



**THE EFFECT OF UTILIZING HELLO ENGLISH APPLICATION ON  
STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH  
GRADE OF SMA SWASTA RAUDHATUL JANNAH**

**BACHELOR THESIS**

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of  
North Sumatra (UINSU) Medan as a Partial Fulfillment of the Requirements for the Degree  
*of Sarjana Pendidikan (S-1)*

By:

AHMAD ANSARNUR  
0304163172

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA  
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By:

AHMAD ANSARNUR  
0304163172

Approved By:

**Advisor I**

**Advisor**

**Rahmah Fithriani, Ph.D.**  
**NIP: 19790823200801 2 009**

**Yani Lubis, S.Ag, M.Hum**  
**NIP: 19700606 20003 1 006**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA  
MEDAN  
2021**

Nomor : Istimewa Medan, 19 Agustus 2021  
Lampiran : - Kepada Yth:  
Perihal : Skripsi Bapak Dekan Fakultas Ilmu  
a.n. Ahmad Ansarnur Tarbiyah dan Keguruan UIN  
Sumatera Utara

di-

Medan

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan  
seperlunya terhadap skripsi saudara:

Nama : Ahmad Ansarnur  
NIM : 0304163172  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Effect of Utilizing Hello English Application on  
Students' Writing Skill of Descriptive Text at the Tenth  
Grade of SMA Swasta Raudhatul Jannah

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam  
sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN  
Sumatera Utara.

Pembimbing I Medan, 19 Agustus 2021  
Pembimbing II

Rahmah Fithriani, Ph.D  
19790823 200801 2 009

Yani Lubis, S. Ag, M.Hum  
197006062 200003 1 006

## **PERNYATAAN KEASLIAN SKRIPSI**

Yang bertanda tangan di bawah ini:

Nama : Ahmad Ansarnur

NIM : 0304163172

Jurusan : Pendidikan Bahasa Inggris

Judul : The Effect of Utilizing Hello English  
Application on Students' Writing Skill of  
Descriptive Text at the Tenth Grade of SMA  
Swasta Raudhatul Jannah

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 19 Agustus 2021

Yang Membuat Pernyataan

Ahmad Ansarnur  
NIM. 0304163172

## ABSTRACT

**Ahmad Ansarnur. Registration Number: 0304163172. The Effect of Utilizing Hello English Application on the Students' Writing Skill of Descriptive Text at the Tenth Grade of Senior High School. A Bachelor Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2021.**

Hello English Application is one prove of MALL that is currently used as an interactive learning strategy in increasing students' English writing skill. The objective of this study was to find out whether or not there was significant effect of utilizing Hello English application on the students' writing skill of descriptive text of the tenth grade of Senior High School. This research is a quantitative research with quasi-experimental design. It was carried out in the tenth grade of SMA Swasta Raudhatul Jannah under academic year 2020/2021. The Cluster Random Sampling used for deciding the sample of population that previously was 67 students then was taken 23 students for experimental class and 24 students for control class in progress. In collecting the data, the researcher used tests in the form of writing test as the instrument. The tests were distributed before the treatment (pre-test) and after the treatment (post-test). Then, the data obtained were analyzed by using t-test in Microsoft Excel 2010 with 5% (0.05) significance level. Further, the researcher found that the t-test result presents that  $t_0(3.781)$  was higher than the  $t_t$  in the significance level 5% (0.05) with the degree of freedom 45 is 2.014. Therefore, the  $t_0$  result > t-table generated that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted. Thus, Hello English application has significant effect on the students' writing skill of descriptive text at the tenth grade of Senior High School.

**Key words:** Descriptive Text, Hello English Application, Senior High School, Writing Skill

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The title of this bachelor thesis is “**The Effect of Utilizing Hello English Application on Students’ Writing Skill of Descriptive Text at the Tenth Grade of SMA Swasta Raudhatul Jannah**”. This bachelor thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatra Medan.

Writing a bachelor thesis is a remarkable thing for the writer. There are so many difficulties that the writer found during collecting the data. The difficulties in arranging the bachelor thesis which include, finding suitable references, making a research in hard situation during pandemic of Covid-19, collecting the data, and analyzing the data are the things that the writer has to face. Therefore, beside of thank to Allah who has given his blessing, the writer also would like to thank for all of people who given guidance, help and support to finish this bachelor thesis well. The writer would like to express her gratitude to:

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## CHAPTER 1

### INTRODUCTION

This chapter will present the background of the research, identification of the problem, formulation of the problem, the objective of the study and significances of the study.

#### A. Background of Study

English has been widely adopted for a communication tool by many people in the world whether the speaker is a native, second language user or foreign language user<sup>1</sup>. As a foreign language, English is usually used as a medium instruction during formal situation or certain places like office, school, workshop etc. Particularly in education, English is used in many lectures, activities, journals, news and books are conducted and written in English<sup>2</sup>. Therefore, English is really important to be learned by academic citizens to lead them acquiring and keeping up with the development of science, technology and information.

The government of Indonesia, as one of the countries that uses English as a foreign language, regulates the education system to put English as one of obligatory subjects to be learned by students starting from secondary until higher education level<sup>3</sup>. The main purpose is to build students skills both in

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<sup>1</sup> David Crystal. (2003) . *English as a Global Language*. New York: Cambridge University Press. P. 05

<sup>2</sup> Haida Humeira , Hashim and Melor Md Yunus. (2018). *English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition*. Tadris: Jurnal Keguruan and Ilmu Tarbiyah. 3(2). P. 208

<sup>3</sup> Rahmah Fithriani, Tien Rafida and Amirudin Siahaan. (2018). Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perception. *Advances in Social Science, Education and Humanities Research (ASSEHR): Atlantis Press*, p. 87

communication, social setting and academic in which the language uses to interact with one another and to acquire new knowledge and skills<sup>4</sup>.

To reach the goals, students are required to understand the four English basic skills like listening, speaking, reading and writing<sup>5</sup>. However, among all those four skills, writing is considered to have an important and a high status to reach the academic goals. As stated in Indonesian 2013 Curriculum, the goal of writing in English is to focus upon the contents of the knowledge of the subject that emphasis students' intellectual development, students' attitudes and tolerance in social activity<sup>6</sup>. This goal focuses on communication practices where students can express one's personality; develop thinking skills; make logical and persuasive arguments; give a person a chance to later reflect on his/her ideas and re-evaluate them; provide and receive feedback<sup>7</sup>. Therefore, one of the ways to reach those goals is learning writing based on genre approach. It helps students to understand the content, organization, vocabulary, and language use in appropriate and certain context and facilitate students to produce a particular text-type successfully with respect to language features and schematic structure.

For high school students, particularly at the tenth grade, students are assigned to learn five main genres: descriptive, narrative, procedure, recount

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<sup>4</sup> Elysa Hartati. (2013). *The Language Function Used by Teachers of Content Subjects Using English as Medium of Construction*. English Education Journal (EEJ). 03(02), p. 86

<sup>5</sup> Lorena Manaj Sadiku. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. European Journal of Language and Literature Studies. 1(1), p. 29

<sup>6</sup> Muhammad Ahkam Arifin. (2019). *Analysis of the Indonesian High School Curriculum Focusing upon the English Program*. IDEAS. 7(2), p. 136

<sup>7</sup> Blanka Klimova. (2013). *The Importance of Writing*. ResearchGate. 1(1), p. 9

and news item<sup>8</sup>. The aims are to make students able to understand, to compile and to apply the structure of some genres in writing text form<sup>9</sup>. Among all of the genres, descriptive text has become the first important texts that must be learned by students as included in syllabus.

Descriptive text is a kind of text which is used to describe the real object like person, place or thing according to what is seen by the writer. This text will help the reader clearly understand about the object explained<sup>10</sup>. It sometimes creates word-picture of something and uses words-emotions carefully to make specific meaning<sup>11</sup>. In descriptive text, there are some elements that must be learned to enable students to identify the genre of this text. It is started from the social purpose, the generic structure and language features<sup>12</sup>. The understanding of these elements will help students to compile the information and to apply the rules into good descriptive writing text.

However, in reality many students still find descriptive text difficult to write. Yoandita stated that students are difficult to find ideas and vocabulary when they write descriptive text since descriptive contains sufficient and varied elaboration of detail communication a sense of subject being described

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<sup>8</sup> Endo Kosasih. (2014). *Evaluasi Implementasi Mata Pelajaran Bahasa Inggris dalam Pencapaian Standart Kompetensi Lulusan (SKL) di Sekolah Menengah Pertama Berstandar Nasional*. Retrived on 15<sup>th</sup> February, 2021, from <http://repository.upi.edu/D-PK-1103159-Chapter1.pdf>.

<sup>9</sup> Haryanti and Farnia Sari. (2019). *The Use of Genre-Based Approach to Improve Writing Skill in Narrative Text at the Eleventh Grade Students of SMA Etika Palembang*. English Community Journal. 3(1), p. 282

<sup>10</sup> Fitriani et all. (2019). *Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School*. International Journal for Educational and Vocational Studies. 1(6), p. 633

<sup>11</sup> Lailatul Husna, Zainil and Yenni Rozimella. (2013). *An Analysis of Students' Writing Skill in Descriptive Text*. Journal English Language Teaching (ELT). 1(2), p. 03

<sup>12</sup> Husna, Zamil and Rozimella, *Ibid*, page. 04

which makes them to be careful in choosing the right vocabulary<sup>13</sup>. According to Fithriani writing in general is one of the most difficult skills to master. They need to transfer ideas from first language to the target language. Furthermore, writing demands adequate knowledge of content, organization, vocabulary, language use, and mechanics<sup>14</sup>. Kumaran also stated that students' English writing problem mostly in some aspects like; grammatical and mechanical problems<sup>15</sup>. Thus, in writing process students will face doubled difficulty because they need to transfer ideas from first language to the target language. To decrease students' difficulty, the use of media in language learning process can be one of important factors that can influence learning process in assisting the students writing process<sup>16</sup>.

As regulated in curriculum 2013, teachers are required to find a fun media and an active method for resolving the problems of the students' intelligence, students' time, students' motivations and teachers' feedback and strategy for repairing students' writing skill by utilizing the development of technology<sup>17</sup>. Furthermore, the spreads of Corona Virus Disease (Covid-19) has changed the paradigm of education in the world, including that in Indonesia. One of the learning models that are adaptive to this pandemic is online learning. This learning model requires the creativity and skills of teacher in using

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<sup>13</sup> Puri Eka Yoandita. (2019). *An Analysis of Students' Ability and Difficulties in Writing Descriptive Text*. Jurnal JOEPALT, 7(01), p. 02.

<sup>14</sup> Rahmah Fithriani. (2017). *Indonesian Students' Perceptions of Written Feedback in Second Language Writing*. Dissertation. The University of New Mexico.

<sup>15</sup> Siti Maysuroh, Lalu Ilham Maryadi and Supiani. (2017). *Students' English Writing Process and Problems: A Case Study at Hamzanwadi University*. Voice of English Language Education Society. 1(1), p. 06

<sup>16</sup> Roinah. (2019). *Problematika dalam Pembelajaran Bahasa Inggris di STAIN Bengkalis*. QUALITY. 7(1), p. 158

<sup>17</sup> Farida Keni Nurhayati, Sri Samiati and Hersulastuti. (2018). *Teachers Perceptions toward the Implementation of Curriculum 2013*. 2<sup>nd</sup> English Language and Literature International Conference (ELLiC). Published by Muhammadiyah University Semarang. 2(1), p. 76-86.



technology. Therefore, the use of technology has been really important in teaching learning process.

Technology integration is the use of technology tools such as in general content areas in education in order to allow learners to apply computer and technology skills to learning and problem solving<sup>18</sup>. It has been new trend in education recently that empower teacher and students to face the new paradigm shift of teaching learning process which is more easy, fun and flexible. In addition, it is not only focusing on the usage of computer but also in mobile applications or known as MALL<sup>19</sup>. MALL can facilitate students by the function of portability and mobility<sup>20</sup>. One of MALL practices used by teachers and analyzed by some researchers is Hello English application. Hello English is an English Language learning application which allows users to learn the English language through interactive modules. It offers comprehensive teaching of English language skills through games and interesting scenes. The features of this application are explanation and description of the lesson, lesson quiz, games that can be done in homework, lesson and exercise features that are able to increase students' writing skill<sup>21</sup>.

According to Siregar, Sari and Simamora, the features games in Hello English can improve students' English writing and vocabulary skill. Students will be able to strengthen their ability in memorizing new vocabulary and able

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<sup>18</sup> Jared Keengwe and Grace Onchwari, (2020), *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*, USA: IGI Global, P. 284

<sup>19</sup> Keengwee and Onchwari, *Ibid.*, p. 285

<sup>20</sup> Harwati Hashim. (2017). *Mobile Assisted Language Learning (MALL) for ESL Learners: A Review of Affordance and Constrain*. Sains Humanika. 9(1), p. 47

<sup>21</sup> Haris Nutriyanto. (2020). *Students Perception towards Incorporation of Hello English Application in Vocabulary Learning*. Alsuna: Journal of Arabic and English Language. 3(2), p. 198.

to apply them in spoken and written process because the more words they practice the easier they express their ideas in spoken or written English<sup>22</sup>. Ariani also stated that the topic provided in lesson features has a brief explanation and some exercises can be used to improve students' ability in English competency, especially in writing skill training. Because practice in form of making sentences and constructing sentences that must be in accordance with good grammar correctly<sup>23</sup>. Therefore, this research planned to do further research about the function of Hello English in increasing students' English basic skills, especially in writing ability of first senior high school.

## **B. Identification of the Problem**

Based on the explanation of background of the study above, it could be concluded that there were some problems of study which could be identified in this research, namely:

1. The students needed a creative and innovative media and method in learning process.
2. The students were difficult to comprehend writing descriptive text. The difficulties were sentence grammar, vocabularies, organization of ideas and mechanism.
3. The students had limited time to learn writing descriptive text in the classroom.

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<sup>22</sup> Syamsiah Depalina Siregar, Siti Meutia Sari and Dienna Fitria Simamora. (2020). *Using Application based on Smartphone Android 'Hello English' to Increase Student's English Competency*. English Journal for Teaching and Learning (EEJ). 8(1), p. 48

<sup>23</sup> Rika Ariani. (2019). *Improving Writing Skill Using Hello English Application for Students Elementary Schhol Grade 4<sup>th</sup>*. Academia.1(2), p. 46

### **C. Formulation of the Problem**

Based on the research problems above, the problem was formulated to be research question as follow: “Is there any significant effect of utilizing Hello English application on students’ writing skill of descriptive text at tenth grade students of senior high school?”

### **D. The Objective of Study**

Based on the formulation of research above, the objective of the study was to find out the significant effect of using Hello English application on students’ writing skill of descriptive text at tenth grade students of senior high school.

### **E. Significances of the Study**

This research was expected to provide some benefits such as information, knowledge and evidences both in theoretical and in practical aspects, as follow:

#### **1. Theoretical Significance**

Theoretically, the results of this study provide useful information to the existence theories about the effect of Hello English application on the student’s writing skill of descriptive text.

#### **2. Practical Significance**

The results of this study provide further information that can be useful for students, teachers or other researchers who want to conduct further researches. For detail information it could be seen as follows:

##### **a. For Students**

The result of this research proved that the students' writing ability was much better. The thing that stands out the most was the increasing amount of vocabulary and the ability of using of grammatical rule. Firstly, students' was hardly to find and build a word or sentences to be written in paragraph of English. But after utilizing Hello English application, the students had incredible amount of vocabulary and got used to write sentence in a correct grammatical rule by doing some drilling practices and games in the application. Therefore, this application was gradually increased students' comprehending of writing and proved that this research is useful to improve students' writing skill.

b. For Teachers

This study could upgrade teacher's insight in creating and implementing more creative teaching media and strategies that focused in technological development. Teacher could have new information about one of the effective applications that was able to use and was appropriate for students' needs in fixing their writing skill in the classroom to be more effective and developed students' intelligence.

c. For Researcher

This research was able to provide useful information and became one of the references to help the next researchers if they want to conduct a research in the same field of study. The information can be used to reinforce an idea in a research because the explanation and data of the

study has been proved that Hello English Application affected students' writing ability of descriptive text.

## **CHAPETR II**

### **LITERATURE REVIEW**

This chapter will present some literature reviews of a research that is accurate, precise, and trustworthy to be the best methodology tool to provide and justify the research question and hypothesis of the study.

#### **A. Theoretical Framework**

In conducting a research, some terms are needed to explain some concepts which are related to the research. In this part related theories about writing skill, Hello English Application, technology integration, MALL and descriptive text that were reviewed in order to give clear concepts applied in this study.

##### **A.1 Writing as a Language Skill**

According to Zamel writing is a process of representing ourselves and our learning, our way of making meaning, teaches us the most profound lesson about how we read, write and use the language<sup>24</sup>. Further, Oshima and Hogue stated writing is a progressive activity which means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections<sup>25</sup>. It can be seen that writing is a never one step action. In addition Keys stated that writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish a variety of goals

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<sup>24</sup>Horvarth Jozsef. (2001). *Advanced Writing in English as a Foreign Language*. New York: Lingua Franca Csoport, p. 5

<sup>25</sup> Samsi Rijal and Nurdiana Arifah. (2017). *Teaching Productive Skill Through Vark*. Journal Pemikiran Penelitian Pendidikan dan Sains (DIDAKTIKA). 5(1), p. 14

such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter<sup>26</sup>. Therefore, based on the statement above, it can be concluded that writing is a process that has several steps in which people can express what in their mind, what they know and what they want by arranging some language elements of the target language (grammar, content, vocabulary, spelling and punctuation) to show and to allocate their ideas of feeling or anything in a written form on a paper or computer screen.

As a skill, writing is a productive skill in which learners need to generate language to communicate their ideas in verbal way either in speech or text. In the moment students write in text, they have to communicate with actual visual words by passing some complicated processes<sup>27</sup>. For example, between listening and speaking; when you really understand what you hear you will be able to pronounce some words, but in writing you need to read as much as possible, know how the structure is, vocabulary function, much training anytime and anywhere and many others<sup>28</sup>.

In Islamic perspective, writing has become one of the main foundations of Muslim's life. By writing people can convey knowledge, make a masterpiece, conveying goodness and many others. It can be examined by Qur'an Surah of Al'Qalam verse 1 as follows:

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<sup>26</sup> Steve Graham and Dolores Perin. (2005). *Writing Next; Effective Strategies to Improve Writing of Adolescent in Middle and High School*. New York: Carnegie Corporation, p. 10

<sup>27</sup> Pindho Anjayani and Suprpto. (2016). *Error Analysis on the Use of Preposition in Students' Writing*. Journal of English Language Teaching, 2(2), p. 02

<sup>28</sup> Hakan Aydogan. (2014). *The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classroom in Turkey*. Mediteranian Journal of Social Sciences. 5(9), p. 673

## نَ وَالْقَلَمِ وَمَا يَسْطُرُونَ

*Meaning: Nun. By the pen and what they inscribe.*

Abu Ja'far Ibnu Jarir who said that had told us Ibnu Basysyar, had told us Yahya, had told us Sufyan As-Sauri, had told us Sulaiman alias Al-A'masy by Abu Zahya, from Ibnu Abbas said that the first created by Allah SWT was Al-Qalam (Pen) Allah SWT said "Write it Down!" Qalam asked, "What should I write?" Allah Swt said, "Write Destiny," then Qalam wrote everything that would be happened since that day till doomsday. Subsequently, Allah SWT created Nun and raised the water vapor; then, the sky was created; and the earth spread on the Nun<sup>29</sup>.

According to the exegesis above, it is concluded that Allah SWT affirms that angels and human use a pen for writing important things for them. They can write anything they want; like someone kindness, a useful knowledge, our prophet's history, the right of Islam and many more. And those can be served as evidence which complete human life process. The verse above has strengthened how important the writing is, especially for human development of civilization. Fuad also assisted that this verse contains element of basic and comprehensive education and a systematic, sequential and fundamental educational process including writing process<sup>30</sup>.

