

THE EFFECT OF APPLYING SENTENCE COMBINING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT MAS AL-ITTIHADIYAH BROMO IN 2016/2017 ACADEMIC YEAR

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfilment of the Requirements For The Educational Bachelor S-1 Program

BY:

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DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHERS TRAINING FACULTY

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Assalam'ualaikum Wr. Wb

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TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT MAS ALITTIHADIYAH BROMO IN 2016/2017 ACADEMIC YEAR

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan

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Descriptive Text at Mas Al-Ittihadiyah Bromo in

2016/2017 Academic Year

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

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

Medan, 11 Mei 2017

Penulis

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ABSTRACT

THE EFFECT OF APPLYING SENTENCE COMBINING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT IN 2016/2017 ACADEMIC YEAR

SRI AYURATMA NINGSIH 34.13.3.028

Key Words: Sentence Combining Technique, Achievement, Descriptive Text

This reserach was aime to know: (1) the students' achievement in writing descriptive text that was taught by using Sentence Combining Technique, (2) the students' achievement in writing descriptive text that was taught by using lecturing method (3) whether there was significant effect on the students' achievement in writing descriptive text at MAS Al-Ittihadiyah Bromo in 2016/2017 academic year. The researcher methodology of this research was an experimental research, which conducted the experiment and control class. The population of the research was the eleventh grade students of MAS Al -Ittihadiyah Bromo in 2016/2017 academic year, the nimber of students was 39 students consist of two classess. The experiment class (X₁) was 19 students and control class (X₂) was 20 students as sample. The researcher gave writing test to collect the data. There were two test, pre-test and post-test. The formula that was used to analyze the data was indepedent sample t-test. The researcher found that the pre test mean of experiment class was 47,10 and post test 77,57. The pre test mean of control class 45,85 abd post-test mean was 60.1. it was found that tobservation was 9.01, whereas the t-table was 2,026 for $\alpha = 0.05$. The t_{observation} was higher than the t_{table} (9.01 > 2.026), so H α was accepted while H₀ was rejected. It means that there was significant effect of Sentence Combining technique on students' achievement in writing descriptive text at MAS Al-Ittihadiyah Bromo in 2016/2017 academic year.

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In the Name of Allah the Most Gracious the Most Merciful.

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participated in conducting the research.

Finally, the researcher realize that there are unintended errors in writing

skripsi. The researcher allows the reader to give suggestion to improve its content

in order to be made as one of the good examples for the next thesis.

Medan, 11 Mei 2017

The researcher

Sri Ayuratma Ningsih

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CHAPTER I

INTRODUCTION

1.1 Background of Research

Language can not be separated from our life, because it is use to communicate each other. Language also helps people to convey people's ideas, feelings and desires to other people. There are many language that be used by people, but people need English as international language to connect each other in the world. People must be able to master English well so that they can communicate in society widely.

In learning English, writing is one of the four language skills which are very important to learn. Writing is the expression of language in the form of letters, words, sentences, and paragraph on the bases of stucture and some other related to one another. Regardless of the language, writing has many rules inclusing grammar, spelling, and punctuation. Writing is a piece of a written text about the topic an a context, and it is very important to use a communication for people, especially for students.

Writing is very important capability for beingowned by student, writing is also an excellent communication tool. Through writing, someone can express her/his ideas, thoughts, and experiences freely through write language. Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing

them into a good writing so that the other people understand the text and they can get idea.1

Writing is not easy for students because in writing students have to comprehend the vocabulary, grammar, appropriate contents, word selections, topic and occasion. The researcher found that many students at MAS Al-Ittihadiyah Bromo still lack in writing because they have a less English vocabulary and few of them not focus in learning English so they get a difficulty in writing and arrange the words became a sentences. Of course this is a problem in leraning English because writing is one of the skills that the students have to understand and with writing the students can deliver their ideas to other people. This is research is important because if the students have many vocabulary they can easy to write, and ifthe students can not write so many lesson blocked and they will difficult to understanding the lesson. And with writing the students can express something and they can deliver their ideas that they have their mind. There are many types of writing that should be learned by students of high school level but the researcher is interest in descriptive text because it is probably the easiest one for students to learn.

Furthermore, based on writer observation in MAS Al-Ittihadiyah Bromo, however many students had difficulties in writing because the teacher only explained what the generic structure of the text. The teacher orally presented information and the students only passively listened or took note. In teaching writing, the teacher only asked the students to write the text but they didn't give

¹M Sharples, (1999), *How to Write; Writing as Creative Design*, London:

an appropriate way in order to share their idea so that they cam write a good text. They were lack of motivation and ideas, lack of mastering vocabulary, and grammar. Therefore, the students would be unmotivated, bored and have difficulties in writing. They also didn't able to describe the things in a systematics order.

The teacher should give students new methods in order to make them enjoyable, easy, and memorable about the material especially in writing descriptive text, Ransdell and Laure Barbier say that a good writing technique can be trained, and it can improve writing performance.² In this case, the writer wants to introduce a technique in writing descriptive text by using sentece combining technique. Sentece combining encourage a writer to take two or more short, choppy sentences and combine them into one effective sentence. By learning this skill, students enhance their writing style. Sentence combining skill is something that will develop over several short practice sessions and should be considered as one component of an overall writing program.

Based on the discussion above, researches decided to condcut a reserch to find the effect of sentence combining technique on students' achievement in writing descriptive text.

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²Rashdell and Sarah and Marie Laure B, (2002), New Direction for Research in L2 Writing; Studies in Writing, Dodrecht: Kluwer Academic Publisher, Page. 143.

1.2 Identification of Problem

Based on the background of research, the identifications of research are:

- 1. The students have some ideas to write, but they can not express their idea in their mind because they have lack of vocabulary.
- 2. The students have been taught the generic structure of descriptive text, but they can not write in order.
- 3. The students have been taught punctuation, but they cannot write correctly.
- 4. The students have been taught the language features of descriptive text, but they do not write based on the language features.
- 5. The teacher has used strategy, but the teacher does not use various strategies, so the students cannot organize their ideas and information about the topic, aspecially in writing descriptive text.
- 6. The teacher has used media in teching English but the teacher just uses the same media, so the students get bored and make noisy in the class.

1.3 Limitation of Research

Based on the identificated problem above, the writer limits the research on two factors; they are teaching technique and the students' achievement at writing.

1.4 Formulations of Research

The formulation in this research can be stated as follows:

1. How is the students' achievement at writing descriptive text taught by using Sentence Combining Technique?

- 2. How is the students' achievement at writing descriptive text that was taught by using lecturing method?
- 3. Is there any significant effect of using Sentence Combining Technique on the students' achievement in writing descriptive text?

1.5 Objectives of Research

The objective of this research is to answer the problem as mentioned above. Thus, the aims of this research can be listed as follows:

- To find out is there any significant effect of using Sentence Combining Technique in the students' achievement in writing descriptive text.
- 2. To know the students' achievement in writing descriptive text that was taught by using Sentence Combining Tecnique.
- 3. To know the students' achievement in writing descriptive text that was taught by using lecturing method.

1.6 The Significances of the Study

The study about the effect of sentence combining technique on students' achievement in writing descriptive text hopefully will give contribution to English teaching and learning, they are :

1. Theoretically

The result of this study will add the knowledge about technique of English teaching, and also to contribute te development of knowledge in English teaching and learning.

2. Practically.

- a. The teachers. This study is also expected to give contribution to the English teacher interms of using sentence combining technique on writing descriptive text in order to overcome the problems of students' achievement in writing.
- b. The writer will get new knowledge, experience in teaching writing descriptive text by using sentence combining technique.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research as a scientific work, any terms or theories which were applied should be clarified and explained specifically in order to have same perspective of related literature. In the following term and the theory will be clarified and explained concerning the research work.

