set of questions or exercises or other means which is used to measure: skills, knowledge, intelligence, or aptitude which is possessed by individual or groups (Arikunto, 1997: 139). In this study, two kinds of tests were employed.

According to Nurgiyantoro (2001: 65), pre-test is a kind of test that is done before the students learn the material in the teaching learning process. Pre-test is aimed to know or to measure students' competency or ability about the material that will be given in the teaching learning process. The result will be considered to make a better understanding about the material. Pre-test was given to the control class (X-7) and the experimental class (X-6). The test was a subjective test, which was an essay test by choosing one of the three topics.

Post-test is a test which is given after the treatment or after the teaching learning process. It is used to measure the effect of the treatment. It was given to those two groups: experimental and control class. For post-test, the writer also used a subjective test, which was an essay test. There were three items, but the students can choose one of the items.

Scoring System

To measure students' score, the writer used Burhan Nurgiyantoro's writing scoring system. It is used to consider some writing components: content, organization, vocabulary, style, and mechanic. The explanation of those components is as follows:

Writing Components	Score	Criteria
Content	27 – 30	Very good – perfect Full of information, clear thesis development, relevant problem
	22 – 26	Fair – good Enough information, enough substance, limited thesis development, relevant problem but not complete explanation
	17 – 21	Bad – fair Limited information, less content, not enough thesis development, not enough problem
	13 – 16	Very bad – bad Without relevant information, without any substance, without thesis development, and without problem
Organization	18 – 20	Very good – perfect Having fluent expression, having clear ideas, having good organization, having logic sequence, and having cohesive sequence
	14 – 17	Fair – good Less expression, less organization of the main idea, limited sources, logical sequence but incomplete
	10 – 13	Bad – fair Not fluent in expressing, bad in organizing ideas; piece by piece, illogical in sequencing and developing
Vocabulary	7 – 9	Very bad – bad Not communicative, very bad organization
	18 – 20	Very good – perfect Expert in the using of vocabulary, correct in choosing word as its function, and master in forming word
	14 – 17	Fair – good Advanced in the using of vocabulary, sometimes incorrect in choosing word and phrase but does not disturb the whole meaning
	10 – 13	Bad – fair Limited in the using of word, often incorrect in choosing word, and it can disturb the meaning
	7 – 9	Very bad – bad Perfunctory of using the word, low of knowledge about vocabulary

Style	22 – 25	Very good – perfect	Effective complex sentence construction; few faults in the using of grammar
	18 – 21	Fair – good	Effective simple sentence, few faults complex construction, but does not disturb the meaning
	11 – 17	Bad – fair	Serious fault in the construction of the sentence, bias meaning and confusing
	5 – 10	Very bad - bad	Does not master the syntaxes' role, so many faults and incommunicative
Mechanic	5	Very good - perfect	Master the role how to write, only few faults in the spelling
	4	Fair – good	Sometimes do some faults in spelling, but it does not disturb the meaning
	3	Bad – fair	Often doing faults and having confusing meaning
	2	Very bad - bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing

Measuring the Effectiveness of FRESH Technique

To know whether FRESH technique was effective or not, t-test was used:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} - \frac{1}{N_y}\right)}}$$

Where:

M_x : the mean of experimental group

M_y : the mean of control group

N_x : the number of students of experimental group

N_y : the number of students of control group

$\sum x^2$: the sum of quadrate, gain pre-test and post test in experimental group

$\sum y^2$: the sum of quadrate, gain pre-test and post test in control group

(Arikunto, 2006: 302-303)

Finding Out Individual Competence

After data by conducting a test were obtained, the result of the test was calculated and analyzed. Based on the evaluation, it was found that in the experimental class, the mean scores of the pre-test and post-test were 46.45 and 72.47, while the deviation was 1041. Based on the results of the pre-test and post-test above, the students' descriptive writing competence in the experimental class increased from 46.45 to 72.47.

Based on the evaluation, it was revealed that in the control class, the mean scores from the pre-test and post-test were 48.74 and 70.26. It can be concluded the students' descriptive writing competence in the control class increased from 48.74 to 70.26.

Therefore, it can be summarized that the improvement of the experimental class was higher than that of the control class ($72.47 > 70.26$).

Calculating t-test

After all of the data were obtained, they were computed to find t-test result and to compare it with t-table.

The first step was to find out the mean of deviation of experimental class (M_x) where the total deviation of experimental class was divided into the number of students in the experimental class. From the calculation of the mean of deviation of the experimental class (M_x), the value was 26.02.

To find out the mean of deviation of the control class (M_y) by calculating the total deviation was the second step. The total of deviation of all the students in the control class was divided by the number of students in that class, and the result was 21.53.