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<sup>29</sup> Ahmad Hamdani. (2015). *E-book Tafsir Ibnu Katsir*. Retrived on on 2<sup>nd</sup> July, 2020, from <http://www.alqur-an-sunnah.com/2015/10/tafsir-surat-al-qalam-ayat-1-7.html?m=1>

<sup>30</sup> Muhammad Nur Fuad. (2018). *Studi Surah Al-Qalam tentang Sistemika Pendidikan Akhlak dalam Tafsir Al-Munir Karya Wahbah Al-Zuhaili*. An-Nida': Jurnal Prodi Komunikasi Penyiaran Islam. 1(2), p. 17



Futhermore, writing is one of activity that visualizes the ideas and a tool of gaining vast information. Writing also provides many advantages for ourselves and others. It confirms in surah Al-A'raf verse 154:

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ ۚ وَفِي نُسْخَتِهَا هُدًى  
وَرَحْمَةٌ لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ

*Meaning: And when the anger subsided in Moses, he took up the tablets; and in their inscription was guidance and mercy for those who are fearful of their Lord.*

According to Muslim media (After reducing his anger, Musa) had been calm down, later he took back the slabs that had been slammed (and the writing in it) what had written in the Bible slabs (there were instructions) from misguided (and grace for the people who believed in God) they were afraid of God (Allah SWT), Lam letter was written in Ma'ful reminding the place that took precedence<sup>31</sup>.

The verse asserts that every scripts, inscriptions and books are contained guidance and grace, the guidance for the truth, good and bad deeds, manners and morals, understanding the laws and the other. Every written has specific purposes that need systematic processes to make; the only purpose is to create the writing to be a masterpiece that useful for the writers and other people. And again, this proves that writing as a language skill that is really important to be comprehend by people for a better life.

<sup>31</sup> Uus Suhendrik. (2016). *Tafsir Quran Surat Al'A'raf Ayat 154*. Retrived on 2<sup>nd</sup> July 2020, from <http://www.Tafsirweb.com/2608-quran-surat-al-a'raf-ayat-154.html>

## A.2 Writing Instructions in Indonesia of EFL Context.

Writing instruction is the act of teaching as the teacher explaining and presenting concepts and actions that can help the young writers through the writing process<sup>32</sup>. Sturm and Rankin-Erickson further stated that Writing instruction is a teaching approach that assists students in developing strategies for all phases of the writing process by breaking down writing tasks and making the sub-processes and skills much more explicit<sup>33</sup>. It means the process of teaching should be well designed, prepared with the needs of the students in mind, and includes useful models of writing in and across that highlight the skills, strategies, and thinking characteristics of the discipline.

In Indonesia, writing instruction is still focusing on text-based approach that emphasizes grammatical and its discourse form (exploring how the texts work)<sup>34</sup>. Whereas, in teaching writing of EFL students, teacher shouldn't apply the stereotype pattern of teaching writing which prefer students writing one or two paragraphs regarding a certain topic grammatically to giving them chances to pass the process of writing for conveying what is in their mind meaningfully. Hence, many teachers are hardly to comprehend what the students are trying to convey is just because they want to avoid the grammatical mistakes<sup>35</sup>. Students do not get used to understand the process of words choice, the use of punctuation and many

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<sup>32</sup> Thomas DeVere Wolsey and Dana L. (2012). *Grisham, Transforming Writing Instruction in the Digital Age*. New-York: The Guildford Press, p. 14

<sup>33</sup> Giti Mousapor Negari. (2011). *A Study on Strategy Instruction and EFL Learners' Writing Skill*. Canadian Center of Science and Education: International Journal of English Linguistic. 1(2), p. 299

<sup>34</sup> I Nyoman Arimbawa. (2012). *Text Based Approach to EFL Teaching and Learning in Indonesia*. PRASI. 8(13), p. 11

<sup>35</sup> Ariyanti. (2016). *The Teaching of EFL Writing in Indonesia*. Dinamika Ilmu. 16(2), p. 264

others. It can cause students' anxiety increase dramatically, because they will feel afraid to be forced to understand English component systematically in a very short time. This condition can be worst if students' have no much time to practice or not get a feedback from the teachers and make them be lazy to increase their writing skill<sup>36</sup>.

Therefore, in 2013 curriculum, teachers and students are given chances to be active, innovative and creative. Curriculum 2013 is indirectly expected to create human who can compete globalization, and tries to change new mindset of education<sup>37</sup>. According to Mahardhika this new mindset is to change single media to multimedia based learning. Since English has four skills that required precise and various media to be used in the classroom<sup>38</sup>. Teachers have to engage and motivate students to explore and repair their difficulties in English skills especially in writing by combining the text, image, sound, and video as instructional tool used in order to develop the writing learning process into practical learning<sup>39</sup>. Particularly in this covid pandemic, online learning is a learning method that is currently being actively developed by every teachers and educators. Online learning is a process that utilizes internet access by offering accessibility, connectivity, flexibility and the ability to generate various types of learning interaction. It is important that teachers are able to make learning

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<sup>36</sup> Nur Aininna. (2014). *The Benefit of Using Dialogue Journal Writing for Improving Students' Writing of Personal Letter*. Journal of English Language Teaching. 3(1), p. 11

<sup>37</sup> Alison Davis. (2013). *Effective Writing Instruction: Evidence based classroom practice*. New Zealand: Eleanor Curtain Publishing, p. 04

<sup>38</sup> Putra Mahardhika. (2014). English Teaching Media in Class Implementing Curriculum 2013. The Second International Conference on Education and Language (2<sup>nd</sup> ICEL), Lampung: Indomesia. Published by Bandar Lampung University Indonesia.

<sup>39</sup> Mahardhika, Ibid, hal. 06

activities more efficient and effective<sup>40</sup>. Therefore, teachers automatically need to prepare the material or learning content presented and packaged in language that is easy to understand and interesting to see so that each student is motivated understanding the material presented properly.

### **A.3. Descriptive Text as a Genre of EFL Writing**

Genre can be simply defined as a term for a grouping of texts which reflect specific use of language as a response to recurring situations. Genre can also be defined as textual result from social interaction in a contextual setting<sup>41</sup>. Simply, genre aims to point out the semantic components of a text which then will be focused in the learning process. Genre is also thought as a textual convention for establishing both spoken and written language and set standard patterns for sharing their communicative purposes<sup>42</sup>. These genres determination is intended for helping students in some reasons, as follow; to help students understanding the content, organization, vocabulary, and language use of the texts; to help learners to create particular kinds of writing and differentiate kinds of writing from one another and to help learners to create useful writing that can be applied directly to real context<sup>43</sup>.

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<sup>40</sup> Zulfikar. (2020). *Efektifitas Penggunaan Media Zoom Terhadap Pembelajaran Pada Masa Pandemi Covid-19*. Jurnal Ilmiah Pranata Edu. 2(1), hlm. 35

<sup>41</sup> M. Fajar Mediyawan Ginting. (2020). *Promoting Students' Writing Skill: Genre Based Approach in Indonesia EFL Context*. Lexeme: Journal of Linguistic and Applied Linguistic. 2(1), p. 31

<sup>42</sup> Phirunkhana Phichiensathien. (2018). *Teaching Writing Through Genre Based Approach in an EFL Context*. The 6<sup>th</sup> Asian Academic Society International Conference (AASIC). Mae Fah Lung University: Thailand.

<sup>43</sup> Luthfi Ashar Mauludin. (2017). *The Role of Genre in Teaching Writing*. Journal of English Language, Literature and Teaching. 1(1), p. 151

In the process to build students' skill in writing, EFL students are expected to learn how to identify and use appropriate lexicogrammar in order to become effective writers by dividing the purpose of the genre. According to Luu there are six main genres of primary social purposes: (1) narratives: tell a story, usually to entertain; (2) recount: to tell what happened; (3) news item: provide factual information; (4) explanation: explain why or how something happens; (5) expository texts: present or argue a viewpoint; and (6) descriptive text; describe someone or something specifically. These genres are also learned by EFL students in Indonesia especially descriptive text.

Descriptive text is one of genres of EFL writing which is demanded to be mastered by high school students in Indonesia. Descriptive text is also included in English curriculum in Indonesia<sup>44</sup>. Descriptive text is a text that describes something like particular person, place or thing that have characteristic related to location, purposes function, features, proof and noun. This descriptive text reproduces the ways things look, smell, feel or sound<sup>45</sup>. This text position is important enough to make the readers imagine or realize what things look like based on writer's opinions. And EFL students need to learn it because it is able to help students presenting their ideas clearly and meaningfully about something or someone in written language.

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<sup>44</sup> Eko Noprianto. (2017). *Students' Descriptive Text Writing in SFL Perspective*. Indonesian Journal of English Language Teaching and Applied Linguistic (IJELTAL). 2(1), p. 65

<sup>45</sup> Katrina Vabiola and Fitrawati. (2018). *Teaching Reading Descriptive Text by Using Three Mapping for Senior High School Students*. Journal of English Language Teaching. 7(4), p. 746

#### A. 4 Descriptive Text

Siburian stated that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly<sup>46</sup>. In other words, descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like<sup>47</sup>.

Descriptive text aims to describe person, animal, place or certain thing specifically dealing with perception, mainly visual or often employs spatial construct like attributes, behaviors, functions and so on. The main purpose of descriptive text is to describe a particular person, place or event in great deal or vividly portrays everything in such way so that the readers can visualize the topic and enter into the writer's experience or directly know about the describing thing as if they could directly see it through their own eyes<sup>48</sup>.

The important of learning descriptive text is to make students easier to relate and express of their thought and attitude towards something, someone or

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<sup>46</sup> Tiur Asih Siburian. (2013). *Improving Students' Achievement on Writing Descriptive Text Through Think-Pair-Share*. International Journal of Language Learning and Applied Linguistic World (IJLLALW). 3(3), p. 33-34

<sup>47</sup> Gita Yolanda and M. Al-Hafizh. (2014). *Teaching Writing a Descriptive Text by Using Toothpick Game to Junior High School Students*. JELT. 3(1), p. 53

<sup>48</sup> Rega Giyang Girana Zetira. (2015). *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text*. Thesis. Semarang University.

even situation. Students will get used to describe a process, an event, a personality, a place and an object specifically<sup>49</sup>.

Like other genres, descriptive text also has its generic structure or schematic structures. There are two generic structures of descriptive text that can be seen, as follows:

#### A.4.1 Generic Structure

Generic structure is the arrangement of the true writing of the text that will be made. The generic structure can help learners for making general writing systematic map before making a text. And according to Purnomo, Latif and Nurhayati there are two generic structures of descriptive text, as follows:

- 1) Identification; it is a general statement or main idea of the things that will be described, it is aimed for introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event.
- 2) Description; it is an additional information or further explanation about the thing. It can be physics, characters, hobbies, activities, habitat, diet, location, particular parts etc.<sup>50</sup>.

#### A.4.2 Language Features

Language Features is a language choice that shapes the text and its meaning. It can help the students for the making a good paragraphs according to grammatical and meaning rules. Mursyid stated that there are four language of descriptive, such as:

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<sup>49</sup> Peter Knapp and Megan Watkins. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: UNSW Pres, p. 27

<sup>50</sup>Wahyu Purnomo, Abdul Latif and Siti Nurhayati. (2015). *Sukses UN SMA/MA IPS 2016*. Jakarta Selatan: Kawah Media. P. 154

- 1) Using Simple Present as the dominant tenses; it usually shows a present action, state a habitual action, general truth or imperative sentence.
- 2) Using adjective to modifies a noun or pronoun by describing, identifying or quantifying words. It describes feeling, quality, origin, age, size, color, shape, condition etc. for example; honest, red, young and others<sup>51</sup>. And using adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- 3) Focus on generic participant; only focus on one thing to be described.
- 4) Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant<sup>52</sup>.

This is one of the examples of descriptive text (describing a place).

Venice

One of the famous cites in Italy is Venice. It gets its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice had been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became

<sup>51</sup>Rahmah Fithriani, (2010). *English Grammar*. Bandung: CiptaPustaka Media Perintis. P. 50

<sup>52</sup> M, Mursyid PW. (2018). *English Learning Handout*. Retrived on 15<sup>th</sup> November, 2020, from <https://fdokumen-com.cdn.ampproject.org/v/s/dokument/english-learning-handout-for-grade-report-m-mursyid-pw-3-kompetensi-dasar-merespon.html>.







the **hugest** problem. Fewer and fewer shipments were making it through the **treacherous** water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind **is** canals. They **are** considered the trademark of the city. Canals **are** mostly **recognizable** for providing the main form of transportation throughout the city. Visiting Venice brings a **rich** aura of history and culture. Floating through the canals for an afternoon makes for a **memorable** experience, and it's one that any traveler commonly **enjoys**.

Based on the text above, it can be explained that in paragraph one is an introduction of text that focus on describing general information of Vanice city. And in paragraph two until four are the description of the text that focuses on describing the specific information of Vanice city.

Here are the specific explanations of the text above that will be presented as the following below:

**Table 2.1 Language Features that Use in the Text Above**

NO	Sign of Color	Types	Explanation
1.		Mostly used simple present tense	Some of paragraph use tobe in present form like is, has, are etc.
2.		Mostly used Adjective	Adjectives that describe a place likr fsmous, interesting, attractive etc.
3.		Only describe about Venice	No place described other than Venice
4		Use linking Verbs	Mostly use are + v3 as linking verbs

### **B.1 Technology Integration in Language Learning**

According to Ahmadi technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how

this usage can re-shape these activities<sup>53</sup>. Kawinkoonlasate also defined that technology integration is the act of teachers using technology to complete activities which traditionally were done without technology and doing so in manner that is more effective<sup>54</sup>. In addition, Ammade et al asserted that the tool of technology, such a laptop, computer, web, software and hardware and application have been promoted as a great tools for the changing and reform of education<sup>55</sup>. In summary, technology integration is a tool for teachers to plan and to develop an innovative teaching and learning method for completing their duty and assignment students' English skill (especially in writing). Because technology integration is more than simply introducing computers; it can be software, internet, word processors, digital cameras, digital media, e-mail, and one of the most popular is smart-phone and many others<sup>56</sup>.

Technology can provide numerous tools to support many types of instruction in language learning, some of them are named as Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). In CALL, the language learning is integrated with computer; software applications, digital media tools, reference guides, tutorials, animations, simulations, and the

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<sup>53</sup> Mohammad Reza Ahmadi. (2018). *The Use of Technology in English Language Learning: A Literature Review*. International Journal of Research in English Education (IJREE). 3(2), p. 117

<sup>54</sup> Pongpatchara Kawinkoonlate. (2019). *Technology Integration and English Language Instruction for Education*. Indonesian Journal of English Language Teaching and Applied Linguistics (IJELTAL). 3(2), p. 203

<sup>55</sup> Salasiah Ammade et al. (2018). *Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia*. International Journal of English Linguistics. 8(6), p. 107

<sup>56</sup> Katherine Cennamo, John Ross and Peggy Edmer. (2010). *Technology Integration for Meaningful Classroom Use; A Standart Based Approach*. Canada: Nelson Education Ltd, p. 14

Web. These interactive technologies allow students to determine the flow of information, review concepts, practice skills, do in-depth research, and more<sup>57</sup>.

Meanwhile, MALL provides the privilege to utilize their smartphone in order to acquire four language skills more efficiently. The various kinds of application allow students to practice their language skills by providing some exercises such as speaking, listening, pronunciation, dialogue memory, vocabulary, grammar and writing<sup>58</sup>. These various exercises could improve learning instruction and overcome the limitation of learning time or practices.

Furthermore, to minimize obstacles during this pandemic, teachers dominantly use mobile phone in learning process. Most of teachers provide learning material in power-point slide along with learning video to create an interesting learning process or conference video applications like Zoom, Google Classroom or Google meet. In the simplest form, some teachers use Whatsapp app to connect with their students<sup>59</sup>. This current condition naturally makes teacher thinks some interactive methods to create an active learning process. Therefore, based on many types of technological available, this research will focus on Mobile learning technology or widely known as Mobile Assisted Language Learning (MALL).

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<sup>57</sup> Glenda A. Gunter and Randolph E. Gunter. (2015). *Teachers Discovering Computers: Integrating Technology in Changing World*. USA: CENGAGE, p. 293

<sup>58</sup> Gunter and Gunter, Ibid.,

<sup>59</sup> Asmuni. (2020). *Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya*. Journal Pedagogy: Jurnal Penelitian dan Pengembangan Pendidikan. 7(4), hlm. 285

## B.2 Mobile Assisted language learning (MALL)

Mobile Assisted Language Learning (MALL) describes an approach to language learning that is assisted or enhanced through the use of a handheld mobile device that includes e-dictionaries, MP3 or MP4 player, Personal Digital Assistant (PDA), tablet PCs, and the most especially mobile phone<sup>60</sup>. According to Facer and Abdous MALL is playing a key role in their learning as it provides learning with instructional materials and low-cost tools which enable them to work toward developing and improving language proficiency<sup>61</sup>. These functions have a big potential to make learning to be spontaneous, informal, personalized and ubiquitous.

The main purpose of using MALL in Teaching and Learning process is to overcome the limitation of learning time and to extend the resource of material<sup>62</sup>. Moreover, MALL is reshaping teaching and learning as it supports, expanding, and enhancing course content, learning activities, and teacher learner interactions. Teachers use the valuable contributions of MALL to design an effective plan to be integrated into the language classroom and created collaborative learning environment<sup>63</sup>.

If teacher uses the MALL instructional design to promote collaborative active learning situated in the real-world environment; students can use the plan

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<sup>60</sup> K. E Valarmithi. (2011). *Mobile Assisted Language Learning*. Journal of Technology for ELT. 2(2), p. 02

<sup>61</sup> Betty Rose Facer and Mohammed Abdous. (2011). *Academic Podcasting and Mobile Assisted Language Learning: Application and Outcomes*. New York: Information Science Reference, p. 02

<sup>62</sup> Tayebbeh Mosavi Miangah and Amin Nezarat. (2012). *Mobile Assisted Language Learning*. International Journal of Distributed and Parallel System (IJDPS). 3(1), p. 312

<sup>63</sup> Haeyoung Kim. (2018). *Exploring Smartphone Applications foe Effective Mobile Assisted Language Learning*. ResearchGate. 1(2), p. 32

(apps) to collaborate and look up what they need to be accomplished<sup>64</sup>. Some researchers also found that by utilizing MALL students can perform specific task in a specific place overcoming time and space issues (encourage anytime leaning), reach underserved children, fit with learning environments (encourage anywhere leaning), enable personalized learning experience and increasing students' motivation<sup>65</sup>. The proper use of MALL will help teachers and students overcoming their problems in teaching-learning language process.

### **B.2.1 The Advantages of MALL in Language Learning Process**

In General, MALL is known to facilitate students to access information quickly, to help them communicate and collaborate with peers, as well as experiencing multimodal and contextual learning<sup>66</sup>. Andrzejewska also added that there are some advantages of MALL in language learning process, as follows:

1. Portability; is a device taken to different places due to small size and weight. It enables the users to move mobile phones and bring learning materials.
2. Connectivity; it must have capability of being connected and communicated with the learning website. It also can be connected to other device, data collection devices or a common network.
3. Social interactivity; exchanging data and collaboration with other learners.

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<sup>64</sup> Kim. Ibid, hal: 34

<sup>65</sup> Nortbert Pachler, Ben Bachmair and John Cook. (2009). *Mobile Learning*. New York: Springer, p. 04

<sup>66</sup> Arlina Ahmad Zaki and Melor Md Yunus. (2018). *Potential of Mobile Learning in Teaching ESL Academic Writing*. English Public Teaching. 8(6), p. 12-13

4. Individuality; activity platform can be customized for individual learners.
5. Context sensitivity; the data on the device/mobile phone can be gathered and responded uniquely to the current location and time<sup>67</sup>.

Based on the explanation above, MALL will be able to help teachers to control class and able to build students' English basic skills if it is used properly in language learning process.

The students' understanding of main elements of English such as grammar and skills can be improved. According to Yudhiantara a simple usage of audio and video features of MALL can help students create podcast and involve themselves in learning community among English language learners<sup>68</sup>. For teachers, MALL can be used to develop the four English basic skills like reading, speaking, listening and writing. In this Milineal Era, teachers use many kinds of MALL; one of them is digital media or widely known as application.