2.1.1 Achievement

In simple terms, "achievement" implies the accomplished of something. In education, that "something" generally refers to articulated learning goals. Although learning can occur in a wide variety of contexts, the focus of educators rest more narrowly on the learning that takes place in established instructional environments, specifically in classrooms and schools.³ Achievement is the result, the successfulness, the extent or ability, the progress in learning education experience that the individual indicates relation with his/her education learning. Achievement concerns with what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

³John Hattie and Errick M.A, (2013), *International Guide to Student Achievement*, New York: Routledge, page. 03

2.1.2 Writing

Writing is the process of discovery. As you write, you will discover thoughts and ideas that lie beneath the surface of your mind. You will become more aware of your own beliefs and values-what is important to you.⁴

Writing is the expression of the language in the form of letters, symbols, or words. The primary purpose og writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers.⁵

This statement is supported by Al-Quran. Allah states in the glorious Al-Quran (Al-Qalam: 1)

*Nun, by the pen and by the (record) which (men) write*⁶.

The verse above contain an order to write by using qalam (pen). Writing is a great gist coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religious track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed.

Based on information above, the researcher concludes that writing is a process of produce idea and feeling through written and writing also measurement whether the students can measure all English skill, because when students are able

⁴Betty Mattix Dietsch, (2006), *Reasoning & Writing Well*, New York, McGraw-Hill, page 05.

⁵Utami Dewi, (2013), *How to Write*, Medan: La-Tansa Press, Page. 02 ⁶Yusuf Ali, (1968), *The Holy qur'an Text, Translation and Commentary*. Jeddah: Dar Al-Arabia. Page. 1585

to do writing it means that they are also able to do reading, speaking and listening because the all four skills in English can be separated because it is the Unity of English learning activity.

2.1.2.1 Process of Writing

The prosess of writing is an approach to write that focused on the steps invoved a piece of work. In actually the writing process is not highly organized linear process, but rather a continual movement between the different steps of the writing model. There are models of writing process.

They are five stages of writing process as following:

1. Prewriting

Incudes explorting topics, choosing a topic, and beginning to gather and organize details before you write.

2. Drafting

Even if you have thoroughly explored your topic, you will almost certainly discover more about it while drafting. Sometimes these new insights will cause you to turn back and revisit your plan, research, approach, audience, or purpose. Drafting, then, is not just putting ideas down on paper. More often than not, it involves coming up with new ideas

3. Revising

Revising involves reworking your draft on the basis of the review. It also means polishing to achieve memorable prose. It may mean writing new sentences, moving paraghraps, eliminating sections,

doing additional research for information or images, or even choosing a new topic and starting over.

4. Editing and proofreading

Editing involves making what you have written ready to meet those traditional conventions of written form usually called "correctness". Sentence structure, spelling, mechanics, punctuation-all should ordinarily meet conventional standards.

5. Publishing and presenting

Are the sharing of your work with others.⁷

And according to Harmer, there are four elements in the process of writing:

1. Planning

In the first stage, the writers make a plan what they are going to write. The writers can make details notes or few jotted words. When planning, writers have to think three main issues. First, they have to consider the purpose of their writing, not only the text they are interest to write.second, writers have to think the audience they are writing for, also the choice of language whether it is formal or informal. Third, the writers have to conider the content structure of the text (facts, ideas, or argument)

2. Drafting

The first version of a piece of writing refers as a draft. This first text is of done in assumption that it will be amanded later. As the writing process

⁷Andrea A. Lunsford, (2010), The St. Martin's Handbook, USA, page. 26.

proceeds into editing, a number of drafts may be produce in the way to final version.

3. Editing (Reflecting and Revising)

In this stage, after drafting the writers usually read throught what they have written to see where it works and where it doesn't. Reflecting and revising are done by other readers or editors who give comment and make suggestion.

4. Final Version

When the writers have edited their draft, they produce their final version. This may look cosiderably different from the original plan and the first draft, because the things that are not suitable have changed in the editing process. The writer is ready to send the written text to the intended eudience now.⁸

We might decice those stages in the following way below:



Figure 2.1 Process of Writing

2.1.3 Text

A text is a language use unit in a context of spoken and written. A language use unit is a phoneme or a morpheme or a phrase or a clause, or a

⁸Jeremy Harmer, (2004), How to Teach Writing, London: Longman, page. 04

sentence or a discouse. In general text is an article we often read; we know that human beigs are different from others. We live in a worlds. When these words are put together to communicate a meaning, a piece of text occur. They will think to express their expression. We can say that human need to express their own in many ways to express their own. But we must have appropriate grammatical, so the reader can understand our meaning. It is an accordance with the opinion that text are often regarded as a series of appropriate grammatical structure, and so istruction ay employee "slot and filter framework in which sentence with different meanings can be generated by verifying the words in the slots". 10

In conclusion the text is any unit of language or linguistic form that is functional in context. Thus, discourse find its realization in text. In recent discussion of language structure beyond the level of sentence, some linguistic have tended to use the term discourse and text without sharp distinction.

2.1.3.1 Text Based Genre

Genre is defined as the next type which functioned as a frame of reference inspite to create and effective in diction.¹¹ Every student that wants to master about writing should understand about the genre of text. It will be easier to understand the purpose of the text form its genre.

⁹Pardiyono, (2007), *Teaching Gendre-Based Writing*, Yogyakarta: Andi Offest, Page. 01.

¹⁰Ken Hyland, (2003), *Second Language Writing*, USA: Cambridge University Press, Page. 03

¹¹Pardiyono, (2007), *Teaching Gendre-Based Writing*, Yogyakarta: Andi Offest, Page. 02.

The different genre deploys the resources for meaning making through the grammar in different ways. These genre arose in social interaction to fulfill human's social purpose. These are different genres of writing: Recount, Exposition, News Item, Anecdote, Narrative, Procedure, Explanation, Discussion, Review, and Descriptive.

1) Descriptive Text

Descriptive text is used to describe in details of particular person, place, thing, and subject.

2) Recount Text

Recount text is used to retell something happened in the past and to tell a series of past event.

3) Procedure Text

Procedure text is used to describe how something tone or how something is accomplish through a sequence of action or steps.

4) Narrative Text

Narrative text is use to amuse, entertine and to deal with actual or vicarious experience in different ways. Narrative dels eith problematic events which lead to a crisis or tuning point of some kind, which is turn finds a resilution.

5) Exposition Text

Exposition text consist of two different kinds, namely:

- Analytical Exposition

This text is udes to persuade the reader or listener that something the case.

Hortatory Exposition

This text is used to persuade the readers or listener that something should or should not be the case.

6) Explanation Text

Explanation text is used to explain the processes involved the information or working of natural or socio-cultural phenomena.

7) Discussion Text

Discussion text is used to present information and opinion about issues in more one side of an issues (for/pros and againts/cons)

8) Report Text

Report Text is used to describe the waythins are, with reference to arrange of natural, man-made and social phenomena in our environment.

9) News Item Text

New item text is used to inform leaders, listeners, or viewers about events the day which are considered newsworthy or important.

10) Anecdote

Anecdote is used to share with others an account of an unusual or amusing insident.

11) Review

Review is used to critique an art work, event for a public audience. Such works of art include movie TV shows, books, plays, operas, recordings, exhibition, concerts and ballets.¹²

This study will focus on acrostic technique in students' witing descriptive text.

2.1.4 Descriptive Text

Descriptive text is a kind of genres that should be achieved by the students in the level senior high school. Description or descriptive etimologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However descriptive genre can also describe idea or point of view in order to have visual appearance of it.¹³

Based on the definition above, the writer concludes that descriptive text is a text which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

Descriptive text is a text containing two components namely identification and description. The identification is to identify the object to

¹²L Gerrot and P Wignell, (1994), *Making Sense an Functional Grammar*, Sydney: Gerd Stabier, Page. 196.

¹³Dirgeyasa, (2014), Writing a genre based perspective, Unimed Press, Medan: Page.03

describe. The description describes parts, qualities, and characteristics of the parts of the object.