To find out $\sum x^2$, the deviation of each student of the experimental class was squared, and then the total was calculated. After that, the total was subtracted by the distribution of square of the total deviation and the number of students of the experimental class, and the result was 1936.98.

To find out Σy^2 , the deviation of each student of the control class was squared, and then the total was calculated. After that, the total was subtracted by the distribution of square of the total deviation and the number of students of the control class, and the result was 5815.47

Finding the Effectiveness of FRESH Technique

In this section, the result was applied into t-test formula. After the computation, the result of t-test was 1.968, while the t-table is 1.664.

To find the degree of freedom, the student number of the experimental class was subtracted by that of the control class, and the value was 76.

After the result of t-test computation was obtained, it was compared with t-table. The degree of freedom based on the previous computation was 76, with the value of t-table = 1.664 at the level of significance $\alpha = 0.05$, while the t-test result was 1.968. Thus, $1.968 > 1.664$, and it was stated that the result has significant result. It was concluded that the hypothesis was accepted or FRESH technique was effective for teaching descriptive paragraph at the tenth grade students of one of the state madrasah aliyah in Purwokerto in academic year 2012/2013.

Discussion

According to the explanation above, after FRESH technique was implemented to the experimental class to teach descriptive paragraph, there were better progresses experienced by the students in the experimental class. This technique made the students easier to express their feelings, ideas or opinions about the object that the students described. The students were active in doing the exercises given by the teacher. It could be seen that there was a significant improvement from pre-test and post-test on experimental class.

The students' competence in writing a descriptive paragraph increased because of applying FRESH technique. Through the elements of FRESH, the students were able to put adequate information in identification its "Fact" and "Reason" and in the description and conclusion by the use of "Elaboration" and "Shift". The students were capable of organizing their ideas by the arrangement of "Fact", "Reason", "Elaboration", and "Shift". The students were able to determine what should be written first and next to get a fluent descriptive paragraph easier. Furthermore, the students were capable of using more new vocabularies in developing their descriptive paragraph because when the teacher instructed them to write descriptive paragraph using FRESH technique, they tried to find vocabularies which were suitable for their ideas in each element of FRESH. Also, they made few mistakes in spelling. Automatically, the students were able to write sentences correctly. Throughout the elements of FRESH, the students were capable of mastering the rule of how to write a descriptive paragraph. In short, the students could write a good descriptive paragraph.

This condition made them enthusiastic in joining the class. The students followed all activities given from making good sentences until combining them into a good descriptive paragraph. Consequently, when the teacher gave exercises, the students could do them well.

In general, after the treatment, the students' capability in writing descriptive paragraph improved as well. Most of students could provide enough information about what they described. It could be seen in the students' result that they wrote more sentences in the form of descriptive paragraph to describe something. They also organized their ideas clearly and fluently. The students could use good dictions and write those words correctly. Their understanding about simple present tense improved too. It could be seen when the students write descriptive paragraph, there were only some of them who made few mistakes in sentence construction. They also mastered the writing rules better than before, so that their texts were easier to understand.

This was also supported by the result of a classroom action result done by Wulandari at one of the junior high schools in Purwokerto in academic year 2012/2013. From the result, it can be concluded that "FRESH" technique helped the students develop their ideas in writing descriptive paragraph. Through the elements of "FRESH", students will be able to give more complete information as the content of their descriptive text. They can write the "Fact" and "Reason" as the identification, and the "Elaboration" and "Shift" as the description. They can also organize it well by the "FRESH" arrangement, so that, they will get their fluent descriptive text. They will use more vocabularies and appropriate diction to make their ideas understandable to read. Students can use simple present tense and the adjectives in writing their descriptive paragraph correctly. Moreover, they will understand and apply the rule of writing descriptive paragraph well. It is because by "FRESH" arrangement, students can make their descriptive paragraph fluent and easy to understand.

It was different from the students in the control class. The class atmosphere was monotonous, and the students were passive in following the class. The teacher just gave the materials classically. The activities were only writing descriptive paragraph from the teacher's instruction. The teacher rarely used

suitable technique in his teaching. This condition made the students less attracted to study. Consequently, their score was dissatisfactory.

Thus, it is concluded that FRESH technique is effective for teaching descriptive paragraph at the tenth grade students of one of the state madrasah aliyah in Purwokerto in academic year 2012/2013.

CONCLUSION

Based on the calculation, the t-value obtained from the computation (1.968) was higher than t-table (1.664), which was showed at the level of significance $\alpha = 0.05$ for d.f = 76. So, it could be concluded that FRESH technique is effective for teaching descriptive paragraph at the tenth grade students of one of the state madrasah aliyah in Purwokerto in academic year 2012/2013.

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