According to Kuning at least there are eight language learning applications that mostly used by teachers and students, such as; Memrise, Duolingo, Rosetta Stone, Learning to speak with busu, Learn English Grammar, Grammarly, Hemingway and Helo English<sup>69</sup>. These media are important things to deliver message or information through visual, sounds, picture etc. and media can engage students in increasing their motivation and their real life interaction. Thus, by

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<sup>67</sup> Dorota Czerska Andrzejewska. (2016). *Mobile Language Assisted Learning*. Retrived on 17<sup>th</sup> February, 2021, from <https://www.ejournals.eu/ZG/2016/Zeszyt-6/art/8608>.

<sup>68</sup> Rully Agung Yudhiantara. (2017). *Mobile Asissted Learning (MALL) in Indonesia Islamic Higher Education*. Indonesian Journal of Langaue Teaching and Applied Linguistic. 2(1), p: 25

<sup>69</sup> Dewi Sri Kuning. (2020). *Application of Social Media to Learn Speaking*. Jurnal Elsa. 18(1), p. 78

choosing an appropriate Mall for classroom, the learning process will be fun, more effective and highly significant and students will be able to improve their speaking, listening, reading and writing skill. Hence, this research is planned to to improve student's writing descriptive by using Hello English application.

### **B.3 Hello English Application**

Hello English application is an English language learning application, which allows users or students to learn the English language through interactive module that can enrich their language skill<sup>70</sup>. Hello English uses AI to teach English to the world by preparing 475 lessons in 19 phases along with a complete and clear material explanation that can make students easier to understand. This application also provides not only dictionary to learn new words and hear the pronunciation, but also provide word games and various exercise like; news, conversation, article, games and many other<sup>71</sup>. This is an application that extremely helpful for learners from absolute beginner up to upper intermediate. This application focuses on engaging the students' activities and brought the passionate language learners distribute around the world by providing around 23 languages to be learned that can be selected according to target language (like English). That is very useful to overcome the common problem of teaching and learning process<sup>72</sup>.

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<sup>70</sup> Wikipedia. (2016). *Hello English*. Cited on 16<sup>th</sup> December, 2020, from [https://en.m.wikipedia.org/wiki/Hello\\_English](https://en.m.wikipedia.org/wiki/Hello_English)

<sup>71</sup> Nishant Patni. (2017). *Hello English*. Accessed on 19<sup>th</sup> October, 2020, from <https://helloenglish.com>

<sup>72</sup> EM Casalena. (2020). *Should You Use the Hello English App? Read This Review First*. Retrived on 17<sup>th</sup> February, 2021, from <https://www.fluentU.com/blog/english/hello-english-app-review/>



Figure 2.1 Hello English app Logo and Screen Display

With the various features and interesting screen display, learners and students can improve their ability in speaking English, comprehending grammatical rules and expanding list of vocabularies. However, in this research, the researcher only focuses on increasing students' writing ability by developing their basic knowledge to make a descriptive text.

#### B.3.1 Hello English Application Features

Feature is an important part or important quality of an application and here there are six main features of Hello English, as follow:

##### 1. Homework

In homework feature there is a basic course that contains three main sub features, as follows:

##### a) Learning the material

Understand the subject briefly and creatively by using listening, reading a short explanation and some brief and various tests.

(See figure 2.2)



b) Starting a game

In this sub features, learners can strengthen their understanding by doing two types of games, like; tea and spelling bee games.

(See figure 2.3)

c) Challenges

There two challenges for this features, as follows: (1) Quizathon Challenge; where learners will compete to search other and the opponent will choose randomly by the application. Thus, there will be a gold coin reward for every game that has done. (2) Spellathon Challenge; where learners need to translate a word in Bahasa Indonesia and arrange the alphabets into good English. The opponent will be chosen by the application and every challenge will have twenty seconds to translate for each word.



Figure 2.2 Display of homework

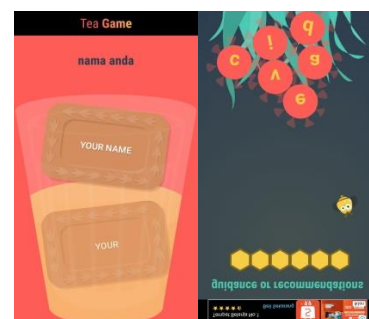


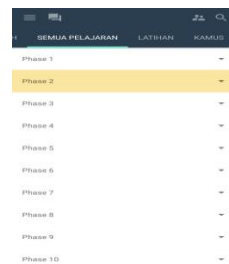
Figure 2.3 Kinds of Games



Figure 2.4 Spellathon Challenge

## 2. Lessons

Lessons divided into nineteen phases of 475 subject materials that can be chosen by students or learners. Every phases has different sub-material such as simple present tense, describing person, colors, the verb of 'have/has', possession, describing a place and many other subjects.



### 2.5 Lesson Feature

## 3 All Course

This is a paid feature, learners or students can't open it if they do not pay it yet.

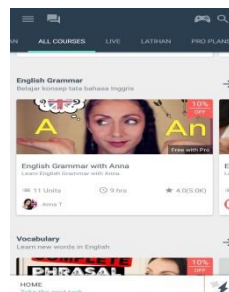


Figure 2.6 All Course Display

## 4 Live

This evening class is for live English speaking practice each day of the week. This feature offers two types of live, such as paid features (in which the live is in present time); and free feature (in which the live has done earlier).



Figure 2.7 Live Display

## 5 Tutor

Leaners can take this lesson with a tutor for 15 minute 1 on 1 live class.

This is also a paid feature. There is no image available in the tutor feature.

## 6 Exercise

This is one of the most interesting feature of Hello English, it contains 8 main sub features, such as; challenge, news, conversation, article, games, video, audio and book. Every features can be used just click on the display.

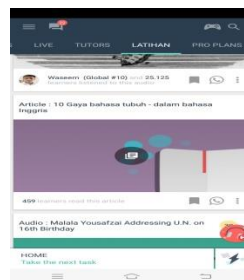


Figure 2.8 Exercise Feature

In this research, there were three main features of Hello English that used such as homework, lessons and exercise. The reason was those three features were appropriate to increase students' basic skills that provided a brief explanation of the lesson, drilling exercises and game features which were properly and gradually increase students' ability in generating writing process.

### B.3.2 Procedure of Utilizing Hello English for Teaching Writing

Before starting teaching, it is really important for teachers to make a preparation. Teacher has to make some preparation before conducting teaching and learning process. As for some points that need to be prepared by teachers such as; material, media (Hello English) and lesson plan<sup>73</sup>. This preparation will make the teacher easier to conduct an effective teaching learning process. The beginning step is to download Hello English and get started with it.

#### B.3.2.1 Getting started with Hello English

Before using this application to learn English, the students must have an email address as the condition for making an account of Hello English to start everything. Learners can't use Hello English for learning before installing and registration their account. There are three ways for using this application, such as:

1. Download and install Hello English application in the PlayStore of students' smartphone.
  - a) Creates an account using students' email to 'sign in' and click "OKE". Continue and follow the next steps of "creating an account" (See Figures below)



Figure 2.9 Language choosing

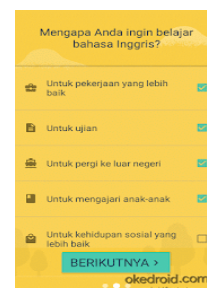


Figure 2.10 reason for learning

<sup>73</sup> Jonathan Savage. (2015). *Lesson Planning: Key Concepts and Skills for Teachers*. New York: Routledge. P:04



Figure 2.11 Choosing an avatar

#### B.3.2.2 Starting to learn English writing with Hello English

According to Butar-Butar and Simatupang, Hello English can improve students' vocabulary and grammatical understanding that is the main key to increase writing ability. Mastering grammatical rule and vast vocabulary are really helpful to form students' writing ability<sup>74</sup>. They also recommend that the use of Hello English Application could serve as innovative media to amuse students in learning English and can be thought as the solution to repair students' ability in writing. Based on the theory, the research modified the theory to strengthen students' grammar, vocabulary ability and their ideas, then; led them to the real writing practices that could be seen as follows:

1. Firstly, strengthen student's knowledge by leading them to learn the subject in phase four to six. The information about descriptive was explained manually.



Figure 2.12 Lesson

<sup>74</sup> Ranta Butar-butur and Elia Simatupang. (2019). *The Impact of Technology Hello English Application in EFL Classroom*. LINGUAL. 8(2), p. 02

2. Secondly, teacher used various games and tests to increase students' vocabulary knowledge.



and



Figure 2.13 Games

3. Thirdly, students was lead to analyze vocabularies that contained the Hello English lesson features before giving them additional words in describing someone' look or the character.
4. Fourthly, the students were shown an animated picture and were asked to make one paragraph of descriptive based on the picture shown. To start a discussion the teacher chose one of students to write his/her text in teacher's laptop then discussed it generally in front of the class by using projector.

## B. Relevant Studies

According to the literature reviews above, those have insisted that Hello English application is able to develop students' English basic skills by the various features of its. However, in this research, students' performance in English writing will be the focus of the research. Here are some previous researches that had been conducted by other researchers, as follows:

First was the research of Ariani; this research aimed to know and proved that Hello English application was able to improve students' writing skill by using its various topics and games features at Elementary School that consisted of 25 students. This research used classroom action research in which the data was collected by test (pretest and posttest), interview sheet, observation sheet diary

notes and documentation. The data of their research used t-test formula that can be seen by the coefficient of  $t_{table}$  (2.06) with the fact level  $\alpha = 0.05$  was 6.88 in the coefficient of  $t_{observation}$  ( $6.88 \geq t_{table}$  (2.06)). Then, alternative hypothesis ( $H_a$ ) can be accepted. Therefore, Hello English application can be used as a tool in improving students' writing skill and improved their writing skill its various topics and games features<sup>75</sup>.

The second was a study conducted by Ginting who conducted the research at the Eighth Grade of Junior High School of SMPN 1 STM Hulu that consisted of 64 students. This research is a quantitative research with quasi-experimental design. In collecting the data, the researcher used tests like pre-test which was given before the treatment and posttest which was given after the treatment. Then, the data obtained were analyzed by using t-test in SPSS 20 with 5% (0.05) significance level. Further, it is shown by the analysis of the data that  $t_0$  was higher than t table in the significance level of 5% ( $8.984 > 1.669$ ). Therefore, the  $t_0$  result  $>$  t-table generated that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted. Thus, the research was concluded that Hello English application has significant effect on the students' vocabulary<sup>76</sup>.

Based on the previous research above, it was clear that Hello English application was able to use as a tool in increasing students English basic skill, even-though there were only few researches in the writing field who said so. Therefore, this research focused on providing valid and reliable information to confirm that Hello English was worth to use in increasing students' writing skill

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<sup>75</sup> Ariani, *Op.Cit.*, Hal. 48.

<sup>76</sup> Ginting, *Op. Cit.*, page. 60.

of descriptive text at all ages including senior high school. Thus, naturally, this research was believed to be able to provide some valid information in proving that Hello English could develop students' writing skill.

### **C. Conceptual Framework**

Based on theoretical framework and related studies above, it can be inferred that writing is one of the four language skills that makes the writers productive and provide special instructions containing activities such as transforming ideas into a simple composition. In Indonesia, writing is instructed to be taught based on the regulation in Curriculum 2013 that required students to be able to understand and express various interpersonal, ideational and textual meanings both oral and written in the form of description, narrative and so on.

However in fact, the position of English as the foreign language systematically makes students have some difficulties in learning process, as follows; the limited use of teaching media; inadequate time of learning, lack of practice, the lack of students' motivation, and the less of students' linguistic ability in making a simple text. They did not seem to realize that every skills formed by some process. Yet nowadays, those problems can be solved if the teachers are able to utilize the technological development well. Simply, Technology integration is defined as a tool for teachers to make plan and to develop an innovative teaching and learning method for completing their duty and assignment students' English skill (especially in writing).

One of the most famous kinds of technology used in English language teaching is MALL. MALL is an approach to enhance language learning by using



mobile device that is able to support, expand, enhance course content, learning activity and teacher-learners interaction. By using MALL properly, teachers will have a big possibility to overcome students' difficulties in their English skills. There are many kinds of MALL one of them is Hello English.

Hello English is an English language learning application, which allows users to learn English language through interactive module and provides users some various and interesting features. The utilizing of Hello English is focused on repairing learners linguistic ability like; grammar, words/meaning, words function and games that have been important parts to increase learners writing ability.

As previous research presented that the various and interesting features in Hello English were able to increase students' motivation, especially increasing students' linguistic skill because this application provided some lessons, games and challenges to train students' basic skill particularly in writing ability. Therefore, the researcher also believed that this research had been similar impact as the previous research that this application gave a good effect in students' writing descriptive text mainly in amount of vocabulary and the comprehending of grammatical rule in English written especially in senior high school.

#### **D. Hypotheses**

Hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation<sup>77</sup>. It is really important in research process because hypothesis is needed to prove whether an existing theory can be accepted

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<sup>77</sup> Daniel Muijs. (2011). *Doing Quantitative Research in Education with SPSS*. USA: SAGE Publication. P. 07

or not in latest condition. In accordance with theoretical and conceptual frame, the hypotheses are formulated as follows:

Null Hypothesis ( $H_0$ ): There is no significant effect of applying Hello English application on students' writing skill of descriptive text at the tenth grade of MA Raudhatul Jannah Subulussalam.

Alternative Hypothesis ( $H_a$ ): There is a significant effect of applying Hello English application on students' writing skill of descriptive text at the tenth grade of MA Raudhatul Jannah Subulussalam.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents research design, population and sample, the location and time of study, instrument for collecting data, technique for collecting data, validity and reliability, and technique for analyzing data.

#### **A. Research Design**

This research was conducted by applying quantitative research method. Quantitative research is frequently referred to as hypothesis-testing research which typical of this tradition is the following common pattern of research operations in investigating, for example, the effects of a treatment or an intervention<sup>78</sup>. The purpose of quantitative research usage is to get the realism and objectivism of data between two variables (numerical data analysis)<sup>79</sup>. It was appropriate with the purpose of this study which reached a conclusion about the effect of Hello English on writing ability. Related to the objective of this research, the method used in this research was experimental research design by using pre-test and post-test.

According to Cooper et al experimental research is applied behavioral analysis or single subject experiments in which an experimental treatment is administered over time to a single individual or a small number of individuals<sup>80</sup>. Besides, the purpose of using the experimental research is to seek and to

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<sup>78</sup> Newman et al. (1998). *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*. USA: Southern Illinois University Press, p. 18

<sup>79</sup> Daniel Muijs, *Op. Cit.*, p. 03.

<sup>80</sup> John W. Creswell. (2012). *Research Design; Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*. USA: SAGE Publication, p. 12

determine if there is a specific influence or effect to both dependent and independent variables; or how both groups scored on an outcome<sup>81</sup>.

Thus, this study was conducted in quantitative research form with quasi experimental design and pretest-posttest control design. According to Millsap and Livares quasi experiment research design is estimating the effect of treatment or intervention requires a comparison between what happened after the treatment was implemented and what would have happened if the treatment had not been implemented<sup>82</sup>. This design is conducted to evaluate and attain the effect of the independent variable of interest and explain relationships and/or clarify why certain events happened<sup>83</sup>. It was appropriate with the purpose of this study which was to reach a conclusion about the effect of Hello English on students' writing skill.

In this research, the sample of the research were divided into two groups; first, experimental class that was taught by using Hello app as the main media in their learning process. Second, the control class that was not taught using Hello English application. The researcher used the simple facilities that exist in the classroom as the main media of their learning process. Afterwards, the pre-test and post- test was given in the both classes for getting the systematic result.

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<sup>81</sup> Syed Muhammad Sajjad Kabir. (2018). *Research Design*. Research Gate. 1(6), p. 131

<sup>82</sup> Roger E. Millsap and Alberto Maydeu Livares. (2009). *Quantitative Method in Psychology*. USA: SAGE Publication. P. 47

<sup>83</sup> Kultar Singh. (2007). *Quantitative Social Research Mwthod*. New-Delhi: SAGE Publication Ltd. India. P. 67

According to Rogers and Ravers, the design of the quasi-experiment of pretest-posttest design will be presented by the following table<sup>84</sup>:

**Table 3.1 Quasi-Experimental Design: Pre-test and Post-test Design**

Group	Pre-Test	Independent Variable	Post-Test
Control	✓	X	✓
Experiment	✓	✓	✓

### **B. Population and Sample**

Population refers to a group of individuals who share common characteristic. A common characteristic of a population is individuals living in the same geographical location<sup>85</sup>. In this research, population had two main statuses such as; used as an object (the substance under study) and used as information resource (like human or document). Then, the target of population in this research was the tenth grade of SMA Swasta Raudhatul-Jannah in the academic year of 2020/2021 that consisted of three main classes (X-A, X-B and X-C). In this case, the suitability of high school syllabus with research objectives had been the main reason why those classes were chosen as population of the research.

As for the way to simplify the research process was to determine the sample. Sample was a finite part of a statistical population whose properties were used to make estimates about the population as a whole<sup>86</sup>. The sample that was taken can be a trustworthy representative among the population. It could make the

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<sup>84</sup>John Rogers and Andrea Reversz. (2019). *Experimental and Quasi-Experimental Design*. Retrived on 22<sup>nd</sup> March, 2021, from <http://www.ResearchGate.net/publication/334250281>

<sup>85</sup>Mac. (2010). *Dissertation Mentoring Handbook; Strategies for Quantitative Research*. Minnesota: Waruingi Administration. P. 48

<sup>86</sup>Mac, *Ibid.*, Hal. 88

research process data would be easy to get. Cluster Random Sampling was used in this research because it was the most appropriate technique when the sampling unit is not an individual but a group<sup>87</sup>. Therefore, in this technique; the whole population was divided into clusters or groups. Subsequently, a random sample was taken from these clusters, all of which were used in the final sample. In theoretical, the cluster random sampling was done by some procedures, namely: (1) Choosing cluster grouping for sampling frame. (2) Numbering each of the clusters. (3) And finally selecting sample using random sampling<sup>88</sup>.

Furthermore, in this research, the same processes also had been conducted, as follows: First, naming each class on a small piece of paper. Second, the paper was rolled and put into a bottle. Third, the bottle was shaken and two rolled papers were put outside. Finally, the X-A and X-B were selected as the samples. Then, in order to decide which one of the two classes would be the control group and which one would be the experiment group. A lottery was applied to two rolled papers. The result was the first rolled paper as experiment group and the second as the control group. Finally, the result was X.A class as the experiment group, while X-B as control the group. The two classes had slight different number of students and each of them consists around 23 or 24 students.

The following table explained the total number of the students as a sample in X–A and X-B classes.

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<sup>87</sup> Abbas Tashakkori and Charles Teddlie. (2003). *Mixed Methods; In Social and Behavioral Research*. USA: SAGE Publication. P. 279

<sup>88</sup> Hamed Taherdoost. (2016). *Sampling Method in Research Methodology; How to Choose a Sampling Technique for Research*. International Journal of Academic Research in Management (IJARM). 5(2), p. 21

**Table 3.2. The Total Number of Sample**

No	Experimental Group (X-A)		Control Group (X-B)		Total
	Gender	Total	Gender	Total	
01.	Boys	8	Boys	10	18
02.	Girls	15	Girls	14	29
<b>Total</b>		<b>23</b>	<b>Total</b>	<b>24</b>	<b>47</b>

### **C. The Location and Time of the Study**

The setting of the research was at SMA Swasta Raudhatul-Jannah. It is located in the street of Syeh Hamzah Fansyuri, Subulussalam City, Aceh 24782. This school was chosen because this school never used any application for learning process. This made the teacher of the school highly supported this research process to be done. Furthermore, this research was conducted on 06<sup>th</sup> April – 29<sup>th</sup> April 2021.

### **D. The Instrument for Collecting Data**

In conducting a research, instrument is a tool or technique using to enhance the process of collecting research information to answer a particular research question<sup>89</sup>. In this study, a test was chosen as the instrument to measure students' writing descriptive text ability. It was because a test was an easy and useful tool in evaluating, diagnosing or monitoring students' development ability. In the process, the researcher used an essay test with animated picture to be described. The main topic of the test was describing people and place. Furthermore, students were given forty-five minutes duration to write maximum two paragraphs on the test.