Descriptive text consist of five component namely describing process, event, object, person and place.

1. Describing a person

In describing a person, the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attributes (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

2. Decribing process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative form.

3. Describing a place

The best way to describe a place is by presenting concrete. Something like a school, a field of a garden. Further, it is essential to describe the size and agreement of space involved.

4. Describing thing (object)

The best way to describe an occurate oject, such as the colors, shapes, and so on. There for, the writer will describe easily the entire picture and event.

5. Describing an event

Describing an event explain all details related to the event clearly. Student should be able to memorize and remember the entire event and enable to describe a moment or an unforgettable situation.¹⁴

2.1.4.1 Generic Structure of Descriptive Text

Generic structure or rhetorical structure is a package of events in a text. It will explain how the stages moves through to attain the purpose. Generic Structure, which is devided into two. They are:

- a. identification: identifies the phenomenon to be described, and
- b. description: describe parts, qualities, characteristics.¹⁵

This is the example of descriptive text:

Fatin Shidqia Lubis



Figure 2.2 Example of Descriptive Text

¹⁴D Jooly, (1984), Writing Task, New York: Cambridge University, Page. 470.

¹⁵http://teacherside.blogspot.com/2014/03/genre-kinds-of-text.html

Identification

Fatin Shidqia Lubis is a young talented singer. She is started to a new idol when she performs a cool song "Grenade" of Bruno Mars.

Description

The little lady was born in Jakarta on 30 July 1996. She is short but good looking. She always wears her veil on every performance.

Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be winner of the contest. ¹⁶

2.1.5 Sentence Combining Technique

Sentence combining was originally developed in the 1970s provide systematic instruction in sentence construction skills. Sentence combining provides direct, mindful practice in manipulating and rewriting basic or *kernel* sentences into more syntatically mature or varied. Through the process of contructing and changing, students learn to untangle, tighten, and rewrite sentences that may be too complex for a reader to easily to understand. Conversely, students who may write short, choopy sentences can learn to change these sentences into more varied and syntactically complex sentences that better reflect what they want to say.

Sentence combining is a technique frequently used in grammar and composition instruction. Basically, this technique invilves the materials developer breaking down selected complex sentences into sets of simple sentence. This is technique also as a process which all writers and other users of language employ

¹⁶http://adf.ly/1477046/banner/http://www.sekolahoke.com/2013/06/descriptive-text-fatin-shidqia-lubis-monseventeenjunesixthirten.html. Accested on February 21 2017.

either intuitively or upon review and revision Kellog Hunt writes that sentence combining takes one sentence of a certain sort and another of a certain sort and combines them to produce one new sentence. The process of combining litle sentences into bigger ones can be repeated an indefinite number of times so that two, three, four, five and even twenty can be combine into one complicated sentence. The joining of sentences partially indicates linguistic maturity.¹⁷

2.1.5.1 The Steps in Developing Sentence Combining

The sentence combining treatmen is adapted from the curriculum used in the Saddler and Graham study. 18 Instruction is segmented into three units consisting of six lessons each. Each unit teaches a particular type of sentence construction, in the first unit, students combine kernel sentence clusters of three or more sentences by using adjectives. In the second unit, students combine sentences by using inserting phrases, and in the third unit they use the connectors to combine sentence kernels.

The following steps of six lessons should be considered in developing sentence combining technique practice:

1) Lesson one and two

The first and two lesson began with teacher introducing and explaining the sentence combining technique practice in that unit. The teacher introduce sentence combining to the students as a trick good writers

¹⁷Desy Mita Rahmani, (2016), Skripsi: *The Effect of Sentence Combining Technique on Students' Achievement in Wrting Recount Text*, Medan, State University of Medan.

¹⁸Saddler and Graham, Journal of Educational Psychology, Vol 97(1) Feb 2005, page. 43-54

use to make their sentences and stories easier to understand and more interesting. Following the introduction, there is a brief oral warm-up portion during which the teacher read a set of kernel sentences to the students. The teacher then models combining the first sentence pair. The students are asked to take turn and completing the remaining sentence pairs. If neither students suggest a solution, the teacher provides an answer and the moves to the next set of sentences. After the warm-up sentences are completed, the teacher asks the students to explain how they know to put the sentence together. The teacher states what operations the students need to carry out in order to combine the sentences, namely, using a connecting word (if appropriate), getting rid of words they do not need, moving word around, changing words if needed, or adding words.

A written guided practice portion follows the warm-up. This practice consist of the students combining sets of kernel sentences into a single sentence. The students are asked to combine the first set of sentences individually and then write out their answers on the worksheets. They are instructed to stop after finishing each set of sentence and read their answer to each other out load. While one student is reading his or her response, the other students uses hand signals to rate the sentence. Ratings for each sentence are established through discussion about the sound of the sentence. If the sentence sounds great the student will give thumb up, if it sounds okay the student places his or her thumb parallel to the ground, and if the sentence does not sound right the

student give a thump down. If the sentence is a thumb down sentence, the partner and the teacher discuss how it can be improved.

2) Lesson three

The purpose of this third lesson is to transfer the skills. The students are practicing via the sentence combining exercise to a revision task. The lesson starts with an oral warm-up as in lesson one and lesson two. After the warm-up, the students assist each other in producing a revised paragraph from a series of kernel sentences tht do not contain any combination cues.

3) Lesson four

This lesson is designed to promote story planning and to provide additional practice with the sentence combining skills. The lesson begins with the same oral warm-up activity as in the previous lessons with one minor change. This time students attempt each of the warm-up problem individually to ascertain if each could create a different sollution for the problem. Then each student is given a topic similar to the one used in the pre-test and instructed them to write about with the good organization and avoid the choopy sentences.

4) Lesson five

During this lesson the students use a Peer-Editor Checklist to revise their stories draft. The checklist is included to further support the peerassisted learning arrangemet by providing a detailed structure to guide revision. Initially, the instructor models the checklist by axamining a sample story while verbalizing answers for each of the question on the checklist.

5) Lesson six

During this lesson the students discussed each other's story using the complete Peer-Eitor Checklist and made revision. They then read the revised stories out loud.

2.1.5.2 The Advantages of Sentence Combining

Sentence combining practice may improve writing in four ways:

- 1) Students start considering the reader's prespective during the process of learning and manipulating syntactic options in their own writings.
- 2) Students may reduce the choppy or run-on sentence style. Specific pattern drill and mindful syntactic manipulation allow the writers to become aware of syntactic alternatives. This awareness may boost students' confidence in their ability to manipulate sentence syntax, and make them mor vary, experiment, and innovate in their writing.¹⁹
- 3) Sentence combining exercise can ilustrate how punctuation organize sentence elements and may help students become confident about punctuation.

¹⁹Saddler, (2007), *Improving Sentence Construction Skill throuh Sentence*Combining Practice, The Guilford Press: New York. Retrieved from: Skripsi. Desy Mita Rahmani, (2016), *The Effect of Sentence Combining Technique on Students' Achievement in Wrting Recount Text*, Medan, State University of Medan.

4) Sentence combining practice may foster revision skills by providing an organized knowledge of syntatic structures that enable writers to consider alternative in sentence structure.²⁰

2.1.5.3 The Disadvantages of Sentence Combining Technique

Although sentence combining exercises have proven affective in increasing syntactically fluency of students, they only represent one component in writing program. This exercises cannot replace other validated writing instruction practices, nor they are a quick fix, as changes in writing behaviour take time and much practice. They cannot meet every challenge skilled or less skilled students will face during the composing process.