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<sup>89</sup> Elia Sabangi Mlingo. (2016). *Introduction to Research Methods and Report Writing; A Practical Guide for Students and The Humanities*. USA: RESOURCE Publication. P. 78

The tests were distributed in pre-test and post-test form for both classes. Pre-test was given before treatment to measure students' basic abilities in writing and post-test was given after treatment to measure students' achievement and the effectiveness of the program. After the data were obtained, they were assessed by using analytic scoring. Analytic scoring is a method of evaluating students' work that assigning a separate score for each dimension of task. Analytic rubric of essay writing often include the following dimensions, like; grammar, ideas organizations, vocabulary and mechanics<sup>90</sup>. In this study used the analytic scoring for assisting the task. Students would get the perfect score if they could adjust the four main dimensions that had been set for the assessment. The assessment specification could be seen in the appendix 4. Thus, the assessment rubric was presented as the following table:

### 3.3 The Rubric of Assessment

NO .	Student names	Score				Total Score	Real Score
		Gramm ar	Vocabul ary	Organizati on of Idea	Mechanic		
1.	A	5	5	5	5	20	100
2.	B	2	4	3	4	13	65

Then, the scoring process was done by using scoring guideline for students' writing task, as follow:

$$NA(Final\ Score) = \frac{\text{Score Obtained}}{\text{Maximum Number of Scores}} \times 100$$

After all, their score would be scored using formula:  $NA = \frac{20}{20} \times 100 = 100$ .

<sup>90</sup> Bruce B. Brey. (2000). *Educational Research Measurement, and Evaluation*. USA: SAGE Publications. P. 91



## **E. The Technique for Collecting Data**

In this research, the technique of collecting data was conducted in three phases: 1) Pre-test as very beginning phase to know the basic skill of students; 2) Treatment as process of utilizing Hello English application in Learning descriptive text; and 3) Post-test as the last phase to know the effect of activities. Further explanation about the techniques was described below:

### **E.1 Pre-Test**

Pre-test provides measurement of the outcome of interest prior to administering some treatment<sup>91</sup>. There was only one big animated picture of an animation man or girl in pre-test. Further, students needed to make a simple descriptive text (maximal two paragraphs) that described the animation person specifically and clearly. The scoring system was equated with analytic scoring system. The pre-test was given for both classes. This process will allow the researcher to see any trends (students' initial score) before the treatment is even introduced<sup>92</sup>. The purpose of pretest was to know the basic skill of students before the treatment.

### **E.2 Treatment**

After conducting pre-test, the researcher gave a treatment to both experimental and control class. In control class, the researcher did not use any applications in teaching-learning process. Otherwise, in experimental class, the researcher used Hello English application in teaching-learning process.

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<sup>91</sup> Neil J. Salkind. (2012). *Pretest – Posttest Design*. Cited on 15<sup>th</sup> December, 2020, from <http://methods.sagepub.com/doi/full/10.1177/1054773816666280>

<sup>92</sup> Frederick J. Gravetter and Lori Ann B. Forzano. (2016). *Research Methods for the Behavioral sciences*. USA: CENGAGE. P. 251

Every activity that was conducted in both classes was started with the opening activity, core activity and ended with the closing activity. As for the activities at the opening were greeting, apperception, motivation and check attendance-list. These steps were done in every meeting. Then, the media and materials that used in activities was almost the same. The media like laptop, mobile phone, projector and loudspeaker were used in both classes. The difference was the used of mobile phone and the application only in experiment class. For the material, both classes learned about descriptive text completely. Further, the activities were explained as the following table:

**Table 3.4 The Activities of Experiment and Control Class**

NO.	The Activities	Experimental Class	Control Class
1.	Pre-Test (06 <sup>th</sup> April 2021)	1. Learning activity: - Gave the pre-test and collecting the result of the pre-test.	1. Learning activity: - Gave the pre-test and collecting the result of the pre-test.
2.	First Meeting (09 <sup>th</sup> April 2021)	1) Learning activity: - Discussed the materials lesson no 4,6, 25 and 26 - Did some tests and games in lesson features. - Reviewed grammatical rules and new vocabulary - Wrote text descriptive based on picture shown and discussed it together.	1. Learning activity: - Gave some new vocabulary - Did some questions and answers. - Used a book's picture and pictures to make a text of descriptive.
3.	Second Meeting (20 <sup>th</sup> April 2021)	1. Learning activity - Discussed the material lesson no 22 and 23. - Did some tests and games in lesson features. - Used video feature titled 'United States Travel Guide – Top 5 Destinations' - Reviewed grammatical rules and new vocabulary - Wrote text descriptive based	1. Learning activity: - Used books and pictures the meaning and the use of vocabularies; then, starting to real writing process - Asked them to make a simple example of descriptive text. - Discussed one of the

		on picture showed and discuss it together	texts together by writing it on the whiteboard.
4.	Third Meeting (22 <sup>nd</sup> April 2021)	1. Learning activity <ul style="list-style-type: none"> <li>- Discussed the material in lesson no. 37, 38 and 39.</li> <li>- Did some tests and games in lesson features.</li> <li>- Used article features titled 'The Taj Mahal'</li> <li>- Reviewed grammatical rules and new vocabulary</li> <li>- Wrote text descriptive based on picture showed and discuss it together</li> </ul>	1. Learning activity <ul style="list-style-type: none"> <li>- Watched the short video from you-tube; before discussing the content.</li> <li>- Asked them to analyze the example and answer it questions.</li> </ul>
5.	Fourth Meeting (27 <sup>th</sup> April 2021)	1. Learning activity <ul style="list-style-type: none"> <li>- Discussed the material in lesson no 41.</li> <li>- Did some tests and games in lesson features.</li> <li>- Translated news titled '25 foot tall Lord Hanuman statue shipped from Telangana installed in US'. And answer the questions</li> <li>- Did some games or challenge.</li> <li>- Reviewed grammatical rules and new vocabulary</li> <li>- Wrote text descriptive based on picture showed and discuss it together</li> </ul>	1. Learning activity <ul style="list-style-type: none"> <li>- Discussed the material</li> <li>- Begun to real writing process.</li> <li>- Analyzing the descriptive paragraph and answer its question</li> <li>- Made two descriptive paragraphs of tourist spot specifically.</li> </ul>
6.	Post-Test (29 <sup>th</sup> April 2021)	1. Learning activity <ul style="list-style-type: none"> <li>- Reviewed the previous subjects.</li> <li>- Used challenge and games feature to trigger students' memory about the last lesson.</li> <li>- Discussed some questions from students.</li> <li>- Gave the post-test and collecting the result of the post-test.</li> </ul>	1. Learning activity <ul style="list-style-type: none"> <li>- Reviewed the previous subjects.</li> <li>- Discussed some questions from students about descriptive text.</li> <li>- Gave the post-test and collecting the result of the post-test.</li> </ul>

Furthermore, there were four main steps that consistently did for closing the class, such as: giving appreciation to students activity, made a conclusion of

subject learned, motivated them to be a better people and praying to God. These steps were also be done at the end of each meeting in both classes.

### **E.3 Post-Test**

Post-test is a test given to the students after completion of an instructional program<sup>93</sup>. The format of post-test was similar with pre-test, but in post-test this study used a real picture not animated, it was purposed to facilitate students in developing their idea and creativity to describe a really exist place. There were three big tourist spot pictures that used as post-test as follows; Colosseum in Rome, Aurora in Iceland and Jeju Island in Korea that were distributed randomly. In this post-test, students made maximum two complete paragraphs to describe the place that shown on the paper. Moreover, the purpose of post-test was to know the achievement of students' writing ability after treatment.

### **F. Validity and Reliability of Data**

Validity means accuracy or exactness. Basically, the validity of the test means the interrelatedness between the accuracy of the test as a measure with the object measured.<sup>94</sup> It means that the test in this research could be categorized as a valid test, if that test could measure the students' writing ability. In this research, the validity was measured by using content validity. Content validity means feasibility or relevance testing of the content of the test through rational analysis by experts (experts' judgment)<sup>95</sup>. Content validity ensures that the set of items

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<sup>93</sup> Fenti Susilawati. (2017). *Teaching Writing of Narrative Text through Digital Comic*. Journal of English and Education. 5(2), p. 106

<sup>94</sup> Asrul, Rusydi Ananda and Rosmita. (2015). *Evaluasi Pembelajaran*. Bandung: Cipta Pustaka Media. P. 122

<sup>95</sup> Hendriyadi. (2017). *Validiti Isi: Tahap Awal Pengembangan Kuesioner*. Journal Riset Management and Bussiness (JRMB). 2(2), hal. 171

being assessed must represent the concept that be measured and should be arranged according to material has been learned by students or the competence has been developed in the learning process<sup>96</sup>. The researcher constructed the instrument based on core competence in 13 curriculum syllabus and the subject they learned in Senior High School, especially for the tenth grade. Moreover, the measuring of validity process was done by determining of a whole validity value using Coefficient V Aiken.

Meanwhile, reliability refers to consistency of the measurements. Directly, the reliability of the test is a test with a reliable assessment<sup>97</sup>. Thus, reliability is the quality of the consistency that the procedure demonstrated over a period time. The reliability process focused on consistency of the result obtained. A test was said to have reliable if it was used in the same situation on repeated occasions and the result of measurement obtained relatively consistent. In this study, the reliability was measured by internal consistency method with Alfa Cronbach technique, as follows:

$$r_i = \left[ \frac{k}{k-1} \right] \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

In which:

$r_i$  = Realibility Coefficient of Alfa Cronbach

$k$  = The total item of question

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<sup>96</sup> Khoirul Bashooir and Supahar. (2018). *Validitas dan Reliabilitas Instrument Asesmen Kinerja Literasi Sains Pelajaran Fisika Berbasis Item*. Jurnal Penelitian dan Evaluasi Pendidikan (PEPI). 22(2), hal. 222

<sup>97</sup> Asrul, Rusydi Ananda & Rosmita, *Op. cit.*, p. 125.

$$\sum s_i^2 = \text{Total varian}^{98}.$$

Yusup also stated that the Alfa Cronbach technique was suitable enough to measure the reliability of essay test. For the specific information, it could be seen in appendix V (about the result of validity and reliability test).

## **G. Technique for Analyzing Data**

After collecting the data, the next step the researcher did was to analyze them. The data of the tests in this research were calculated and analyzed by using software Microsoft Excel 2010 with the significance level of 0.05. The data analysis, moreover, consisted of several parts as follows:

### **G.1. Preliminary Analysis**

After collecting the data, the preliminary analysis was firstly conducted to see if the data were qualified for hypothesis testing. The preliminary analysis consisted of descriptive statistic, normality and homogeneity tests that were calculated by using Microsoft Excel 2010. The data, moreover, could be said normally distributed and homogenous if the Sig. Displayed is higher than 0.05.

#### **a. Descriptive Statistic**

Descriptive statistics was conducted to summarize data in an organized manner by describing the relationship between variables in a sample or population. It represented the raw data results of the study. The descriptive statistics were important in a research study because they formed the basis for further analyses and enabled a reader of the research to replicate the study.

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<sup>98</sup> Febrianawati Yusup. (2018). *Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif*. Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan (DIK Tarbiyah). 7(1), hal. 21

Besides, the most important process in descriptive statistics is concerned with central tendency (mean, median and mode)<sup>99</sup>. According to the statement, this research explained some information explicitly. It was started by putting the students' score both in experimental class and control class in a table like:

**Table 3.5 The Score's Table of Control Class (X-A)**

NO	INIATL NAME OF STUDENTS	SCORE	
		PRE-TEST	POST-TEST
1.	AWB	25	60
2.	ASY	30	65
3.	AHM	20	65

**Table 3.6 The Score's Table of Experimental Class (X-B)**

NO	INIATL NAME OF STUDENTS	SCORE	
		PRE-TEST	POST-TEST
1.	AH	45	85
2.	AR	30	70
3.	DS	30	75

(See appendix 5 for more complete table and continue to the scoring of writing products) that is described as follows:

#### A. Mean

According to Martin and Bridgmon the mean (symbolized by) is the sum of individually scores<sup>100</sup>. The formula used to determine the mean is:

$$\bar{X} = \frac{\sum x_i}{N}$$

Where:

$\bar{X}$  = the mean score

$\sum x_i$  = the sum of students' score

$N$  = number of cases

<sup>99</sup> Parampreet Kaur, Jill Stoltzfus and Vikaz Yelappu. (2018). *Descriptive Statistic*. IJAM (International Journal of Academic Medicine). 4(1), p. 62

<sup>100</sup> William E. Martin and Krista D. Bridgton. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Result*. San Francisco: Jossey-Bass, p. 05

## B. Median

The median is the middle value when the observations are arranged the order of magnitude<sup>101</sup>. The formula used to determine the median for frequency distribution was:

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

Where:

Md = median

b = the lower limit of the interval within which the median lies

p = interval class length

n = the amount of data / total sample

F = the cumulative frequency in all interval below the interval containing the median

f = the median class frequency

## C. Mode

The mode is defined as the value that occurs most frequently in the data<sup>102</sup>.

The formula used to determine the mode for frequency distribution is:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Where:

Mo = mode

b = the limit class interval with the most frequency

p = interval (class width)

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<sup>101</sup> U.K Srivastava, G. V Shenoy and S. C Sharma. (1989). *Quantitative Techniques for Managerial Decisions*. New Delhi: New Age International Limited Publisher. P. 54

<sup>102</sup> William E. Martin and Krista D. Bridgton, *Op.Cit.*, hal. 04.



$b1$  = the frequency in above of interval containing mode

$b2$  = the frequency in below of interval containing mode.

### **b. Normality Test**

Normality test was conducted to investigate whether the data in sample already has normal distribution or not, it is used to generalize the population<sup>103</sup>. The normality test was done manually by using Microsoft Excel 2010 with Lilliefors method. The main reason of choosing Lilliefors as normality test was because the normality test needed a method that could produce consistent decisions and Lilliefors is one of normality tests which have a consistency level<sup>104</sup>. This test had requirements as follows: if the value of L-count had been compacted then the value must be compared with data of L-table  $\alpha = 0,05$ . The characteristics of Lilliefors can be seen as below:

- 1) If  $Lo < Lt$  = data is normally distributed
- 2) If  $Lo > Lt$  = data is abnormally distributed

### **c. Homogeneity Test**

Homogeneity test is defined as the assumption that any distribution or comparison of distribution shares the same level of variance within the particular group of data points<sup>105</sup>. Test of homogeneity aimed to determine whether the sample taken from the population had the same variance or did not show any

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<sup>103</sup> Slamet Riyanto and Aglis Andhita Hatmawan. (2020). *Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan dan Experimen*. Yoyakarta: DEEPUBLISH. P. 103

<sup>104</sup> Mitha Arvira Oktaviani dan Hari Basuki Notobroto. (2014). *Perbandingan Tingkat Konsistensi Normalitas Distribusi Metode Kolmogorov-Smirnov, Lilliefors, Shapiro-Wilk, dan Skewness-Kurtosis*. Jurnal Biometrika dan Kependudukan, 3(2), p. 127

<sup>105</sup> Mike Allen. (2017). *The SAGE Encyclopedia of Communication Research Method: Volume 1*. USA: SAGE Publication, Inc. P. 65

significant differences from each other. In the simplest way, homogeneity test was used for deciding if two populations with unknown distribution had the same distribution for each other. The homogeneity test was tested by using F-test technique and was counted by using T-test technique of Polled Variance in Microsoft Excel 2010. This technique is one of the famous ways to use and to facilitate the calculation of homogeneity data; and to figure out if the research needs to reject the null hypothesis or accept the alternative hypothesis<sup>106</sup>. To get the homogeneity data, the significant level of the test must have more than 0.05. The characteristics of F-test can be seen as below:

1) If  $F_{count} \geq F_{table}$  = data is not homogeneous

2) If  $F_{count} \leq F_{table}$  = data is homogeneous

## G.2 Inferential Analysis

Inferential analysis is used to generalize the result obtained from a random (probability) sample back to the population from which the sample was drawn<sup>107</sup>. Inferential analysis could help drawing conclusions from the research that has been conducted. In this process, the inferential analysis was conducted to see if the data were qualified for the t-test hypothesis testing. To attempt a conclusions that reach beyond the data observed. It satisfies specific questions raised prior to the study. There are two kinds of inferential analysis, like dependent test and independent test.

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<sup>106</sup> Stephanie. (2021). *Statistic How to*. Accessed on 14<sup>th</sup> March 2021, from <http://www.statistichowto.com/>

<sup>107</sup> Norman Blaike. (2011). *Inferential Analysis: From Sample to Population*. Cited on 22<sup>nd</sup> February, 2021, from <http://methods.sagepub.com/book/analyzing-quantitative-data>

### a. Dependent T-test

Dependent t-test or paired-test used to assess whether the scores on a scale or other measure have changed over time, as already noted (examining the effects of an intervention by comparing pretest and post-test scores on an outcome variable)<sup>108</sup>. Therefore, in this research decided which hypothesis would be accepted or rejected by finding the fact whether Hello English application was effective or not to improve student's writing descriptive of the tenth grade of senior high school so that dependent test would be measured. In this case, the data of pre-test and post-test in experiment and control group were calculated by using Microsoft Excel 2010 with the criteria as follows:

1. If score of  $t_{hitung} > t_{table}$  , then  $H_o$  is accepted
2. If score of  $t_{hitung} < t_{table}$  , then  $H_o$  is refused

### b. Independent T-test / Hypothesis Test

Independent t-test / Hypothesis test was applied in order to know the result of the research. This test was done after getting the result of dependent test with the criteria was as follows:

1.  $H_a$  is accepted if  $t_o > t\text{-table}$  with the Sig. (2-tailed)  $5\% < (0.05)$
2.  $H_0$  is accepted if  $t_o < t\text{-table}$  with the Sig. (2-tailed)  $5\% > (0.05)$

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<sup>108</sup> Banda Gerald. (2018). *A Brief Review of Independent, Dependent and One Sample T-test*. International of Journal of Applied Mathematics and Theoretical Physics. 4(2), p. 52

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

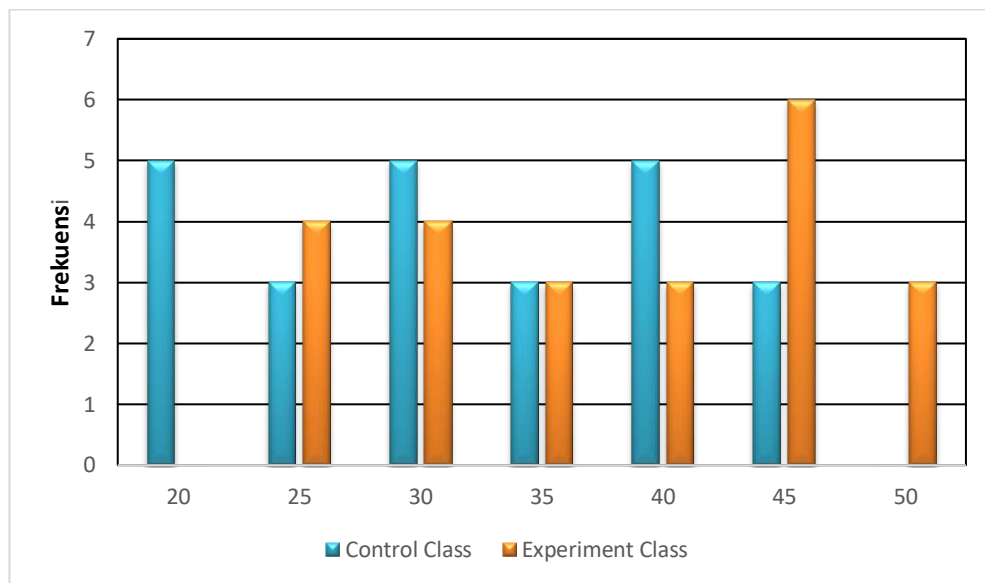
This chapter presents the findings of the study in descriptive statistics, the t-test result including the hypotheses test and the discussion of the study.