2.2 Related Study

1. Nilam, Intan, 2016, English and Literature Depertement, Faculty of Languages and Arts, State University of Medan, has done a research The Effect of Field Trip Method on Students' Achievement in Writing Descriptive Text at the Tenth Grade of SMAN I Tanjung Pura. The objective of this research is to infestigate whether the application of field trip method significantly affects the tenth grade of SMAN I Tanjung Pura writing skill in writing descriptive text. The population of the research is 180 students of senior high school SMAN I Tanjung Pura are involved in this research. Two classes, X MIA 2 and X MIA 3, selected as the class of sample from the total six classes of one

²⁰Desy Mita Rahmani, (2016), Skripsi: *The Effect of Sentence Combining Technique on Students' Achievement in Wrting Recount Text*, Medan, State University of Medan.

hunred and eighty students on the tenth grade. X MIA 2 selected as the experiment class, and X MIA 3 as the control class. Based on the data analysis, the t-test is 3.67 wit the degree of freedom 58 on the significant level of 0.05 t-table is 2000. The computation shows that t-test is higher than t-table (3.67>2.00). it means that the hypotesis of the research is accepted. The conclusion of the research is that there is a significant effect between the students who were thaugt by using class resume method and and the students who were taught by using lecture method.²¹

2. Rahmani, Desy Mita, 2016, English and Literature Depertement, Faculty of Languages and Arts, State University of Medan, also has done a research The Effect of Sentence Combining Technique on Students' Achievement in Writing Recount Text of SMP BUDI SATRYA MEDAN. The objective of this research is to investigate whether the aplication of Sentence Combining Technique significantly affects the students' achievement in writing for the eight grade students of SMP BUDI SATRYA MEDAN. The population of this research was for the eight grade students of SMP BUDI SATRYA MEDAN. The research method was an experiment research, which conducted in two classes; the experiment class (VIII-1) and control class (VIII-3). The VIII-1 was taught by using sentence combining technique, while the VIII-3 was taught complete sentence technique.

²¹Intan Nilam, (2016), *The Effect of Field Trip Method on Students' Achievement in Wrting Descriptive Text*, Medan, State University of Medan.

The writer gave writing test to gather the data. There were two test; pre-test and post-test. collected by using test. The obtained t-test was 2.75, whereas the t-table was 2.004. the t-test score was higher than the t-table (2.75 > 2.004). it was meant that H α was accepted while H₀was rejected.²²

Lestari Gultom, Harni, 2014, English and Literature Depertement, Faculty of Languages and Arts, State University of Medan, has done a research The Effect of Applying Clustering Technique on Students' Achievement in Writing Descriptive Text at the Tenth Grade of SMAN 3 Pematang Siantar. The objective of this research is to investigate if the tenth grade students' achievement of SMAN 3 Pematang Siantar in writing descriptive text by using clustering technique higher that by using lecturing tmethod. The population of the research is 440 students of senior high school SMAN I Tanjung Pura are involved in this research. Two classes, X 6 and X 7, selected as the class of sample from the total eleven classes of four hunred and fourty. X 6 selected as the experiment class, and X 7 as the control class. Based on the data analysis, the t-test is 3.003while t-table is 2.024. The computation shows that t-test is higher than t-table (3.003>2.024). It means that the hypotesis of the research is accepted. The conclusion of the research is that there is a significant effect

²²Desy Mita Rahmani, (2016), *The Effect of Sentence Combining Technique on Students' Achievement in Wrting Recount Text*, Medan, State University of Medan.

between the students who were thaugt by using class resume method and and the students who were taught by using lecture method.²³

2.3 Conceptual Framework

Writing is define as one of the most powerful communication tools which shares our thoughts and ideas for the rest of our life. The most writing is about the ability in creating ideas or thoughts based on the writers' experience that was taken from some information. It is need by the writer and they will use the ideas or thoughts with order to help the reader in remembering information.

Writing is one of the umportant skill in Senior High School that should be mastered by the student. The teacher should be aware of the students writing mastery. In reality, many students have difficulties in writing because they don't know how to begin their writing. They have some ideas on their mind, but they didn't know how to express them in a good writing composition. The teacher should be able create a technique that can help students to get started their writing.

To study writing, the research does not pay attention to the write tet word by word to establish meaning but also the students' experiences and the prior knowledge to understand and create the result of creating writing. In this study, writing is focused on the form of writing description text, the researchescan use sentence combining technique. Sentence combining technique is encourage a writer to take two or more short, choppy sentences and combine them into one effective sentence, it can give good effect for students, because they can follow

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²³Harni Lestari Gultom, (2016), *The Effect of Applying Clustering Technique on Students' Achievement in Wrting Descriptive Text*, Medan, State University of Medan.

the procedures of sentence combining technique to write text especially writing descriptive text by describing the object based on the real life situation and the innovative information and responsive when using some knowledge.

2.4 Hypothesis

Based on the theoritical and conceptual framework previous, the hypothesis is formulated as follows:

- (1) (H α): "There is sigificant effect of Applying Sentence Combining Technique on students' achievement in writing descriptive text."
- (2) (Ho): "There is no significant effect of Applying Sentence Combining Technique on students' achievement in writing descriptive text."

CHAPTER III

RESEARCH METHOD

3.1 Location of Research

The research was conducted at MAS Al-Ittihadiyah Medan. The location of research is on Jln. Bromo No. 25 Medan. The writer choose this location because in this location the resercher found the problem.

1. History of School

MAS Al-Ittihadiyah is a one of Senior High School on Bromo state No 25 or Mamiyai No 1 Medan, North Sumatera. MAS Al-Ittihadiyah established on 1983 wich constructed by Amal Foundation and Mamiyai Orphanage Social Al-Ittihadiyah that established on 1981 as a purpose of the orphan education which was brought up by Mamiyai Orphanage Al-Ittihadiyah and children of surrounding society / non orphanage to study at Mamiyai Al-Ittihadiyah school. Hj. Nurhayati Siregar is a leader in Mamiyai Orphanage Social Al-Ittihadiyah, and Latifah Khairani Siregar, S.Pd is a leader in MAS Al-Ittihadiyah school.

2. Size of School Location

MAS Al-Ittihadiyah has \pm 1500 M² (50 x 30 M²) and the school building is \pm 560 M² consist of 3 floors.

3.2 Population and Sample

3.2.1 Population

Populasi adalah keseluruhan objek yang akan/ingin diteliti.²⁴(Population is the whole of object that will be researched) In this research, the population was the eleventh grade of MAS Al-Ittihadiyah that consist of 39 students in two classes. It could be seen from the table:

Table 3.1

The Population of Research

No	Class	Students
1	X_1	19
2	X_2	20
	Total	39

3.2.2 Sample

Experienced researchers start with the total population and work down to the sample. The smaller class or subset of the population is the sample.²⁵ In selecting sample, the researcher used total sampling, because the population was less than 100.

²⁴Syahrum and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, Page. 113.

²⁵Louis Cohen and Laurence Manion and Keith Morison, (2007), Research Method in Education, London: Rouledge, page. 100

These classes were divided into two class, experiment and control class. Class X_1 as the experiment class was taught by using Sentente Combining Technique and class X_2 as the control class was taught by using lecturing method.

Table 3.2

The Sample of Research

No	Class	Students			
1	X1 (Experiment Class)	X1 (Experiment Class) X			
2	X2 (Control Class)	20			
	39				

3.3. Design of Research

In this research, the researcher will use experimental research method. To collect the data, the sample divided into two classes. One of the classes will asign as the experimental class and other one as the control class.

Experiment class was the class that received treatment by sentence combining technique, while the control class was the class that did not receive treatment. The control class just received lecturing method.

The procedure of the research, firstly the researcher gave pre-test to both of class before they were taught about descriptive text. Then, the same test was given to both classes as the post-test. This post-test was given after the students study about descriptive text. The experiment design in this research was:

Table 3.3

Design of Research

Class	Step 1	Step 2	Step 3
Experiment	Pre-test	Treatment by using sentence combining technique	Post-test
Control	Pre-test	Treatment by using lecturing method	Post-test

3.4 Operational Definition

This research has two variable, they were independent variable and dependent variable.

1. Independent variable of this research was Sentence Combining

Technique in teaching descriptive text. This technique was applied to

know the effect of Sentence Cobining Technique on the students

writing achievement in descriptive text. It is basically an activity

where students were given questions, one at a time, to answer from a

piece of text. Once they have answered the first question. They must

bring it to be check for accuracy before they were given the next

question. By using this technique the students can answer the question

with their class quickly, they were brave to deliver their ideas, and the

students more active than before.

2. Dependent variable was the students' writing achievement in descriptive text. Description or descriptive etimologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. The students' writing achievemet in decriptive text was affected by sentence combining technique. It was hoped that the students can express their idea in writing descriptive text and they can write descriptive text based in the correct punctuation, grammar, spelling, and the choice of words that they used.

3.5 Instruments for Data Collection

In collecting data from the field of the research, the writer used the following instrument to require information:

1. Test

A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain.²⁶ The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion, because everyone has different ability, personalit, interest and behavior

In this case, test defined as a set of question that was given to the students to find out their achievement in writing descriptive text. There were two kinds of writing test, namely composition test and objective test of writing. In this study, the researcher used composition test of writing. In

²⁶H. Douglas, Brown, (2004), *Language Assesment; Principles and Classroom Practice*, New York: Longman, page. 03

this assignment, the students were required to compose a short text of descriptive text based on the fact. The test was used to collect the students' writing that must be analyzed to identify students' achievement on writing descriptive text. The researcher gave the written test in essay form for the students to measure their ability at writing descriptive text. Test was divided into two forms, pre-test and post test.

2. Interview

As Kvalemarks, as an inter-view, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data.²⁷

The interview is a flexible tool for data collection, enabling multisensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not inly for complete answers but also for responses about complex and deep issues. The researcher took the English teacher as interviewee. The researcher used structured interview.

3.6 Techniques for Data Collection

1 Test

The test was given to the experiment class and control class. The test was given in two times. The first is pre-test; it done before the students were given treatment. The second is post-test, it was given after the writer

²⁷Louis Cohen and Laurence Manion and Keith Morison, (2007), *Research Method in Education*, London: Rouledge, page. 349

gave treatment to experiment class by using sentence combining technique and control class by using lecturing method.

The test consists of 1 question in essay form. The students got possible score 0-100, where 0 is the minimum score and 100 is the maximum score.

The steps to do the test were followed:

- a. Distributing the test to the students
- b. Giving instruction that the test is directly done on the test
- c. Specifying the time for the students to do the test
- d. Collecting the test from the students when time is over
- e. Scoring the students

2 Interview

The interview was done before conducting the reserach. The reseracher interviewed the English teacher before conducting the research to find out the problem and collect information of the schools.

3.7 Technique for Data Analysis

In this research, the data was obtained from the experiment and control class. To significantly whether there was effect of applying sentence combining technique on the students' achievement in writing descriptive text, the researcher should do requirement test at the first by using normality and homogeneity test.

Normality Test

To test the normality of data, the researcher used Liliefors test with the following steps:

• Calculating mean and deviation standart by the formula:

$$\overline{X} = \frac{\sum X}{n}$$

$$S = \sqrt{n \sum X_{1}^{2} - (\sum X_{1})^{2}}$$

• Perception x1,x2.... xn made permanent number z_i, z_1, z_2,z_n by using formula:

$$Z_i = \frac{xi - \overline{x}}{S}$$

- To find out S (Z_i) we use the formula: S (Z_i) = $\frac{Fcum}{n}$
- Here, after calculating a proportion $Z_1, Z_2 \dots Z_n$, the smaller equals to Z_i .
- Counting the difference $F(Z_i) S(Z_i)$, and ten determine its absolute price.
- ullet Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .
- If $L_0 < L$ obtained from the critical coefficient test, the Liliefors with the real level $\alpha = 0.05$, hence the distribution is normal. ²⁸
 - Homogencity Test

To the test variants of both homogenous samples, variants equality test, that is:

²⁸Sudjana, (2015), Metoda Statistika, Bandung: Tarsito. Page. 466

$$F = \frac{\textit{The biggest variants}}{\textit{The smallest variants}}$$

Here, its criterion is F $_{\mbox{observation}}$ < $F_{\mbox{t}}$, then both samples was homogenous.

• Hypothesis Test

The data was analyzed by using t-test formula. The formula is:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 - dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Mx = the mean score of experiment group

My = the mean score of control group

dx = the deviation standard of experimental group

dy = the deviation standard of control group

nx = the total sample of experimental group

ny = the total of control group²⁹

3.8 Scoring

Scoring: Content+Organization+Vocabulary+Language Use+Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5

 $^{^{29}}$ Suharsimi Arikunto, (2006),
 Prosedur Penelitian Satuan Pendekatan Praktik, Jakarta: Rineka Cipta, page 354-356

Total	100

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Analysis

Data analysis was intended to find out whether the application of Sentence Combining Technique significantly affects the students' achievement at writing descriptive text. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected, before it the researcher should do requirement test at the first by using normality and homogencity test.

4.1.1 The Descriptive of Data

The data on this research were quantitative data, they were taken from experiment research design, and there were thirtynine students who were taken as sample of this research. They were divided into two classes, namely experiment and control class the students in experiment class were taught by using Sentence Combining Technique and the students in control class were taught by using lecturing method. The population of this research was the students of the eleventh grade at MAS AL-Ittihadiyah Bromo. The experiment class was X_1 and the control class was X_2 .

Table 4.1
Students' Score in Experiment Class

No	Initial Name	Pre-test	Post-test	
1	ARN	52	69	
2	AY	65	70	
3	ES	37	70	
4	EM	46	70	
5	ER	36	71	
6	FH	44	73	
7	FOA	62	76	
8	HSR	36	76	
9	JHFK 32		76	
10	KA	37	76	
11	LM	60	76	
12	MSB	33	77	
13	NA	42	78	
14	RR	60	80	
15	RI	35	84	
16	SAP	54	85	
17	SWH	50	88	
18	TMS	76	89	
19	TS	38	90	
	Total	895	1474	
	Mean	47,10	77,57	

Based on the table above, the students' achievement at writing descriptive text that was taught by using sentence combining technique showed the minimum score of pre-test was 32, the maximum score of pre-test was 76 and the mean of

pre test was 47,10. Meanwhile the minimum score of post-test was 69, the maximim score of post-test was 90, and the mean of post-test was 77.57.

Table 4.2
Students' Score in Control Class

No	Initial Name	Pre-test (t ₁)	Post-Test (t ₂)	
1	AWP	35	50	
2	AM	35	50	
3	BG	36	52	
4	DF	50	65	
5	FA	55	70	
6	HW	40	80	
7	IM	49	60	
8	MF	75	70	
9	MTAGS 48		73	
10	MS	55	60	
11	NAR	43	75	
12	RPH	55	55	
13	SMP 40		60	
14	SD	41	50	
15	SV	34	50	
16	SA	43	55	
17	SL	35	55	
18	SI	55	60	
19	TR	38	45	
20	ZS	ZS 55		
	Total	917	1202	
	Mean	45,85	60.1	

The table above explains that the students' achievement at writing descriptive text that was taught by lecturing method showed the minimum score of pre-test was 34 and the maximum score was 75, the mean of pre-test was 45,85. meanwhile the minimum score of post-test was 45 and the maximum score was 80, the mean of post-test was 60.1.