#### **A. Data Description**

In this research, the quantitative data were obtained by using quasi experimental design. There were two kinds of data found after conducting the research. There were the data from the experimental class (X-A) and the control class (X-B). The data were obtained by giving the pre-test and post-test to the students. The pre-test was given in the first meeting of the class before the treatment was conducted. It was conducted on 06<sup>th</sup> of April 2021. In the other hand, the post-test was given in the last meeting of the class after the treatment was conducted. The post-test was conducted on 29<sup>th</sup> of April 2021. In addition, there was slight difference number of students in both classes. There were 24 students in control class and there were 23 students in experimental class.

##### **A.1. The Pre-Test Score**

Before giving a treatment in the class, pre-test was distributed to both control and experimental class to find out how far the students understanding about descriptive text. Then, the scores obtained after pre-test had done. The figure 4.1 below indicates the result of pre-test score in experimental and control class at the first grade of SMA Swasta Raudhatul-Jannah under academic year 2020/2021. And the pre-test result score can be seen by the figure below, as follow:



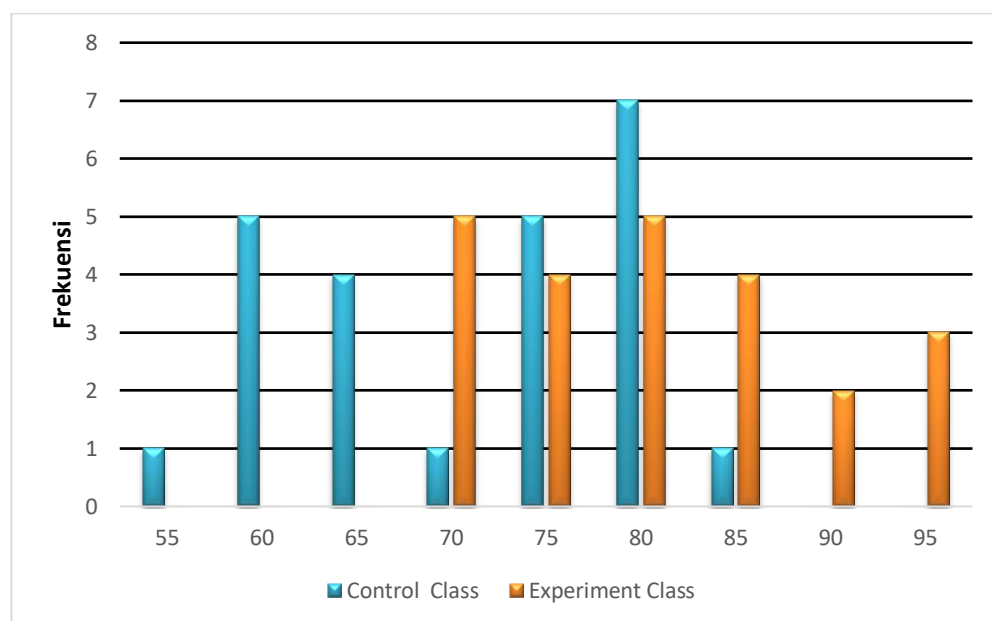
**Figure 4.1 Students' Pre-Test Score in Experimental and Control Classes**

Based on the figure 4.1 above, it can be seen that in the control class, the lowest score is 20 and the highest score is 45. This situation is different in experimental class, the lowest score is 25 and the highest score is 50. Between two classes there are three students who get same score of 35 the percentage is 12.5% in control class and 13.04% in experimental class. Meanwhile, based on the total value of pre-test, the lowest score of 20 is only owned by control class and nobody gets 20 in the experimental class. The opposite occurs at the highest score of 50 in which score is only owned by experimental class and nobody gets 50 in control class. Thus, the slight difference value only occurs in score 25 and 30. For score of 40 is dominated by students in control class (20.8%). Otherwise, for score of 45 is dominated by students in experimental class (26%). Based on the data shown above, it proved that both control and experimental classes have the nearly equivalent score which means have the same average level of writing descriptive. (The whole data of the pre-test

score in experimental and controlled classes can be seen in appendix IV part 1).

### A.2 The Post-Test Score

The same approach was done in the post test. After giving a treatment in the class, post-test was distributed to both control and experimental class to find out how far the treatment affected students' understanding about the topic learned. After distributing the post-test, the students' post test scores had automatically obtained. Furthermore, the figure 4.2 below indicates the result score of post-test in experimental and control class at the first grade of SMA Swasta Raudhatul-Jannah under academic year 2020/2021. There were 23 students in experimental class and there were 24 students in control class. Then, the post-test result score can be seen by the figure below, as follow:



**Figure 4.2 Students' Post-Test Score in Experimental and Control Classes**

Based on the figure 4.2 above, it can be seen that in the control class, the lowest score is 55 and the highest score is 85. This situation is different in

experimental class, the lowest score is 70 and the highest score is 95. The unique result is in the score of 55 – 65 is dominated by students in control class and nobody gets the range of score in the experimental class. The opposite occurs at the range of highest score of 90 and 95, those scores are only owned by experimental class and nobody gets the score in control class. The unique result occurs in the value of 70 and 85 in which these scores only got by one student in the control class. Besides, in the experimental class there is a slight total difference that got score of 70 is five students and four students have gotten score of 85. Thus, the slight difference occurs in the value of 75-80. For score of 75 is gotten by five students in the control class and four students in the experimental class. And the last for 80, the score in the control class is gotten by seven students and in the experimental class is gotten by five students. Therefore, according to the data shown above, it proved that both control and experimental classes had different score level of writing descriptive. (The whole data of the post-test score in experimental and controlled classes can be seen in appendix IV part 2).

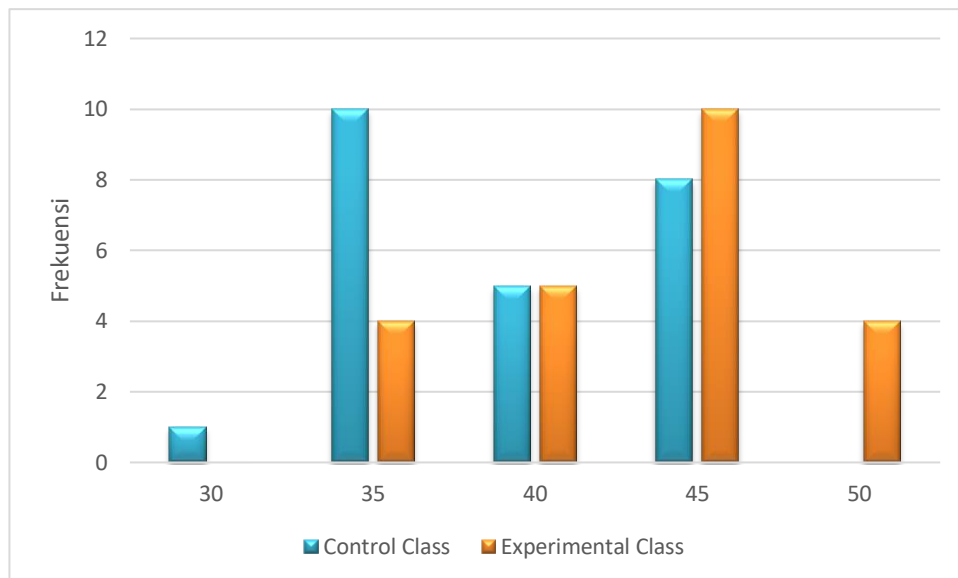
### **A.3 The Gained Score**

The gained score is the difference score between the magnitudes of the post-test score and pre-test score<sup>109</sup>. The gained score is also known as the difference score between pre-test and post-test that aims to know the effectiveness of using a treatment in a research. Thus, figure 4.3 below indicates the objective of gained score of pre-test to post-test in experimental and control class at the first grade of SMA Swasta Raudhatul-Jannah under

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<sup>109</sup> Ginting, *Op.Cit.*, P. 48

academic year 2020/2021. And the gained score can be seen by the figure below, as follow:



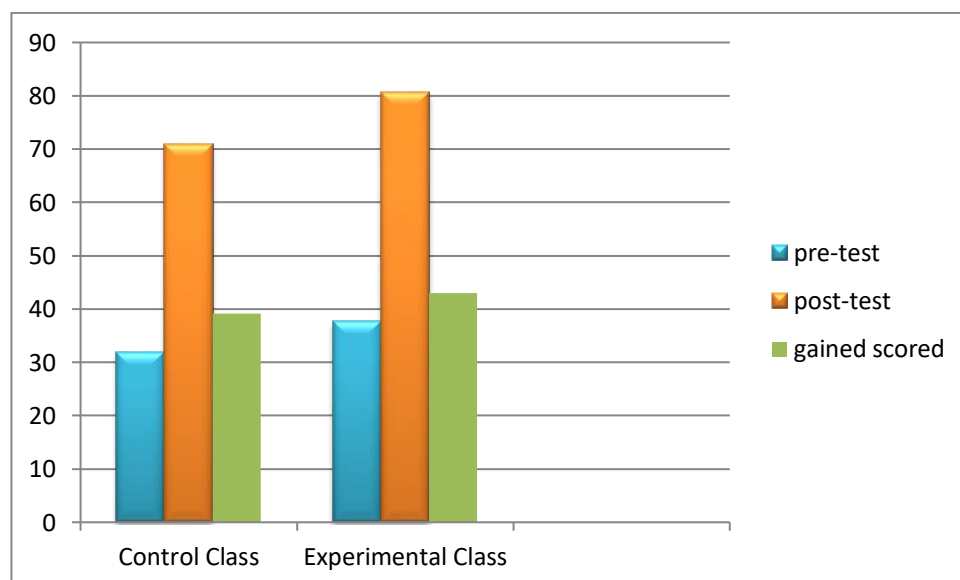
**Figure 4.3 Students' Gained Score in Experimental and Control Classes**

Based on the figure 4.3 above, it can be seen that the lowest range between control and experimental class are different. The lowest range of gained score in control class is 30 that achieved by only one student yet nobody achieved the 30 point range in experimental class and the highest range score is 45 that has gotten by eight students and ten students in experimental class. Otherwise, the lowest range of gained score in experimental class is 35 that has gotten by four students and ten students in control class. The highest range score is 50 that has gotten by four students yet nobody achieved the point range in control class. The achievement of the same range point occurs in 40 score, both classes succeed achieving the score that got by five students. Then, for the similar achievement occurs in 45 score as around eight students get the point range in the control class and around ten students get the point range in



(The whole data of the gained score in experimental and control classes can be seen in appendix IV part 3).

According to the data figure that shown above, it can be seen the improvement scores for both classes. To make the data understandable, the chart had been made to draw the improvement scores before and after the treatment especially for experimental class. The chart was derived from the mean scores of pre-test, post-test and gained score. It was also able describe the final result of the scores more easily. The figure can be seen as follow:



**Figure 4.4 Mean Score of Pre-Test, Post-Test and Gained Score of Experimental and Control Classes**

Based on the figure above, it had been found that there is an improvement scores both in experimental and control classes. It can be proved from the difference of the mean score of pre-test and post-test and also the gained score of experimental and control class. The mean score of pre-test in control class is 31.87 while in experimental class was 37.60. Then, the mean score of post-test in control class is 71.04 while in experimental class is 80.65. Furthermore,

it is found that the mean of gained score in control class is 39.16 while in experimental class is 43.04.

#### **A.4 Data Analysis**

In this research, the researcher analysed the data in three ways. First, the researcher tested the preliminary data by using normality and homogeneity tests; these analysis aims to know whether the data is accepted or not as requirement for t-test and hypothesis test. Second, the researcher counted the hypothesis test; by doing the F-Test firstly as the condition for hypothetical testing or T-Test. This step aims to know the hypothesis will be accepted or even rejected. Last but not least, the researcher concluded the result by counted the statistical hypothesis that aims to determine whether there is the significance effect of using Hello English Application on students' writing descriptive ability or not.

##### **A.4.1 Preliminary Analysis**

###### **a. Descriptive Statistic**

Briefly the descriptive statistic of the research result can be described in the following paragraph. According to data obtained from class taught without using applications, can be described as follows; the mean score of students in control class was 71.04 with the variance score was 80.38 and deviation standard (DS) was 8.96. The highest score was 85 and the lowest score was 55.

The mean score of post-test in the control class which taught without using Hello English application was 71.04. It means their basic writing skill was good enough. According to the students' answer sheet; it can be seen that they had understood the intent and purpose of the questions that had been given to them. They were quite capable to analyse and answer by giving some information

needed. Although there were still frequent errors in grammar as they still make some mistakes to arrange good compound sentence. As well as organization of idea as they were still able to contextually make frequent error. Inadequate vocabulary as they just used general words and repeated vocabulary to explain the picture questioned. Then, the visibly translated as they just made their paragraph to be comprehensible without very good transition and appropriate punctuation. So that, it can be concluded that students writing skill in control class were good enough (see appendix VI the product writing of students).

However, the different situation occurred in experimental class. Based on the data obtained from class taught by using applications, can be described as follows; the mean score of students in control class was 80.65 with the variance score was 71.14 and deviation standard (DS) was 8.43. The highest score was 95 and the lowest score was 70.

The mean score of post-test in the experimental class taught by using Hello English application was 80.65. It means their basic writing skill was very good. According to the students' answer sheet, it can be seen that they had understood well the intent and purpose of the questions that had been given to them. They were capable to analyse and answer by giving some information needed. Although they had made a few errors in English language elements yet the students can be thought pretty well in writing skill. Because of in the grammar rule, they just did minor errors in the paragraph as well as organization of idea as they were generally correct and comprehensible. Next, vocabulary as the used good and appropriate vocabularies to explain the picture questioned. Then, mechanism as they used good transition and appropriate punctuation. So that, it can be

concluded that students writing skill in experimental class that taught by using application were very good (see appendix VI the product writing of students).

### **b. Normality Test**

In this study, normality test was analysed by using Lilliefors method and counted manually by using Microsoft Excel 2010. This test is one of the requirements that should be fulfilled by the researcher before conducting the t-test. It aims to know whether the data from two classes are normally distributed or not. The normality test had done twice both before and after the treatment. The result of normality test can be seen in the table below:

**Table 4.1**  
**Normality Test of Pre Test**

	Lilliefors Test ( $\alpha = 0,05$ )		Result
	Lo	Lt	
Control Class	0,129	0,177	<b>Normal</b>
Experimental Class	0,156	0,179	<b>Normal</b>

According to the table above, it can be seen that in control class, the Lilliefors observation (Lo) shows the result around 0,129 meanwhile Lilliefors observation (Lo) in experimental class is 0,156 (See the specific data of normality in appendix V). With the total number of data (n) around 24 samples in the control class and 23 samples in the experimental class at the level of  $\alpha$  in 0,05, it was found that the result of Lilliefors table (Lt) 0,177 for control class and 0,179 for experimental class (See Appendix IX). It means that coefficient of Lilliefors observation in control and experimental class are smaller than Lilliefors table (Lo < Lt). Therefore, it can be concluded that the data of pre-test in control and experimental class are **normally distributed**.

**Table 4.2**  
**Normality Test of Post Test**

	Lilliefors Test ( $\alpha = 0,05$ )		Result
	Lo	Lt	
Control Class	0,166	0,177	<b>Normal</b>
Experimental Class	0,139	0,179	<b>Normal</b>

According to the table above, it can be seen that in control class, the Liliefors observation (Lo) shows the result around 0,166 meanwhile Liliefors observation (Lo) in experimental class is 0,139 (See the specific data of normality in appendix V). With the total number of data (n) around 24 samples in the control class and 23 samples in the experimental class at the level of  $\alpha$  in 0,05, it was found that the result of Liliefors table (Lt) based on revision version by Abdi and Molin is 0,177 for control class and 0,179 for experimental class (See Appendix IX). It means that coefficient of Liliefors observation in control and experimental class are smaller than Liliefors table ( $Lo < Lt$ ). Therefore, it can be concluded that the data of post-test in control and experimental class are **normal**.

Based on the normality test result above, the whole data in pre-test and post-test from the two classes are normally distributed. After the normality test data were obtained, another test to check the significant of data as the requirement of t-test and hypothesis test is homogeneity test.

### **c. Homogeneity Test**

After obtaining the results of normality test, the next step is to do the homogeneity test. The test is carried out in order to know whether the data from both groups have the same variants or not. In other words, this test aims to test the similarity of the sample in both classes. The test was calculated manually by using

variant test of F-test in Microsoft Excel 2010 (See the detail data of variant from control and experimental class in appendix IV). The description of homogeneity test in pre-test can be seen as follows:

**Table 4.3**  
**The Result of Homogeneity Test in Pre-test**

First Step	F-test Formula	The Result
$df1 = 23 - 1 = 22$ $df2 = 24 - 1 = 23$ $\text{Alfa } 0.05 = 2.74$	$F = \frac{S_1^2}{S_2^2}$	$F = \frac{\text{Varian Terbesar}}{\text{Varian Terkecil}} = \frac{76,976}{75,679}$  $= 1.017$
	Description: F: Value F Arithmetic $S_1^2$ : The Greatest Variant Value $S_2^2$ : The Smallest Variant Value	

According to the calculation of statistical above, it can be seen that coefficient of  $F_{count}$  ( $F_o$ ) is 1.017. At the level of  $\alpha$  in 0,05 and degree of freedom between the data of the two classes, it was found that the critical value of  $F_{tabel}$  ( $F_t$ ) is 2.74 (See in Appendix IX). It means that coefficient of  $F_{count}$  is smaller than  $F_{tabel}$  ( $F_o = 1.017 < F_t = 2.74$ ). It can be concluded that the variant data of pre-test in control and experimental class are **homogenous**.

Meanwhile, the result of homogeneity test in post-test can be seen as follows:

**Table 4.4**  
**The Result of Homogeneity Test in Post-test**

First Step	F-test Formula	The Result
$df1 = 24 - 1 = 23$	$F = \frac{S_1^2}{S_2^2}$	

df2 = 23 - 1 = 22 Alfa 0.05 = 2.77	Description: F: Value F Arithmetic $S_1^2$ : The Greatest Variant Value $S_2^2$ : The Smallest Variant Value	$F = \frac{\text{Varian Terbesar}}{\text{Varian Terkecil}} = \frac{80,389}{71,146}$ $= 1,129$
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According to the calculation of statistical above, it can be seen that coefficient of  $F_{count}$  ( $F_o$ ) is 1.129. At the level of  $\alpha$  in 0,05 and degree of freedom between the data of the two classes, it was found that the critical value of  $F_{tabel}$  ( $F_t$ ) is 2.77 (See in Appendix IX). It means that coefficient of  $F_{count}$  is smaller than  $F_{tabel}$  ( $F_o = 1.129 < F_t = 2.77$ ). It can be concluded that the variant data of post-test in control and experimental class are **homogenous**.

Based on the result of homogeneity test above, it can be concluded that all data in pre-test and post-test from the two classes are homogenous. After the result of homogeneity test was obtained, it means that all the requirements of T-test were complete and the next step was made a hypothesis that is T-test.

#### A.4.2. Inferential Analysis

##### a. Dependent Test

After normality and homogeneity tests were measured, the researcher calculated the data by using t-test with the pooled variance formula that counted manually in Microsoft Excel 2010. It was done to know the significance difference between experimental and controlled classes. The significance level for the t-test in this research is 5% (0.05). The researcher also used t-test to find out the empirical evidence about the effect of Hello English application on the students' descriptive writing ability. The process of the result of t-test is presented below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Description:

$\bar{x}_1$  = Mean of the 1<sup>st</sup> sample

$\bar{x}_2$  = Mean of the 2<sup>nd</sup> sample

$s_1^2$  = Variance of the 1<sup>st</sup> sample

$s_2^2$  = Variance of the 2<sup>nd</sup> sample

$n_1$  = Total of the 1<sup>st</sup> sample

$n_2$  = Total of the 2<sup>nd</sup> sample

The calculation is:

$$t = \frac{80,652 - 71,042}{\sqrt{\frac{(23 - 1) 71,146 + (24 - 1) 80,389}{23 + 24 - 2} \left[ \frac{1}{23} + \frac{1}{24} \right]}}$$

$$t = \frac{9,61}{\sqrt{\frac{1565,212 + 1848,947}{45} [0,0435 + 0,0417]}}$$

$$t = \frac{9,61}{\sqrt{\frac{3414,159}{45} [0,0851]}}$$

$$t = \frac{9,61}{\sqrt{75,8702 [0,0851]}}$$

$$t = \frac{9,61}{\sqrt{6,460}}$$

$$t = \frac{9,61}{2,542}$$



$$t = \frac{9,61}{2,542}$$

$$t = 3,781$$

According to the calculation above, it can be seen that the result of  $t$  observed is 3,839. In this testing hypothesis, the calculation of  $t$  table with the degree of freedom 45 ( $df = N_1 + N_2 - 2$ ) and at the level of significant 0,05 shows that the critical value is 2,014 (See the  $t$  table in appendix 7). After calculate the score, it shows that in this research  $T_{observed}$  is higher than  $T_{table}$  ( $T_{observed} = 3,781 > T_{table} = 2,014$ ).