4.1.2 Normality Test

Table 4.3

Normality Test of Pre-Test in Experiment Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	32	1	1	-1,18318	0,118369	0,052632	0,065738
2	33	1	2	-1,10485	0,134612	0,105263	0,029349
3	35	1	3	-0,94819	0,171516	0,157895	0,013621
4	36	2	5	-0,86986	0,192188	0,263158	0,07097
5	37	2	7	-0,79153	0,214316	0,368421	0,154105
6	38	1	8	-0,7132	0,23786	0,421053	0,183193
7	42	1	9	-0,39989	0,344619	0,473684	0,129065
8	44	1	10	-0,24323	0,403913	0,526316	0,122403
9	46	1	11	-0,08657	0,465505	0,578947	0,113442
10	50	1	12	0,226741	0,589688	0,631579	0,041891
11	52	1	13	0,383399	0,649288	0,684211	0,034922
12	54	1	14	0,540057	0,705421	0,736842	0,031421

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
13	60	2	16	1,01003	0,84376	0,842105	0,001654
14	62	1	17	1,166688	0,878332	0,894737	0,016405
15	65	1	18	1,401674	0,919494	0,947368	0,027875
16	76	1	19	2,263292	0,988191	1	0,011809

To find Z score by usung the formula:

$$Zi = \frac{xi - \overline{x}}{S}$$

1.
$$Zi = \frac{32 - 47,10}{12,76} = -1,183$$

2.
$$Zi = \frac{33 - 47,10}{12,76} = -1,104$$

3.
$$Zi = \frac{35 - 47,10}{12,76} = -0,948$$

4.
$$Zi = \frac{36 - 47,10}{12,76} = -0,869$$

5.
$$Zi = \frac{37 - 47,10}{12,76} = -0,791$$

To find out S(Zi) we use the formula : S(Zi) = $\frac{Fcum}{n}$

1.
$$S(Zi) = \frac{1}{19} = 0.052$$

2.
$$S(Zi) = \frac{2}{19} = 0.105$$

3.
$$S(Zi) = \frac{3}{19} = 0.157$$

4.
$$S(Zi) = \frac{5}{19} = 0.263$$

5.
$$S(Zi) = \frac{7}{19} = 0.368$$

From the explanation above, it can be seen that Liliefors Observation or L_o = 0,184 with n = 19 and at real level α = 0,05 from the list critical coefficient of Liliefors table, Lt = 0,195. It can be concluded that the data distribution was **normal**, because L_o (0,183) < Lt (0,195).

Table 4.4

Normality Test of Post-Test in Experiment Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	69	1	1	-1,27211	0,101666	0,052632	0,049035
2	70	3	4	-1,12383	0,130542	0,210526	0,079984
3	71	1	5	-0,97555	0,164644	0,263158	0,098514
4	73	1	6	-0,67898	0,248575	0,315789	0,067215
5	76	5	11	-0,23413	0,407441	0,578947	0,171506
6	77	1	12	-0,08585	0,465794	0,631579	0,165785
7	78	1	13	0,062435	0,524892	0,684211	0,159319
8	80	1	14	0,359001	0,640203	0,736842	0,096639
9	84	1	15	0,952134	0,829486	0,789474	0,040012
10	85	1	16	1,100418	0,864425	0,842105	0,02232
11	88	1	17	1,545267	0,938859	0,894737	0,044122
12	89	1	18	1,69355	0,954825	0,947368	0,007456
13	90	1	19	1,841834	0,96725	1	0,03275

To find Z score by usung the formula:

$$Zi = \frac{xi - \overline{x}}{S}$$

1.
$$Zi = \frac{69 - 77,57}{6,74} = -1,272$$

2.
$$Zi = \frac{70 - 77,57}{6.74} = -1,123$$

3.
$$Zi = \frac{71 - 77,57}{6,74} = -0,975$$

4.
$$Zi = \frac{73 - 77,57}{6,74} = -0,678$$

5.
$$Zi = \frac{76 - 77,57}{6,74} = -0,234$$

To find out S(Zi) we use the formula : S(Zi) = $\frac{Fcum}{n}$

1.
$$S(Zi) = \frac{1}{19} = 0.052$$

2.
$$S(Zi) = \frac{4}{19} = 0.210$$

3.
$$S(Zi) = \frac{5}{19} = 0.263$$

4.
$$S(Zi) = \frac{6}{19} = 0.315$$

5.
$$S(Zi) = \frac{11}{19} = 0.578$$

From the explanation above, it can be seen that Liliefors Observation or L_o = 0,171 with n = 19 and at real level α = 0,05 from the list critical coefficient of Liliefors table, Lt = 0,195. It can be concluded that the data distribution was **normal**, because L_o (0,171) < Lt (0,195).

Table 4.5

Normality Test of Pre-Test in Control Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	34	1	1	-1,1379	0,127581	0,05	0,077581
2	35	3	4	-1,04187	0,148735	0,2	0,051265
3	36	1	5	-0,94585	0,172113	0,25	0,077887
4	38	1	6	-0,7538	0,225485	0,3	0,074515
5	40	2	8	-0,56175	0,287144	0,4	0,112856
6	41	1	9	-0,46572	0,320707	0,45	0,129293
7	43	2	11	-0,27367	0,392168	0,55	0,157832
8	48	1	12	0,206454	0,581782	0,6	0,018218
9	49	1	13	0,302479	0,618857	0,65	0,031143
10	50	1	14	0,398505	0,654871	0,7	0,045129
11	55	5	19	0,878631	0,810199	0,95	0,139801
12	75	1	20	2,799135	0,997438	1	0,002562

To find Z score by usung the formula:

$$Zi = \frac{xi - \overline{x}}{S}$$

1.
$$Zi = \frac{34 - 45,85}{10,41} = -1,137$$

2.
$$Zi = \frac{35 - 45,85}{10,41} = -1,041$$

3.
$$Zi = \frac{36 - 45,85}{10,41} = -0,945$$

4.
$$Zi = \frac{38 - 45,85}{10,41} = -0,753$$

5.
$$Zi = \frac{40 - 45,85}{10,41} = -0,561$$

To find out S(Zi) we use the formula : S(Zi) = $\frac{Fcum}{n}$

1.
$$S(Zi) = \frac{1}{20} = 0.05$$

2.
$$S(Zi) = \frac{4}{20} = 0.2$$

3.
$$S(Zi) = \frac{5}{20} = 0.25$$

4.
$$S(Zi) = \frac{6}{20} = 0.3$$

5.
$$S(Zi) = \frac{8}{20} = 0.4$$

From the explanation above, it can be seen that Liliefors Observation or L_o = 0,099 with n = 20 and at real level α = 0,05 from the list critical coefficient of Liliefors table, Lt = 0,190. It can be concluded that the data distribution was **normal**, because L_o (0,157) < Lt (0,190).

Table 4.6

Normality Test of Post-Test in Control Class

No	Caara	Б	Eaum	7:	E(7:)	6(7:)	E(73) S(73)
No	Score	r	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)

1	45	1	1	-1,53785	0,062042	0,05	0,012042
2	50	4	5	-1,02863	0,151827	0,25	0,098173
3	52	1	6	-0,82494	0,204703	0,3	0,095297
4	55	3	9	-0,51941	0,301738	0,45	0,148262
5	60	4	13	-0,01018	0,495937	0,65	0,154063
6	65	1	14	0,499038	0,691124	0,7	0,008876
7	67	1	15	0,702727	0,758887	0,75	0,008887
8	70	2	17	1,008261	0,843335	0,85	0,006665
9	73	1	18	1,313795	0,905542	0,9	0,005542
10	75	1	19	1,517484	0,935428	0,95	0,014572
11	80	1	20	2,026706	0,978654	1	0,021346

To find Z score by usung the formula:

$$Zi = \frac{xi - \overline{x}}{S}$$

1.
$$Zi = \frac{45 - 60,1}{9,81} = -1,537$$

2.
$$Zi = \frac{50 - 60,1}{9,81} = -1,028$$

3.
$$Zi = \frac{52 - 60,1}{9,81} = -0.824$$

4.
$$Zi = \frac{55 - 60,1}{9,81} = -0,519$$

5.
$$Zi = \frac{60 - 60,1}{9,81} = -0,010$$

To find out S(Zi) we use the formula : S(Zi) = $\frac{Fcum}{n}$

1.
$$S(Zi) = \frac{1}{20} = 0.05$$

2.
$$S(Zi) = \frac{5}{20} = 0.25$$

3.
$$S(Zi) = \frac{6}{20} = 0.3$$

4.
$$S(Zi) = \frac{9}{20} = 0.45$$

5.
$$S(Zi) = \frac{13}{20} = 0.65$$

From the explanation above, it can be seen that Liliefors Observation or L_o = 0,154 with n = 20 and at real level α = 0,05 from the list critical coefficient of Liliefors table, Lt = 0,190. It can be concluded that the data distribution was **normal**, because L_o (0,154) < Lt (0,190).