#### **b. Independent Test**

Hypothesis test was used to know the significant of research by using criteria of statistical hypothesis. In order to know the result of the research, the researcher used statistical hypothesis test with the criteria as follows:

- b. If  $t\text{-test } (t_o) < t\text{-table } (t_t)$  in significant degree of 0.05 =  $H_a$  is rejected and  $H_0$  is accepted.
- c. If  $t\text{-test } (t_o) > t\text{-table } (t_t)$  in significant degree of 0.05 =  $H_a$  is accepted and  $H_0$  is rejected

According to the calculation of  $t$ -test, it is found that  $t$ -test is higher than  $t$ -table ( $t_{observed} = 3,781 > t_{table} = 2,014$ ). Thus, it can be conclude that  $H_a$  is accepted and it means that there is significant effect of using Hello English application on the students' writing skill of descriptive text of the tenth grade of senior high school.

## B. Discussion

Based on findings above, it indicates that there is significance effect of Hello English application on the students' writing skill of descriptive text of the tenth grade of senior high school. It is proven from the students' score of experimental class which has better improvement than the students' score in control class in doing the post-test. Whereas, the students' score of pre-test in both experimental and control class had the nearly same level of writing descriptive skill before the treatment was conducted. Thus, it shows the clear significance difference among students who were taught by using Hello English application and students who were not.

This result of study was connected to what Ariani found that Hello English application improved students' writing skill and their competence in learning English by discussing various interesting topic and some types of game. In conclusion of her research, stated that many vocabularies learned, practise and playing in Hello English Application significantly effect the students' proficiency in writing<sup>110</sup>. Ginting also stated that Hello English Application can improve students' vocabulary which has been the main condition for learning writing. Based on these two related studies, this further research has proven that Hello English also can be effective for teaching writing especially descriptive text at the tenth grade of senior high school<sup>111</sup>.

As one of mobile assisted language learning (MALL), Hello English in this study has proven that its position to be one of the most famous approach in language learning. It allows users to learn or practice English language through

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<sup>110</sup> Ariani, Loc.Cit

<sup>111</sup> Ginting, Loc.Cit

interactive module and interesting features (including various games) that can enrich their language skill. This application engage the students' activities and generally repairs learners linguistic ability like; grammar, words/meaning, words function and games that have been important parts to increase learners writing ability. As Arimbawa stated that writing instruction is still focusing on text-based approach that emphasizes grammatical and its discourse form (exploring how the texts work). It requires the learners pass some process in arranging some language elements of the target language (grammar, content, vocabulary, spelling and punctuation) to show and to allocate their ideas of feeling or anything in a written form on a paper or computer screen<sup>112</sup>. This statement requires to the writers to pass a progressive activity that assert the writers to read what they have written all over again, make changes and do corrections (automatically refers to grammatical instruction). As the final conclusion of this study, it is proven that there is a significant effect of using Hello English application on the students' writing skill of descriptive text of the tenth grade of senior high school students as new and creative media in teaching and learning process including in Senior High School.

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<sup>112</sup> Arimbawa, *Loc. Cit.*

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of the result in utilizing Hello English application on the students' writing skill of descriptive text.

#### A. Conclusion

Based on the finding and discussion obtained in this study, the researcher concludes that Hello English application is effective on the students' writing skill of descriptive text. It can be proved by the analysis of the data that  $t_0$  was higher than  $t_t$  in the significance level of 5% ( $3.781 > 2.014$ ). Besides, it can also be seen from the comparison between the mean of gained score of pre-test and post-test in control class and experimental class was 39.16 and 43.04. This score basically proves that there was a significant effect of utilizing Hello English application and  $H_a$  (Alternative Hypothesis) is accepted.

The effectiveness of utilizing Hello English application in writing skill proven more clearly by some studies that had been done previously. In conclusion is there is significance effect of Hello English application on the students' English skill like increasing their vocabulary, grammar skill, speaking and writing especially in writing skill of descriptive text. The effect itself is strong enough because Hello English application basically provides new vocabularies, some quizzes and practices and also various games that automatically strengthen students' basic skill in writing.

Because in fact, as the previous literature review summarized that writing instruction emphasizes grammatical and its discourse form (exploring how the texts work). It means before writing students need to have ability in some

language elements of the target language like grammar, content, vocabulary, spelling and punctuation. That way, students will be able to write what they are going to say and how they are going to say it by mastering the language element in the Hello English application in short, creative and interesting way.

### **B. Suggestion**

Based on the result of the study, the researcher presents some suggestions for the students, teachers and other researchers as follow:

1. Students need to find their own way of learning. They have to know how to utilize technological development well like MALL. Nowadays, there are many kinds of MALL like applications for example Hello English that can be used for language learning. Students need to realize that the less of learning time and practices in the classroom make them have to utilize the technological information well. Because if they do so, they will unknowingly increase their motivation and their skill because in hello application itself extremely will help students to increase their English skill especially in writing skill.
2. As the English teachers, they must be aware of their responsibility as teacher in which they need to aware of the importance of creating new strategies and using a suitable and appropriate media to use in the classroom. Especially the use of Hello English application that can be one of the effective approaches to use in the classroom.
3. For other researchers who are interested in the same field, they can try to apply Hello English application on the different level of learners through different topic and the same features as the significant effect of Hello

English application on the students' writing skill has been proved. They can also try to conduct further research in another skill of English because from the observation, the researcher found that this application also effects other skills in English such as speaking and listening.

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## APPENDIX I

### Lesson Plan of Experimental Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text, in accordance with the context of its use.
3. Understand and present a short descriptive text correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Hello English App, Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the learning subject by: Observing, Reading, Writing and Listening to the definition, function and grammatical structure of descriptive text.
Critical Thinking	Teacher will lead them to analyze the lesson of number 4, 5, 6, 25 and 26 in Hello English app. And teacher will give them chances to aks some questions related to the subject.
Collaboration	The teacher will let the students to do some simple tests and games for exploring what they got or understood about the lesson. In here, if students done the test and games faster, the teacher will ask one of them doing the quizhaton challenge or spellathon challenge. It is purposed to make the class more fun and active.

Communication	Teacher and students will review grammatical rules and vocabularies in Hello app. Then, the teacher will give them additional words about describing person looks or the characters.
Creativity	The teacher will show an animated picture of person then asked them one by one to describe that picture and write then on a paragraph. And after that the teacher will make a conclusion of some important points in learning pocess.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test..
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur



### Lesson Plan of Experimental Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text that describe a person properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about person, in accordance with the context of its use.
3. Understand and present a short descriptive text about person correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Hello English App, Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutes)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the learning subject by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text that describes a person or human and some important vocabularies.
Critical Thinking	Teacher will lead them to identify and to analyze the lesson of number 22 and 23 in Hello English app. Then, the teacher will give them chances to aks some questions related to the subject.
Collaboration	The teacher will let the students to do some simple tests and games for exploring what they got or understood about the lesson. In here, teacher will use article feature titled '10 style of body language' to develop students ideas and opinion about what people look like.

Communication	Teacher and students will review grammatical rules and vocabularies contained in Hello app. Then, the teacher will give them additional words about describing person looks or the characters.
Creativity	The teacher will show an animated picture of person and real person then asked them one by one to till become a descriptive paragraph.
<b>Closing Activities (20 Minutes)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test..
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Experimental Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text that describe the tourist spots properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a tourist spot in accordance with the context of its use.
3. Understand and present a short descriptive text about a tourist spot correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Hello English App, Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutes)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the learning subject by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text that describe a tourist spot and some of related vocabularies.
Critical Thinking	Teacher will lead them to identify and to analyze the lesson of number 37, 38 and 39 in Hello English app. Then, the teacher will give them chances to aks some questions related to the subject.
Collaboration	The teacher will let the students to do some simple tests and games for exploring what they got or understood about the lesson. In here, teacher use video feature titled 'United Stated Travel Guide – Top 5 Destinations' to develop students' ideas and imagination.

Communication	Teacher and students will review grammatical rules and vocabularies contained in Hello app. Then, the teacher will give them additional words about describing a tourist spot.
Creativity	The teacher will show a picture of a tourist spot then asked them to make two descriptive paragraphs of it.
<b>Closing Activities (20 Minutes)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test.
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Agreed by,  
Headmaster

Medan, January 2021

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Experimental Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text that describe a famous historical building properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a famous historical building in accordance with the context of its use.
3. Understand and present a short descriptive text about a famous historical building correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Hello English App, Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutes)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the learning subject by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text that describes a famous historical building.
Critical Thinking	Teacher will lead them to identify and to analyze the lesson of number 41 in Hello English app. Then, the teacher will give them chances to aks some questions related to the subject.
Collaboration	The teacher will let the students to do some simple tests and games for exploring what they got or understood about the lesson. In here, teacher use article feature titled 'The Taj Mahal' to develop students' ideas and imagination.

Communication	Teacher and students will review grammatical rules and vocabularies contained in Hello app features. Then, the teacher will give them additional words about describing a famous historical building.
Creativity	The teacher will show a picture of a famous historical building then asked them to make two descriptive paragraphs of it.
<b>Closing Activities (20 Minutes)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test.
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Agreed by,  
Headmaster

Medan, January 2021

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Experimental Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text that describe about person, a tourist spot and a famous historical building properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about person, a tourist spot and a famous historical building in accordance with the context of its use.
3. Understand and present a short descriptive text about person, a tourist spot and a famous historical building correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Hello English App, Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutes)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on review subjects by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text that describes about person, a tourist spot and a famous historical building and the related vocabularies.
Critical Thinking	Teacher will lead them to analyze the news feature OF Hello English app titled '25 foot tall Lord Hanuman statue shipped from Telangana installed in US'. Then, the teacher will give them chances to translate and answer its questions.

Collaboration	The teacher will let the students to play games or challenge to strengthen students' writing ability.
Communication	Teacher and students will review vocabularies and some information before doing their post test.
Creativity	The teacher will show a picture of a tourist spot then asked them to make three descriptive paragraphs of it.
<b>Closing Activities (20 Minutes)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test.
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur



## APPENDIX II

### Lesson Plan of Control Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text, in accordance with the context of its use.
3. Understand and present a short descriptive text correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : The tenth grade English book and Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.pinterest.com](http://www.pinterest.com) and [www.youtube.com](http://www.youtube.com) etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the subject learning by: Observing, Reading, Writing and Listening to the definition, function and grammatical structure of descriptive text.
Critical Thinking	Teacher will give chances to the students to ask some questions related to the subject learned both in factual and hypothetical.
Collaboration	The students will be asked to discuss, to collect information and exchange ideas about everything related to the function and grammatical structure of descriptive text.
Communication	The students will discuss to conclude and to express opinions regarding to the material that has been taught.

Creativity	Concluding some important points that emerge in teaching-learning activity that has been done by some activities, such as: written observation report, question-answer process and simple material test.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test..
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Control Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text about a person properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a person in accordance with the context of its use.
3. Understand and present a short descriptive text about a person correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : The tenth grade English book and Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com). etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the subject learning by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text and some vocabularies related in describing a person.
Critical Thinking	Teacher will give chances to the students to identify, memorize or ask some questions related to describe a person according to the use of the context.
Collaboration	The students will be asked to corporate in discussing, collecting information and exchanging ideas for understanding the function and the structure use of words that have been taught.
Communication	The students will discuss to conclude and to express the discussion result regarding to the function and the use of vocabularies in forming a simple descriptive text that

	describe a person.
Creativity	Concluding some important points that emerge in teaching-learning activity that has been done by some activities, such as: written observation report, question-answer process and simple material test.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test..
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Control Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text about a tourist spot properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a tourist spot in accordance with the context of its use.
3. Understand and present a short descriptive text about a tourist spot correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : The tenth grade English book and Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com). etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the subject learning by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text and some vocabularies related in describing a tourist spot.
Critical Thinking	Teacher will give chances to the students to identify, memorize or ask some questions related to describe a tourist spot according to the use of the context.
Collaboration	The students will be asked to coooperate in discussing, collecting information and exchanging ideas for understanding the function and the structure use of words that have been taught.

Communication	The students will discuss to conclude and to express the discussion result regarding to the function and the use of vocabularies in forming a simple descriptive text that describe a tourist spot.
Creativity	Concluding some important points that emerge in teaching-learning activity that has been done by some activities, such as: written observation report, question-answer process and simple material test.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test.
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### Lesson Plan of Control Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text about a famous historical building properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a famous historical building in accordance with the context of its use.
3. Understand and present a short descriptive text about a famous historical building correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : The tenth grade English book and Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com). etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on the subject learning by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text and some vocabularies related in describing a famous historical building.
Critical Thinking	Teacher will give chances to the students to identify, memorize or ask some questions related to describe a tourist spot according to the use of the context.
Collaboration	The students will be asked to coorporate in discussing, collecting information and exchanging ideas for understanding the function and the structure use of words that have been taught.

Communication	The students will discuss to conclude and to express the discussion result regarding to the function and the use of vocabularies in forming a simple descriptive text that describe a famous historical building.
Creativity	Concluding some important points that emerge in teaching-learning activity that has been done by some activities, such as: written observation report, question-answer process and simple material test.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test..
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur



### Lesson Plan of Control Class

School	: MA Raudhatul Jannah Subulussalam
Subject	: English
Class/Semester	: X/2
Topic	: Simple written and spoken descriptive text, about person, tourist spots and famous historical buildings.
Time Allocation	: 4 x 40 Minutes (2 meetings)

#### A. Learning Objectives

After following the learning process, the students are expected to be able to:

1. Understand, identify and mention the information contained in descriptive text about a person, a tourist spot and a famous historical building properly and correctly.
2. Master the application of text structure and arrange a simple descriptive text about a person, a tourist spot and a famous historical building in accordance with the context of its use.
3. Understand and present a short descriptive text about a person, a tourist spot and a famous historical building correctly and clearly.

#### B. Learning Media, Tools/Learning Materials & Learning Resource

- ❖ **Media** : Laptop, In-Focus, Loudspeaker.
- ❖ **Tools/Materials** : Marker, Whiteboard, worksheet, Assessment sheet and picture.
- ❖ **Resources** : The tenth grade English book and Internet like; [www.englishdaily.com](http://www.englishdaily.com), [www.youtube.com](http://www.youtube.com) and [www.pinterest.com](http://www.pinterest.com). etc.

#### C. Learning Steps

Preliminary Activities (20 Minutest)	
Teacher : Orientation, Apperception, Motivation and reference provision.	
Core Activities (120 Minutes)	
Literacy Activities	Students will be given motivation and guidance to be focus on reviewing subject by: Observing, Reading, Writing and Listening to the grammatical structure of descriptive text and some vocabularies related in describing a person, a tourist spot and a famous historical building.
Critical Thinking	Teacher will give chances to the students to identify and to do an essay test.
Collaboration	The students will be asked to coorporate in discussing any information after doing the test.

Communication	The students will discuss to conclude and to express the discussion result regarding to the any information about descriptive text.
Creativity	Concluding some important points that emerge in teaching-learning activity that has been done by some activities, such as: written observation report, question-answer process and simple material test.
<b>Closing Activities (20 Minute)</b>	
Giving an appreciation to a group who has a good performance and cooperation.	
Teacher will make a conclusion of the subject about some important points that emerge in teaching and learning process that have been done previously.	
Motivate and pray	

#### **D. Assessment**

- **Knowledge Assessment** in the form of description test or spoken test. The assessment based on students activeness for questioning and answering some direct questions about the material or it can be called direct test.
- **Skill Assessment** in the form of assessment for works and products. It will be focused on the result of their product (a simple text) in learning process by making a simple text according to the picture that will be shown in every meeting.

Medan, January 2021

Agreed by,  
Headmaster

English Teacher

Sri Eka Rindana Y, S. Pd

Ahmad Ansarnur

### The Questions at the First Meeting

1. Mention the definition of descriptive text and its function?
2. Write down five simple things that you would like to have and would not like to have in the future?
3. Write down your opinion in a simple descriptive paragraph of this picture?



### The Questions at the Second Meeting



1. Describe the situation and some characters are there on the picture above?

### **The Questions at the Third Meeting**

1. Mention one place or tourist spot that you really want to visit and why?
2. Describe the picture below simply and correctly?



### **The Questions at the Fourth Meeting**

4. Describe the picture below simply and correctly?



### The Questions at the Fifth Meeting

1. Choose among these pictures below then describe it well?



A. \_



B.



C.

### APPENDIX III

#### A. THE NAME AND INITIAL STUDENTS OF CONTROL CLASS

NO.	NAME	INITIAL
1.	Ali Wahda Bako	AWB
2.	Ali sya Fahmi	ASY
3.	Akbar Hadi Maulana	AHM
4.	Amelia Tri octapiana	ATO
5.	Anisa	AN
6.	Anggela Saputri	AS
7.	Bunga Dalila	BD
8.	Cut Putri	CP
9.	Evi Milawati	EM
10.	Firman Gani	FG
11.	Hubi Mahmuda	HM
12.	Mardian Syahri Irawan	MSI
13.	Maskur Fauzi	MF
14.	Nila Eka Fazlin	NEF
15.	Noris Yanti	NY
16.	Nur Azizah	NA
17.	Raihan Putri	RI
18.	Rani Dhairi	RD
19.	Risky	RP
20.	Safitri	SA
21.	Suci Destiyani	SC
22.	Sumardi	SM
23.	Wahdi	WH
24.	Zain Al-munawwar Kombih	ZAMK

#### B. THE NAME AND INITIAL STUDENTS OF EXPERIMENTAL CLASS

NO.	NAME	INITIAL
1.	Ahmad Huzaifah	AH
2.	Alfi Ramadhan	AR
3.	Dinda Setia	DS
4.	Dwi Nabila	DN
5.	Dwi nur Rahmah	DNR
6.	Echi ST	EST
7.	Fahimah Humairah	FH

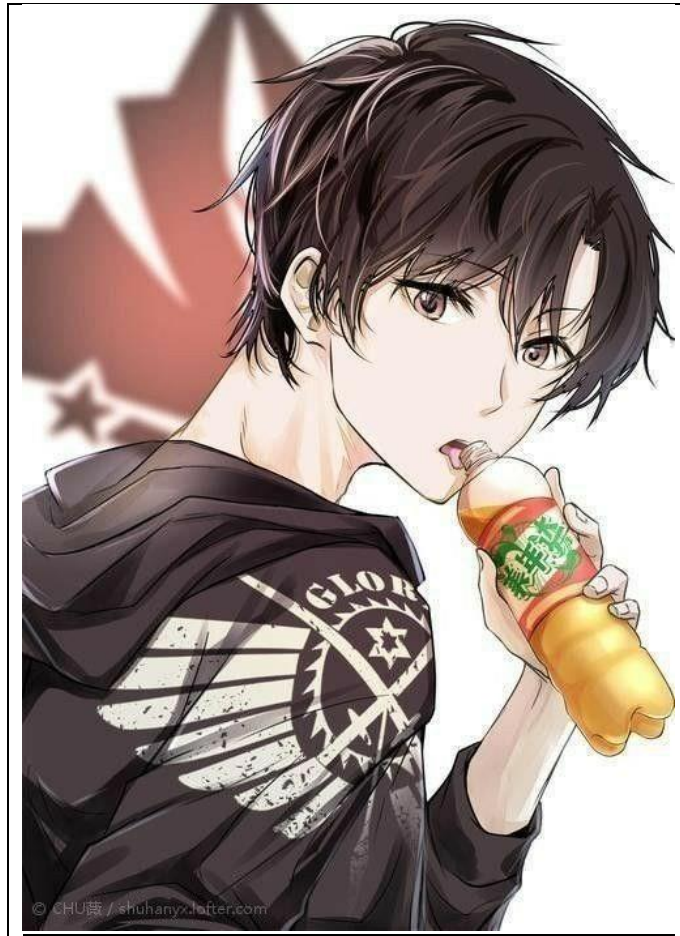
<b>8.</b>	Farhan Baghiz Muflih	FBM
<b>9.</b>	Fathimah Az-Zahro	FAZ
<b>10.</b>	Fawwazain Sukmawan	FS
<b>11.</b>	Muhammad Afif	MA
<b>12.</b>	Muhammad Ilham	MI
<b>13.</b>	Muhammad Khairul Fikri	MKF
<b>14.</b>	Muhammad Zikri Zanuiddin	MZZ
<b>15.</b>	Muhammad Zuhdi Mumtaz	MZM
<b>16.</b>	Mumtaz Mufida Syarief	MMS
<b>17.</b>	Nabila Ardi	NA
<b>18.</b>	Rifa Ridhayani	RR
<b>19.</b>	Syakira Khofifa	SK
<b>20.</b>	Syamina	SY
<b>21.</b>	Tari Safira	TS
<b>22.</b>	Wahyuniati	WA
<b>23.</b>	Zinnera Arina	ZA

**APPENDIX IV****SOAL PRE-TEST DAN POST-TEST****PRE-TEST (01)****PRE-TEST**

<https://id.pinterest.com>

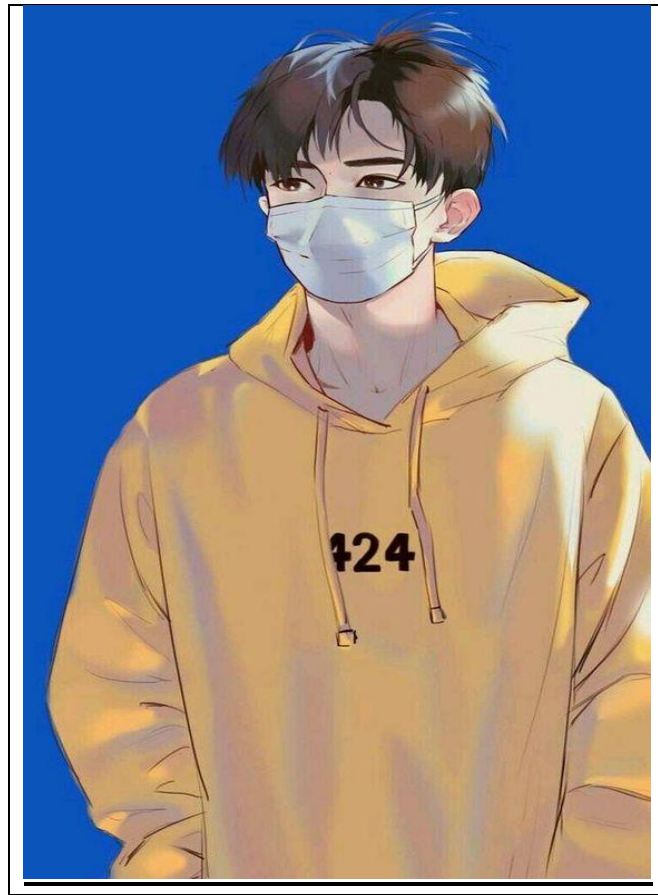
1. Describe the picture above?  
(Minimal 1 paragraf)



**PRE-TEST (02)****PRE-TEST**

<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraph)

**PRE-TEST (03)****PRE-TEST**

<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraph)

**PRE-TEST (04)****PRE-TEST**

<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraph)

**POST-TEST (01)****POST-TEST**

[www.nusatrip.com](http://www.nusatrip.com)

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

**POST-TEST (02)****POST-TEST**

<https://www.idntimes.com>

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

**NOTE:** Answer these questions by making three paragraphs, each paragraph minimal 1 paragraph.

**POST-TEST (03)****POST-TEST**

<https://m.merdeka.com>

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.



## APPENDIX V

## TABLE OF SCORE

1. The Score's Table of Control Class (X-A)

NO	INIATL NAME OF STUDENTS	SCORE	
		PRE-TEST	POST-TEST
1.	AWB	25	60
2.	ASY	30	65
3.	AHM	20	65
4.	ATO	40	85
5.	AN	45	80
6.	AS	20	55
7.	BD	40	80
8.	CP	25	60
9.	EM	35	80
10.	FG	40	75
11.	HM	20	60
12.	MSI	30	75
13.	MF	45	80
14.	NEF	20	65
15.	NY	40	80
16.	NA	20	60
17.	RI	25	60
18.	RD	40	70
19.	RP	30	65
20.	SA	30	75
21.	SC	45	80
22.	SM	35	80
23.	WH	35	75
24.	ZAMK	30	75
$\Sigma$		<b>765</b>	<b>1705</b>
Mean		<b>31,875</b>	<b>71,042</b>
Deviation Standard (S)		<b>8,699</b>	<b>8,966</b>
Variant		<b>75,679</b>	<b>80,389</b>

**2. The Score's Table of Experimental Class (X-B)**

NO	INIATL NAME OF STUDENTS	SCORE	
		PRE-TEST	POST-TEST
1.	AH	45	85
2.	AR	30	70
3.	DS	30	75
4.	DN	50	90
5.	DNR	25	70
6.	EST	40	85
7.	FH	45	95
8.	FBM	25	70
9.	FAZ	35	85
10.	FS	50	95
11.	MA	30	75
12.	MI	40	85
13.	MKF	25	70
14.	MZZ	25	75
15.	MZM	30	75
16.	MMS	45	80
17.	NA	45	95
18.	RR	35	80
19.	SK	45	80
20.	SY	50	90
21.	TS	40	80
22.	WA	45	80
23.	ZA	35	70
$\Sigma$		<b>865</b>	<b>1855</b>
Mean		<b>37,609</b>	<b>80,652</b>
Deviation Standard (S)		<b>8,774</b>	<b>8,435</b>
Variant		<b>76,976</b>	<b>71,146</b>



### 3. The Table of Gained Score in Control and Experimental Class

No.	Students	Score	
		Control Class	Experimental Class
1.	S1	35	40
2.	S2	35	40
3.	S3	45	45
4.	S4	45	40
5.	S5	35	45
6.	S6	35	45
7.	S7	40	50
8.	S8	35	45
9.	S9	45	50
10.	S10	35	45
11.	S11	40	45
12.	S12	45	45
13.	S13	35	45
14.	S14	45	50
15.	S15	40	45
16.	S16	40	35
17.	S17	35	50
18.	S18	30	45
19.	S19	35	35
20.	S20	45	40
21.	S21	35	40
22.	S22	45	35
23.	S23	40	35
24.	S24	45	-
$\Sigma$		<b>940</b>	<b>990</b>
<b>Mean</b>		<b>39,167</b>	<b>43,043</b>
<b>Deviation Standard</b>		<b>4,815</b>	<b>4,940</b>

## APPENDIX VI

STUDENTS' RESULT SCORE OF EXPERIMENTAL AND CONTROL  
CLASS

(Control Class)

name : hubi mahmuda  
enggris class

PRE-TEST (03)

PRE-TEST
<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraph)

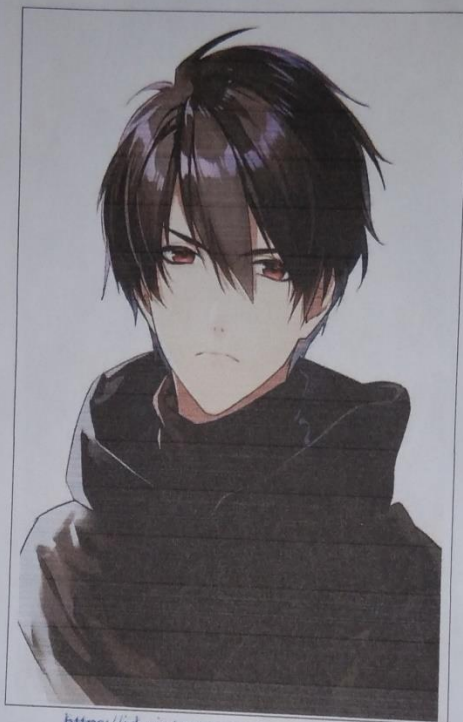
most structure incorrect ①  
incomplete sentence ①  
most clause contain errors ①  
inappropriate phrases ①

he has color black mix brown his color hair. he has eyes  
broad and he has eyebrow thick color brown and his  
has nose sharp and he wear hoodie color  
yellow are ~~near~~ no 124 and he hair messy  
he has ear broad he has hand long  
he wear mask color white

Su mard  
 x  
 english

PRE-TEST (04)

PRE-TEST



<https://id.pinterest.com>

1. Describe the picture above?  
 (Minimal 1 paragraph)

most structure incorrect (1)  
 inadequate vocabulary (2) = 7  
 many errors (2)  
 many restatement (2)  
 face

he is alex. he has <sup>face</sup> a very handsome and he has <sup>face</sup> flat ~~that~~.  
 And Alex <sup>is</sup> cool to anyone. he has <sup>thick</sup> eyebrow very thick and neat.  
 he has <sup>red</sup> colour eyes red and nose sharp. he has sturdy body and  
<sup>tall</sup> ~~high~~ <sup>has</sup> ~~favorite~~ colour <sup>is</sup> black and Grey. now he wear <sup>black</sup> hoodie  
 black colour. And very <sup>an</sup> handsome styles. And I like <sup>him</sup> ~~it~~ because  
<sup>he</sup> ~~is~~ handsome, brave, and assertive. And I will have him.

35

firman gani

class (X)

english

PRE-TEST (02)

PRE-TEST
<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraph)

he is <sup>a</sup> man, and he is very handsome, and he has <sup>many errors (2)</sup> eyes colour yellow. and flat nose, small lip, and he drinks <sup>many restate man (2)</sup> bottle water cool, he has <sup>A little bit Confuses (2)</sup> names Jont, he wears <sup>many errors</sup> jacket black, he has <sup>2</sup> hair colour red. he has <sup>2</sup> skin white, and <sup>2</sup> body sixpack. he has <sup>2</sup> fur eyes dense and <sup>2</sup> eyebrow thin, I am very like <sup>2</sup> him because he <sup>2</sup> man <sup>2</sup> frenen dous <sup>2</sup> and he handsome, I am <sup>2</sup> may he is my boyfriend.

40



Nama: habi mahmud

Englis class

# POST-TEST (01)

## POST-TEST



[www.nusatrip.com](http://www.nusatrip.com)

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

Frequent errors (3)  
Vocabulary is just adequate (3)  
to respond  
Frequent errors (3)  
visibly translate (3)

12

NOTE: Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

60

It's no secret that you can visit the Colosseum. It is a building that has a very aesthetic shape. It is a symbol of the glory of Rome in the past. even though now the Colosseum already <sup>has</sup> several parts damaged by earthquakes and humans. <sup>being</sup> But the ~~elegant~~ elegant and majestic ~~guide~~ <sup>guide</sup> to the damaged buildings can still ~~be~~ seen from the Colosseum. It will be for me especially. The it's nice to be able to take pictures

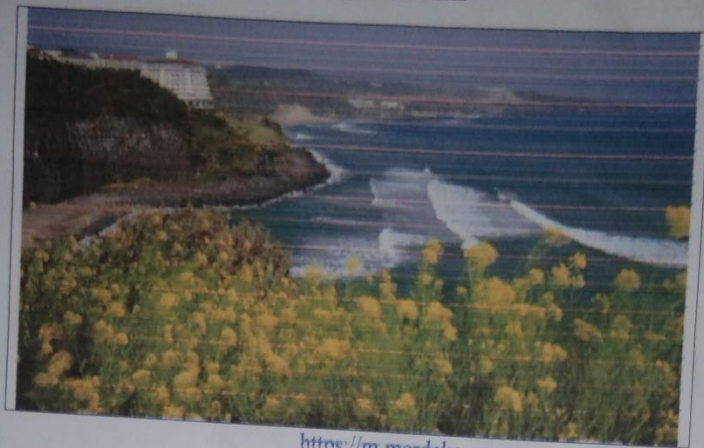
I can take pictures. I will be able to know the history and I will walk around chatplace. I can see the sunset. I can ~~seen~~ see the unique culture. I can see the Colosseum building directly. they by plane and I will go ~~enjoy the view~~ there and enjoy the view. unconnected clause less conjunction

Sumardi

X

english

## POST-TEST (03)

POST-TEST
<https://m.merdeka.com>

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

Few Syntax Error (4)

Good (4)

Comprehensible (4)

Good transition (4)

= 16

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

Jesu island is the largest island in Korea and is located in the south. Jesu island is nicknaded as a samdado island, which is abundant with three things, namely rocks, women and wind. Jesu island is overgrown with more than 1,700 types of plants. So Jesu is dubbed as bontari island. Jesu island is full of yellow flowers and I am very happy to come to Jesu island Pulau.

On Jesu island, I can enjoy the scenery there and take photos on Jesu island. Jesu island has so many places that you can visit and share a lot of food. In Jesu island I can watch Korean drama lively and enjoy the sunset and I can speak a little bit there and enjoy the hotel there. I went to Jesu island by plane and I enjoyed the trip very happy.

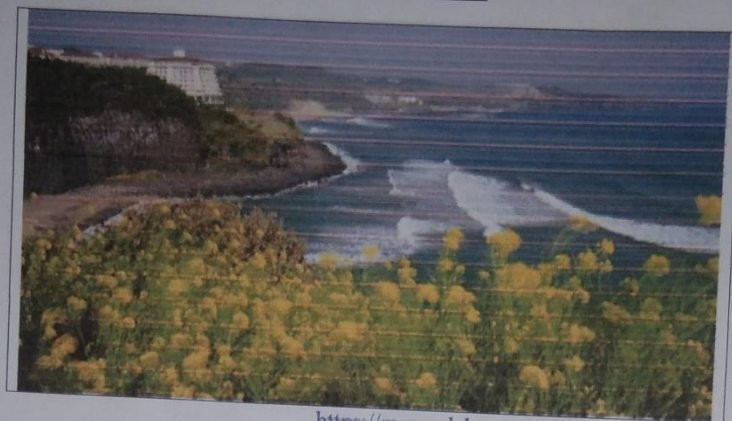


firman gani

class X

english

## POST-TEST (03)

POST-TEST
<https://m.merdeka.com>

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

Jeju Island which is located in south Korea. Jeju Island nicknamed is Samdado Island which is abundant with three things. Such as: rock, woman and wind. Jeju has yellow flowers and there is a mountain in the middle of the island namely mount Halla. Jeju Island is a very different island because throughout the year and in winter it rarely snows. I really like Jeju Island when I am in Jeju Island.

If I am on Jeju Island I would take a lot of photos of the beautiful <sup>scenery</sup>.

I can watch Korean dramas there <sup>directly</sup> ~~drivedly~~.

I can dive in the sea of Jeju Island.

I can feel the cold snow and learn their unique culture.

I would take a plane to get to Jeju Island quickly.

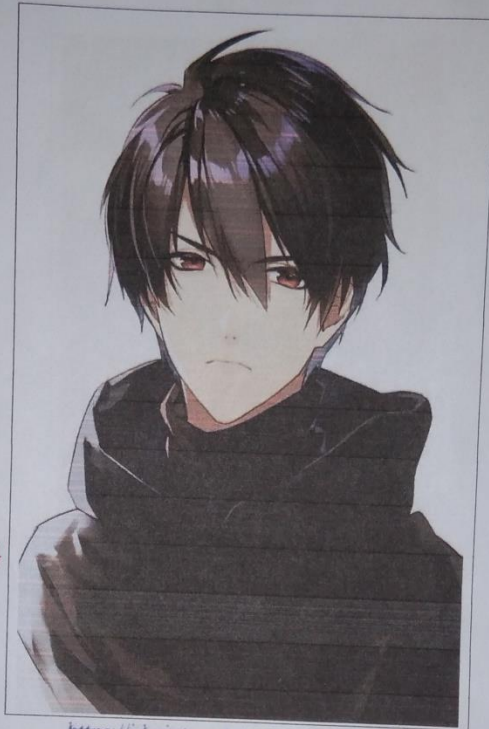
a few syntax error (1)  
appropriate vocabulary (1) 15  
comprehensible (1)  
visibly translate 3

75

## (Experimental Class)

Duni Nur Rahmah Simbolon  
 X class.  
 B. Inggris.

## PRE-TEST (04)

PRE-TEST

<https://id.pinterest.com>

Most Structure Incorrect  
 ①  
 Incomplete sentence (1)  
 most clauses contain  
 errors (1)  
 test statement (2)

Ln "5"

1. Describe the picture above?  
 (Minimal 1 paragraph)

Fajar is a man with hair color black. eyebrow thick one.  
 and has face a handsome. he has red eyes. he has small lip size.  
 he has thin face. and he has pointed nose. he has white skin.  
 he has messy hair. with her style is cool and her face is like a  
 ignorant. The ~~she~~ <sup>man</sup> uses T-shirt in black color. outside he uses hoodie  
black to color. I very love the style cool. with his face  
a handsome. I want he becomes. companion my life. because  
 I am sure that you are my favorite lover.  
 who can take care of me every time. hope you like me.  
 I love you so much. :))



Fahimah Humairah

English Class

## SOAL PRE-TEST DAN POST-TEST

## PRE-TEST (01)

PRE-TEST
<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraf)

she is my cousin, name is viola, she is <sup>a</sup> metal girl,  
and she is loves the music, she is listens to music by  
putting on headset, every time she is always wears hat -  
and wear black jacket, she has hair long, <sup>and</sup> the colour of her  
hair is purple, she is beautiful and cool, I love her.  
~~She~~ she is a little bit naughty, but still in a good  
way, ! ~~blat~~ !!!

45

frequent errors (3)  
Inadequate vocabulary (2) so g.  
Error Intafere (2)  
restatement (2)

Syakira Khopifa  
English Class

# SOAL PRE-TEST DAN POST-TEST

## PRE-TEST (01)

### PRE-TEST



<https://id.pinterest.com>

1. Describe the picture above?  
(Minimal 1 paragraf)

Japanese Girl

she is my beautiful friend. Her name is sheyla. she lives in Japan. she is tall girl. she has long wavy purple hair. she has white skin. she wears a black hat. Her bangs is cute. she has flat nose. she has thin lips. she has thin chin. she love wear a black sweater. she love dance and so love exercising. she is cheerful girl. But sometimes she so grumpy.

frequent errors (3) 110  
Vocabulary is just adequate to respond (3)  
errors interfere (2)  
~~visibly~~ visibly translate (2)



Dewi Nur Rahmah Simbolon -  
 8 class  
 B. Inggris :)

### POST-TEST (01)

### POST-TEST



[www.nusatrip.com](http://www.nusatrip.com)

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

Few syntax errors (4)  
 Appropriate vocabulary (4) 14  
 Comprehensible (4)  
 Restatement (2)

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

The Colosseum is quite large. with a height of 48 m, a length of 188 m, a width of 156 m and an area of approximately 2.5 ha, the Colosseum looks so big and spacious. The arena is made of wood measuring 86 m x 54 m, and is covered by sand. The elliptical or spherical shape of the Colosseum was used to prevent the performers from escaping into corners and to prevent the audience from getting closer to the performance. Seeing in the Colosseum was divided into different levels based on social status. In Roman society, when I was there, I wanted to enjoy the atmosphere there I was and it would be an unforgettable memory.

I can enjoy the scenery there, I can take pictures there, I can enjoy a very historic building there, I can get to know the history of the Colosseum there, I can make my memories there, I can make my self comfy there, I can see a new culture there, I can interact with new people there and I can enjoy my wonderful time there. I went there using airplane transportation, when I got there I wanted to ride all the traditional means of transportation that were there.