4.1.3 Homogencity Test

Homogeneity test used F-test to know what the samples come from the population that homogenous.

Table 4.7
Homogeinity Test of Pre-Test

No	Data	Variants	F _{observation}	F _{table}	Conclusion
1	Pre-test experiment	162,98			
			1,50	2,18	

	class			Homogenous
2	Pre-test of control	108,45		
	class			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where : S_1^2 = the biggest variant

 S_2^2 = the smallest variant

Based on the variants of both samples of pre-test found that:

$$S_{ex}^2 = 162,98$$

$$N = 19$$

$$S_{cont}^{2} = 108,45$$

$$N = 20$$

So:

$$F_{\text{observation}} = \frac{S_{keks}^{2}}{S_{kcont}^{2}}$$

$$F_{\text{observation}} = \frac{162,98}{108,45} = 1,50$$

Then the coefficient of $F_{observation}$ = 1,50 was compared with F_{table} , where F_{table} was determined at real level α = 0,05 and the same numerator dk= n-1 (19-1) the denominator dk- n-1 (20-1). Then the calculated 2,18.

Because of $F_{observation} < F_{table}$ or (1,50 < 2,18) so it can be concluded that the variantwas **homogenous.**

Table 4.8

Homogeinity Test of Post-Test

No	Data	Variants	Fobservation	F _{table}	Conclusion
1	Post-test	96,41			
	experiment class		2,11	2,18	Homogenous
2	Post-test of control	45,47			
	class				

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where :
$$S_1^2$$
 = the biggest variant

$$S_2^2$$
 = the smallest variant

Based on the variants of both samples of pre-test found that:

$$S_{ex}^2 = 96,41$$

$$N = 19$$

$$S_{cont}^{2} = 45,47$$

$$N = 20$$

So:

$$F_{\text{observation}} = \frac{S_{keks}^{2}}{S_{kcont}^{2}}$$

$$F_{observation} = \frac{96,41}{45,47} = 2,11$$

Then the coefficient of $F_{observation}$ = 2,11 was compared with F_{table} , where F_{table} was determined at real level α = 0,05 and the same numerator dk= n-1 (19-1) the denominator dk- n-1 (20-1). Then the calculated 2,18.

Because of $F_{observation} < F_{table}$ or (2,11 < 2,18) so it can be concluded that the variantwas **homogenous.**

4.1.4 Hypothesis Test

The hypothesis was aimed to show the result of the observation sample quantitavely and also to know whether the application of sentence combining technique significantly affects the students' achievement in writing descriptive text, so the hypothesis were:

$$H_0 = \mu x \le \mu y$$

$$H\alpha = \mu x > \mu y$$

From the criteria of the hypothesis, $H\alpha$ is accepted if $t_{observation} > t_{table}$

To find out whether the application of sentence combining technique significantly affects the students' achievement in writing descriptive txt. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 - dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Mx = the mean score of experiment group

My = the mean score of control group

dx = the deviation standard of experimental group

dy = the deviation standard of control group

nx = the total sample of experimental group

ny = the total of control group

Before calculating t test data, it used the formula bellow to find the deviation standard of both class:

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

Table 4.9

The Tabulation of Students' Score at Experiment Class

	Students'	Pre Test				
No	Initial Name	(\mathbf{t}_1)	Post Test (t ₂)	$\mathbf{d} = (\mathbf{t}_2 \mathbf{-t}_1)$	dx = d - Mx	$(dx)^2$
1	ARN	52	69	17	-13,47368421	181,5402
2	AY	65	70	5	-25,47368421	648,9086
3	ES	37	70	33	2,526315789	6,382271
4	EM	46	70	24	-6,473684211	41,90859
5	ER	36	71	35	4,526315789	20,48753
6	FH	44	73	29	-1,473684211	2,171745
7	FOA	62	76	14	-16,47368421	271,3823
8	HSR	36	76	40	9,526315789	90,75069
9	JHFK	32	76	44	13,52631579	182,9612
10	KA	37	76	39	8,526315789	72,69806
11	LM	60	76	16	-14,47368421	209,4875
12	MSB	33	77	44	13,52631579	182,9612
13	NA	42	78	36	5,526315789	30,54017
14	RR	60	80	20	-10,47368421	109,6981
15	RI	35	84	49	18,52631579	343,2244
16	SAP	54	85	31	0,526315789	0,277008
17	SWH	50	88	38	7,526315789	56,64543

No	Students'	Pre Test				
	Initial Name	(t_1)	Post Test (t ₂)	$\mathbf{d} = (\mathbf{t}_2 \mathbf{-t}_1)$	dx = d - Mx	$(dx)^2$
18	TMS	76	89	13	-17,47368421	305,3296
19	TS	38	90	52	21,52631579	463,3823
	Total	895	1474	579	0	3220,73
	Mean	47,10	77,57			

$$\mathbf{M}x = \frac{\sum d}{n}$$

$$=\frac{579}{19}$$

Table 4.10

The Tabulation of Students' Score at Control Class

	Students' Initial	Pre Test	Post Test			
No	Name	(t_1)	(t_2)	$\mathbf{d}=(\mathbf{t}_2\mathbf{-t}_1)$	dy = d - Mx	(dy) ²
1	AWP	35	50	15	0,75	0,5625
2	AM	35	50	15	0,75	0,5625
3	BG	36	52	16	1,75	3,0625
4	DF	50	65	15	0,75	0,5625
5	FA	55	70	15	0,75	0,5625
6	HW	40	80	40	25,75	663,0625
7	IM	49	60	11	-3,25	10,5625
8	MF	75	70	-5	-19,25	370,5625
9	MTAGS	48	73	25	10,75	115,5625
10	MS	55	60	5	-9,25	85,5625
11	NAR	43	75	32	17,75	315,0625
12	RPH	55	55	0	-14,25	203,0625
13	SMP	40	60	20	5,75	33,0625
14	SD	41	50	9	-5,25	27,5625

No	Students' Initial	Pre Test	Post Test	$\mathbf{d} = (\mathbf{t}_2 \mathbf{-t}_1)$	dy = d - Mx	(dy) ²
	Name	(t ₁)	(t_2)			
15	SV	34	50	16	1,75	3,0625
16	SA	43	55	12	-2,25	5,0625
17	SL	35	55	20	5,75	33,0625
18	SI	55	60	5	-9,25	85,5625
19	TR	38	45	7	-7,25	52,5625
20	ZS	55	67	12	-2,25	5,0625
	Total	917	1202	285	0	2013,75
	Mean	45,85	60,1			

$$My = \frac{\sum a}{n}$$

$$=\frac{285}{20}$$

Based on the calculation data, the result was as follow:

$$Mx = 29.94$$

$$My = 13.45$$

$$dx^2 = 999.64$$

$$dy^2 = 696.9$$

$$n_x = 19$$

$$n_y = 20$$

So t-test can be counted as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 - dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{30.47 - 14.25}{\sqrt{\frac{3220.73 - 2013.75}{19 + 20 - 2} \left(\frac{1}{19} + \frac{1}{20}\right)}}$$

$$t = \frac{16.22}{\sqrt{\left(\frac{1206.98}{37}\right)(0.10)}}$$

$$t = \frac{16.22}{\sqrt{(32.62)(0.10)}}$$

$$t = \frac{16.22}{\sqrt{3.26}}$$

$$t = \frac{16.22}{1.80}$$

$$t = 9.01$$

From the calculating of the data, it can be seen there was significant effect of sentence combining technique on the students' achievement in writing descriptive text. In order to find out the significant effect of sentence combining technique, the researcher analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the coefficient of $t_{observation}$ was 9.01.