Syakira Khopifa  
English Class

### POST-TEST (02)

#### POST-TEST



<https://www.idntimes.com>

1. Describe the picture above?
2. How do you feel if you get there?
3. What can you do at there?
4. How will you get there?

No grammatical errors (5)  
Good vocabulary use (4) = 18  
Contextually Correct (5)  
Good transition (4)

**NOTE:** Answer these questions by making there paragraphs, each paragraphs minimal 1 paragraph.

This is an Aurora located in Europe. Aurora is a natural phenomenon when the sky emits beautiful colours. Aurora can only be seen when the sky is dark. Aurora usually occurs in the polar regions. Auroras are generally yellowish green, blue, or purplish red. A good time to see the Aurora in Europe is when the sky is very dark. Namely March and April (spring) and September and October (fall). The best time to see the Aurora is from 9 pm to 2 am. The appearance of an Aurora can last from a few minutes to several hours. When I am there I will feel very grateful and very happy.

If I was there I would relax and enjoy the view of the Aurora. And I will photograph it. I will see the beautiful ocean, I will swim. I will rest in a luxurious villa. I will know more about the area in Europe. I will see the beautiful flowers there. I will go there by plane then I will take a car to the location where the Aurora occurs. And will walk around for a while waiting for the Aurora to appear.





## APPENDIX VIII

### The Scoring Rubric of Writing

#### Analytic Scoring Figure

Grammar	Marks	
Many errors	1	
Some errors	2	3
Few errors	4	5
Vocabulary		
Many Anglicisms	1	
Acceptable	2	3
Idiomatic	4	5
Organization of ideas		
Series of unrelated sentences	1	
Coherence between sentences and paragraphs	2	3
Good coherent between sentences and paragraphs	4	5
Mechanic		
Incomprehensible	1	
Acceptable	2	3
Excellent	4	5

In general, the students' task will be assessed according the explanation above. The process of assessment had been explained in the chapter 3. So, the scoring process will be done by using scoring guideline for students' writing task, as follow:

$$NA(\text{Final Score}) = \frac{\text{Score Obtained}}{\text{Maximum Number of Scores}} \times 100$$

Thus, their score will assist like;  $NA = \frac{20}{20} \times 100 = 100$ . This assessment process will apply to all students.

## APPENDIX IX

### A. Validity of Instrument

The validity for the instrument will be counted by content-validity coefficient of Aiken formula. The test in essay form represents guideline scoring being measured that will be assessed by Subject Matter Expert (SME) and analyzing the construct being measured such as: grammar, vocabulary, organization of ideas and mechanism.

The formula is:

$$V = \sum s / [n(C-1)]$$

$$S = r - l_o$$

$l_o$  = The lowest score of assessment (1)

C = The highest score of assessment (5)

R = Score that given by evaluator.

Table.1. Intrument Validity

EVALUATOR	INSTRUMENT / ITEM 1	
	Score (R)	$S = R - l_o$
1. Rina Irawan, M.Pd.	2	$2-1 = 1$
2. Fitri Apriana, S.Pd.	5	$5-1 = 4$
3. Risky Maylani, S. Pd	4	$4-1 = 3$
4. Frilly Nindya, S. Pd.	4	$4-1 = 3$
5. Dhita Syawaliyah Panggabean, S. Pd.	4	$4-1 = 3$
6. Eka Ovida, SS.	4	$4-1 = 3$
7. Maimunah, S. Pd.	4	$4-1 = 3$
	$\sum s$	20
	V	0,714

The sum of the value  $\sum s$  is  $1 + 4 + 3 + 3 + 3 + 3 + 3 = 20$ . Therefore, the sum of V can be counted as:

$$V = \sum s / [n (C-1)]$$

$$V = 17 / [7 (5-1)]$$

$$V = 0,714$$



Then, Aiken's Coefficient Value is around 0 – 1. The coefficient is 0,714 this can be considered to have high validity. Here is the specific explanation of validity types, such as:

#### **Types of Validity**

0,80 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Sufficient
0,20 – 0,40	Low
0,00 – 0,20	Very low

#### **B. Reliability of Instrument**

The Reliability for the instrument will be counted by Alfa Croonbach formula. The sample of the test will be given to around 10 people of first grade senior high school students of Nurul Azmi that. In this process, Students need to make 2 paragraph and each paragraph consists of ten sentences. Each paragraph must contain good grammar arrangement, the appropriate use of vocabulary, good expressing ideas and mechanism. Here is the table of reliability of instrument:

**Table. 2. Reliability of Instrument**

<b>NO.</b>	<b>Jawaban test paragraph 1 and 2</b>									
<b>RESP</b>	<b>gram mar</b>		<b>vocab ulary</b>		<b>Organi zation of idea</b>		<b>mecha nism</b>		<b>Total</b>	<b>Total Kuadr at</b>
1.	5	25	5	25	4	16	5	25	19	361 (a)
2.	4	16	4	16	5	25	5	25	18	324
3.	3	9	3	9	3	9	4	16	13	169

4.	4	16	5	25	5	25	5	25	19	361
5.	5	25	5	25	5	25	5	25	20	400
6.	5	25	4	16	4	16	5	25	18	324
7.	3	9	5	25	4	16	5	25	17	289
8.	5	25	5	25	5	25	3	9	18	324
9.	5	25	5	25	5	25	3	9	18	324
10.	5	25	5	25	5	25	5	25	20	400
11.	4	16	5	25	4	16	4	16	17	289
12.	4	16	4	16	4	16	4	16	16	256
13.	4	16	4	16	3	9	4	16	15	225
14.	4	16	5	25	4	16	4	16	17	289
15.	3	9	4	16	4	16	3	9	14	196
16.	5	25	4	16	4	16	5	25	18	324
17.	4	16	5	25	4	16	3	9	16	256
18.	4	16	5	25	3	9	4	16	16	256
19.	3	9	4	16	4	16	4	16	15	225
20.	3	9	4	16	4	16	3	9	14	196
<b>Jumlah</b>	<b>82</b>	<b>348</b>	<b>90</b>	<b>412</b>	<b>83</b>	<b>353</b>	<b>83</b>	<b>353</b>	<b>338</b>	<b>5788</b>

5. Count the total varians of score item : 1,2,3,4

$$1) S_{i1}^2 = \frac{384 - \frac{82^2}{20}}{20} = \frac{82^2}{20} = \frac{348 - 336}{20} = \frac{12}{20} = 0.6$$

$$2) S_{i2}^2 = \frac{412 - \frac{90^2}{20}}{20} = \frac{90^2}{20} = \frac{412 - 405}{20} = \frac{7}{20} = 0.35$$

$$3) S_{i3}^2 = \frac{353 - \frac{83^2}{20}}{20} = \frac{83^2}{20} = \frac{353 - 344}{20} = \frac{9}{20} = 0.45$$

$$4) S_{i4}^2 = \frac{353 - \frac{83^2}{20}}{20} = \frac{83^2}{20} = \frac{353 - 344}{20} = \frac{9}{20} = 0.45$$

C. Count total varian score of item:

$$\begin{aligned} \sum S_i^2 &= S_{i1}^2 + S_{i2}^2 + S_{i3}^2 + S_{i4}^2 \\ &= 1.85 \end{aligned}$$

D. Count total varian  $S_t^2$  :

$$S_t^2 = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

From the table, it is known that:

$$S_t^2 = \frac{5788 - \frac{338^2}{20}}{20} = \frac{5788 - 5712}{20} = \frac{76}{20} = 3.8$$

E. Count the realibility coefficient test :

$$\begin{aligned} r_{11} &= \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum S_i^2}{S_t^2} \right) \\ r_{11} &= \left( \frac{4}{4-1} \right) \left( 1 - \frac{1.85}{3.8} \right) = (0.48)(1 - 0.48) = 0.52 \\ &= 1.33 \times 0.52 = 0.691 \end{aligned}$$

Then, the Alpha Cronbach Value is around 0 – 1. The coefficient of reliability is 0,691 this can be considered to have high reliability. Here is the specific explanation of reliability types, such as:

#### **Types of Reliability**

$0,80 < r_{11}$ 1,00	Very high
$0,60 < r_{11}$ 0,80	High
$0,40 < r_{11}$ 0,60	Sufficient
$0,20 < r_{11}$ 0,40	Low
$-1,00 < r_{11}$ 0,20	Very low

#### **C. SPECIFIC WRITING RUBRIC FOR STUDENTS' SCORING**

GRAMMAR		Vocabulary		Organization of Idea		Mechanism	
SCORE	Description	SCORE	Description	SCORE	Description	SCORE	Description
5	No grammatical errors	5	Very good; wide range Uses appropriate and new words	5	Contextually correct Almost error-free	5	Very good transition. Appropriate punctuation
4	Few syntax errors. Minor errors that do not impede. Communication.	4	Good, appropriate vocabulary	4	Comprehensible, generally correct. Occasional error	4	Good use of transition
3	Frequent errors.	3	Vocabulary is just adequate to respond	3	Frequent errors	3	Visibly translated Comprehensible
2	Many errors (agreement, verb)	2	Inadequate vocabulary or incorrect	2	Errors interfere with comprehension	2	Many restatements of same information

	forms). Errors in basic structure s. Errors impede communi- cation.		use of lexical items		ensibility		
1	Most structure s incorrect Constant use of infinitiv; No conjugati on	1	Incomplet e sentences or vocabular y repeated	1	Most clauses contain errors	1	Inappropriate phrases Uses unrelated vocabulary

#### **D. EXAMPLE OF PRE-TEST**



**This** is one of my favourite animation characters in Haikyuu. He named Nishinoya Yu. **He** is the libero of Karasuno school volleyball team and **he** is **known** as Karasuno Guardian Deity for his **remarkable** skill. **Nishinoya** is the shortest member of the team. **Despide** of his shorter stature, **he** has a fairly muscular build. **He** **regularly** styles his **wild black hair** by ruffling most of it upward for adding his height around 5 cm. **Nishinoya** has the **tiny** tuft over his

forehead as his trademark. His eyes are brown and slanted. His nose is sharp. He is really friendly and he loves to smile at everyone he meets.

Nishinya is very energetic and temperamental person. He is also an impulsive man who likes to use violence to vent his anger. However, he is still considerate of his friends' feeling and insecurities. Furthermore, he also likes to eat sweet food and treat his kohai (junior). His quirky habit makes me love him even more. At school, Nishinoya loves to be called by *senpai* but nobody wants to call him like that because of his short body. He also has a crush on his team manager named Kiyoko Shimizu but he always rejected. In the volleyball team, Nishinoya loves to wear orange brightly colored shirts. When he competes, he always says something to his friends like "I kept the ball in the air, it's not your place to give up." This motto makes me think he is the best character in Haikyuu season.

The example above;



Has no grammatical error (5)



Uses appropriate and new words (5)



Contextually correct (5)



Very good transition and Appropriate punctuation (5)

## APPENDIX X

A. Calculation Table of Lilliefors

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.40	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.30	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.20	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.10	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.00	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.90	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.80	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.70	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.60	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.50	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.40	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.30	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.20	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.10	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.00	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.90	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.80	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.70	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.60	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.50	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.40	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.30	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.20	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.10	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.00	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.90	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.80	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.70	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.60	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.50	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.40	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.30	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.20	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.10	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
0.00	0.50000	0.50399	0.50798	0.51197	0.51595	0.51994	0.52392	0.52790	0.53188	0.53586
0.10	0.53983	0.54380	0.54776	0.55172	0.55567	0.55962	0.56356	0.56749	0.57142	0.57535
0.20	0.57926	0.58317	0.58706	0.59095	0.59483	0.59871	0.60257	0.60642	0.61026	0.61409
0.30	0.61791	0.62172	0.62552	0.62930	0.63307	0.63683	0.64058	0.64431	0.64803	0.65173
0.40	0.65542	0.65910	0.66276	0.66640	0.67003	0.67364	0.67724	0.68082	0.68439	0.68793
0.50	0.69146	0.69497	0.69847	0.70194	0.70540	0.70884	0.71226	0.71566	0.71904	0.72240
0.60	0.72575	0.72907	0.73237	0.73565	0.73891	0.74215	0.74537	0.74857	0.75175	0.75490
0.70	0.75804	0.76115	0.76424	0.76730	0.77035	0.77337	0.77637	0.77935	0.78230	0.78524
0.80	0.78814	0.79103	0.79389	0.79673	0.79955	0.80234	0.80511	0.80785	0.81057	0.81327
0.90	0.81594	0.81859	0.82121	0.82381	0.82639	0.82894	0.83147	0.83398	0.83646	0.83891
1.00	0.84134	0.84375	0.84614	0.84849	0.85083	0.85314	0.85543	0.85769	0.85993	0.86214
1.10	0.86433	0.86650	0.86864	0.87076	0.87286	0.87493	0.87698	0.87900	0.88100	0.88298
1.20	0.88493	0.88686	0.88877	0.89065	0.89251	0.89435	0.89617	0.89796	0.89973	0.90147
1.30	0.90320	0.90490	0.90658	0.90824	0.90988	0.91149	0.91309	0.91466	0.91621	0.91774
1.40	0.91924	0.92073	0.92220	0.92364	0.92507	0.92647	0.92785	0.92922	0.93056	0.93189
1.50	0.93319	0.93448	0.93574	0.93699	0.93822	0.93943	0.94062	0.94179	0.94295	0.94408
1.60	0.94520	0.94630	0.94738	0.94845	0.94950	0.95053	0.95154	0.95254	0.95352	0.95449
1.70	0.95543	0.95637	0.95728	0.95818	0.95907	0.95994	0.96080	0.96164	0.96246	0.96327
1.80	0.96407	0.96485	0.96562	0.96638	0.96712	0.96784	0.96856	0.96926	0.96995	0.97062
1.90	0.97128	0.97193	0.97257	0.97320	0.97381	0.97441	0.97500	0.97558	0.97615	0.97670
2.00	0.97725	0.97778	0.97831	0.97882	0.97932	0.97982	0.98030	0.98077	0.98124	0.98169
2.10	0.98214	0.98257	0.98300	0.98341	0.98382	0.98422	0.98461	0.98500	0.98537	0.98574
2.20	0.98610	0.98645	0.98679	0.98713	0.98745	0.98778	0.98809	0.98840	0.98870	0.98899
2.30	0.98928	0.98956	0.98983	0.99010	0.99036	0.99061	0.99086	0.99111	0.99134	0.99158
2.40	0.99180	0.99202	0.99224	0.99245	0.99266	0.99286	0.99305	0.99324	0.99343	0.99361
2.50	0.99379	0.99396	0.99413	0.99430	0.99446	0.99461	0.99477	0.99492	0.99506	0.99520
2.60	0.99534	0.99547	0.99560	0.99573	0.99585	0.99598	0.99609	0.99621	0.99632	0.99643
2.70	0.99653	0.99664	0.99674	0.99683	0.99693	0.99702	0.99711	0.99720	0.99728	0.99736
2.80	0.99744	0.99752	0.99760	0.99767	0.99774	0.99781	0.99788	0.99795	0.99801	0.99807
2.90	0.99813	0.99819	0.99825	0.99831	0.99836	0.99841	0.99846	0.99851	0.99856	0.99861
3.00	0.99865	0.99869	0.99874	0.99878	0.99882	0.99886	0.99889	0.99893	0.99896	0.99900
3.10	0.99903	0.99906	0.99910	0.99913	0.99916	0.99918	0.99921	0.99924	0.99926	0.99929
3.20	0.99931	0.99934	0.99936	0.99938	0.99940	0.99942	0.99944	0.99946	0.99948	0.99950
3.30	0.99952	0.99953	0.99955	0.99957	0.99958	0.99960	0.99961	0.99962	0.99964	0.99965
3.40	0.99966	0.99968	0.99969	0.99970	0.99971	0.99972	0.99973	0.99974	0.99975	0.99976







### C. T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

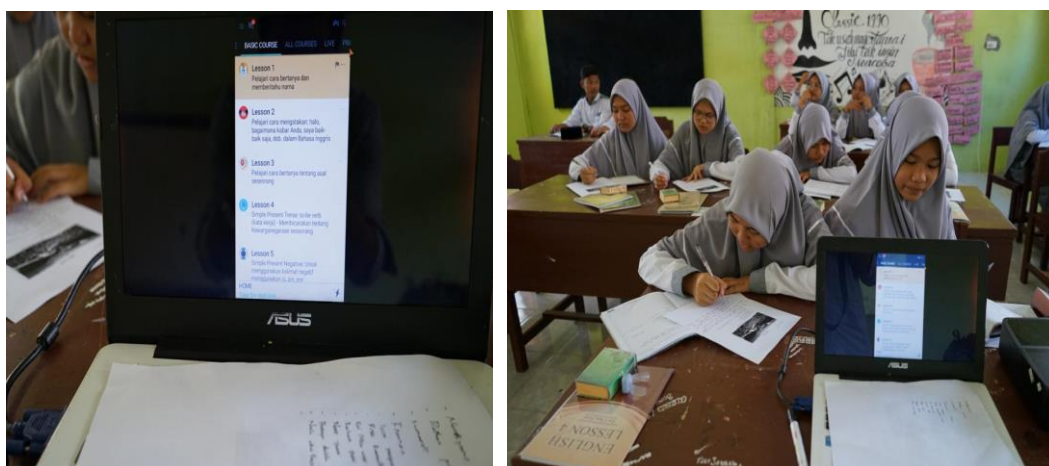
Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## APPENDIX XI

## DOKUMENTATION



**Picture 1. Introducing self to one another and conveying the purpose and plan specifically**



**Picture 2. Teaching sub-material of descriptive by using Hello English Application**



**Picture. 3 Students learning descriptive by using Hello English Application**



**Picture. 4 Students learning English and doing some test**



## APPENDIX XI

Certificate of Inquiry

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7458/ITK.V.3/PP.00.9/04/2021

15 April 2021

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala PONDOK PESANTREN RAUDHATUL JANNAH**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Ahmad Ansarnur
NIM	: <a href="#">0304163172</a>
Tempat/Tanggal Lahir	: Sragen, 18 Maret 1998
Program Studi	: Tadris Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: JLN.PAHLAWAN NO.97 SIDIKALANG Kelurahan BATANG BERUH Kecamatan SIDIKALANG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jln.Syekh Hamzah Fansuri, Dusun Suro, Kampong Suka Makmur, Kec.Simpang Kiri, Kota Subulussalam, Aceh., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***THE EFFECT OF UTILIZING HELLO ENGLISH APPLICATION ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 15 April 2021

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris



*Digitally Signed*

**Yani Lubis, M.Hum**

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SEKOLAH MENEGAH ATAS SWASTA (SMAS)  
RAUDHATUL JANNAH**

Alamat: Jln. Syekh Hamzah Fansuri Kampong Suka Makmur, Simpang Kiri  
Kota Subulussalam-ACEH Telp / HP ( 082167194160 ) Kode Pos : 24782  
Email: [Smas\\_raudhatuljannah@yahoo.co.id](mailto:Smas_raudhatuljannah@yahoo.co.id)



**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
Nomor : 421.3/067/SMAS.RJ/IV/2021

Yang bertanda tangan dibawah ini :

- a. Nama : **SRI EKA RINDANA Y, S.Pd**
- b. Jabatan : Kepala SMA Swasta Raudhatul Jannah
- c. Alamat : Penanggalan Timur Kec. Penanggalan

Dengan ini menerangkan bahwa

- a. Nama : **AHMAD ANSARNUR**
- b. NIM : 0304163172
- c. Jurusan : Tadris Bahasa Inggris
- d. Universitas : Universitas Islam Sumatra Utara, Medan
- e. Lokasi Penelitian : SMA Swasta Raudhatul Jannah
- f. Judul Skripsi : The effect of hello english application on  
the students' writing skill of descriptive  
text at the tenth grade of senior high school

Benar nama tersebut di atas telah melaksanakan penelitian di SMA Swasta Rudhatul Jannah Kec. Simpang Kiri Kota Subulussalam.

Demikian Surat ini kami buat dengan sebenarnya agar dapat dipergunakan seperlunya.

Suka Makmur, 24 April 2021

Kepala Sekolah,



**SRI EKA RINDANA Y, S.Pd**