In this research, the coefficient of t-table for the degree freedom (df) 37 at level of significance 0.05 is between df=35 and df=40. Because df=37 there was not in t distribution, so the researcher used interpolation.

•
$$t_{(35)} = 2.030$$

•
$$t_{(40)} = 2.021$$

So:

$$t(37) = 2.030 + \left(\frac{37 - 35}{40 - 35}\right) (2.021 - 2.030)$$

$$t(37) = 2.030 + \left(\frac{2}{5}\right)(-0.009)$$

$$t(37) = 2.030 - 0.0036$$

$$t(37) = 2.026$$

From the calculation above, it was found that the coefficient of $t_{observasion}$ (9.01) was higher than the coefficient of t_{table} (2.026). It can be seen as follows:

This result showed that null hypothesis was rejected, the hypothesis formulated as "there was significant effect of applying sentence combining technique on students' achievement in writing descriptive text. It means that sentence combining technique significantly affected students' achievement in writing descriptive text.

4.2 Research Finding

- 1. Based on the result of the calculation above, it was found that the students' achievement at writing descriptive text when the researcher taught by using Sentence Combining Technique got mean 47,10 in pre-test with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 77,57 with the maximum score 90 and the minimum score was 69.
- 2. The students' achievement at writing descriptive text when the researcher taught by using lecturing method got mean 45.85 in pre-test with the maximum score 75 and the minimum score was 34. While in post-test the students got mean 60,1 with the maimum score 80 and the minimum score was 45.
- 3. Based on the statistical compulation t-test was found that the coefficient of t_{observation} = 9.01 where the coefficient of t_{table} = 2.026. it means that there was significant effect of using sentence combining technique on the students' achievement in writing descriptive text. It indicate that Hα was accepted and H₀ was rejected. It also indicated that there was significant effect of Sentence Combining technique on the students' achievement in writing descriptive text at MAS Al-Ittihadiyah Bromo in 2016/2017 academic year.

4.2.1 Discussion

There was significant effect on students' achievement in writing descriptive text by using Sentence Combining technique. The students that was

taught by sentence combining technoque have higher score than were taught by lecturing method.

It had been explained in chapter 2 that sentence combining technoque would be an effective way to improve students' achievement. Students helped by their teacher to be able to write descriptive text. It proved (in experiment class was taight by using this strategy) that the strategy was helpful especially for the students who had no courage or comfortabless to learn and ask individually. Students had opportinity to work cooperatively with their friends in the class helped by the teacher to improve their students' achievement. Besides that this strategy gave experience of variety of writing, gets students used to basing their learning or resources other than the teacher, suits the students with kinesthetic disposition who cannot sit still for more than two minutes. This strategy can be played for fun or for specific language.

Based on the explanation above, the researcher concluded that the implementation of sentence combining technique has significant effect to students' achievement in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

The researcher concluded that:

- 1. The students' achievement in writing descriptive text that was taught by using sentence combining technique got mean 47,10 in pre-test with the maximum score 76 and the minimum was 32. While in post-test the students got mean 77.57 with the maximum 90 and the minimum 69.
- 2. The students' achievement in writing descriptive text that was taught by using lecturing method got mean 45.85 in pre-test with the maximum score 75 and the minimum score was 34. While in post-test the students got mean 60,1 with the minimum score 80 and the minimum score was 45.
- 3. Based on the statistical compulation on t-test was found that the coefficient of $t_{observation} = 9,01$ where the coefficient of $t_{table} = 2,026$. it means that tehre was significant effect of using sentence combining technique on the students' achievement in writing descriptive text. It indicate that H α was accepted and H $_0$ was rejected. It also indicated that there was significant effect of sentence combining technique on students' achievement in writing descriptive text at MAS AL-Ittihadiyah Bromo in 2016/2017 academic year.

2. Suggestions

Based on the conclusions, the researcher gives some suggestions:

1. For the students should learn more to increase their achievement in writing descriptive text and should keep responsibility in their studying.

- 2. For the teacher who wants to teach writing descriptive text effectively, can use this strategy because this strategy helps teh students increase their ability in writing descriptive text.
- 3. For other researchers who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.

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APPENDIX I

LESSON PLAN FOR EXPERIMENT CLASS

Shool : MAS Al-Ittihadiyah Bromo

Subject : English

Class/Semester : XI/2

Skill : Writing

Material : Descriptive Text

Time : 2x45 minutes

A. Standard Competence

8. Understanding meaning in a short functional text and *narrative*, *descriptive* and *news item* simple monolog in daily life context.

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative, descriptive* and *news item* text.

C. Indicators

- 8.1.1 Explain descriptive text.
- 8.1.2 Analyze the generic structure of descriptive text.
- 8.1.3 Analyze the social function and grammatical feature of descriptive text.
- 8.1.4 Write descriptive text with their own words.

D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature pf descriptive text and write descriptive text with their own words.

E. Material

1. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

b. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, thing, or place.

c. Generic Structure of Decsriptive Text

These are two steps for constructing a written descriptive text, they are:

- a. identification: identifies the phenomenon to be described, and
- b. description: describe parts, qualities, characteristics.

d. Grammatical Features

- a. Simple Present Tense
- b. Comparative Degree
- c. Adjective
- d. Adverb

Example:

My Classmate

Identification

His name is Kevin Anggara, Kevin Anggara is my classmate.

Description

He has tall body because he is 170 cm, he has straight black hair and his face is oval. He has small eyes and he has sharp nose, he has thick lips, and his skin is dark brown skin. He has thin body and he always wears black shirt. He is helpful, he is generous and he is dilligent.

F. Strategy of Learning

Sentence Combining Technique

G. Source

http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html?m=1

H. Media

- a. Board marker
- b. White board
- c. Color paper

I. Learning Activities

1. Pre Activities

- a. Greeting
- b. Ask the students to pray
- c. Check the students' attendance

d. Apperception

2. Main Activity

- a. Prepare the question. The question on the teacher's desk.
- b. Devide the class into 4 groups. Each group has a same question. The question or the instruction is make a descriptive text by take although, but, and, when and because in the text.
- c. The teacher give the question sheet to each groups.
- d. The students do the work with their group and collect it if finish.
- e. The teacher checks the answer.

3. Post Activities

- a. Teacher reviews the material.
- b. Asks one of the students to give the conclusion of the topic.
- c. Teacher gives suggestion to the students to study hard and also memorize new material
- d. Teacher closes the class

J. Assessment

a) Technique for assessment : Written test

b) Instrument : Written test

c) Form of instrument : Question

Question:

1. Write a descriptive text about "My Parents"!

K. Scoring

Scoring: Content+Organization+Vocabulary+Language Use+Mechanics

Proficiency Description	Score

Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Approved by Medan, April 2017

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8. Understanding meaning in a short functional text and *narrative*, *descriptive* and *news item* simple monolog in daily lefe context.

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative*, *descriptive* and *news item* text.

C. Indicators

- 8.1.1 Explain descriptive text.
- 8.1.2 Analyze the generic structure of descriptive text.
- 8.1.3 Analyze the social function and grammatical feature of descriptive text.
- 8.1.4 Write descriptive text with their own words.

D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature pf descriptive text and write descriptive text with their own words.

E. Material

1. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

b. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, thing, or place.

c. Generic Structure of Decsriptive Text

These are two steps for constructing a written descriptive text, they are:

- c. identification: identifies the phenomenon to be described, and
- d. description: describe parts, qualities, characteristics.

d. Grammatical Features

- e. Simple Present Tense
- f. Comparative Degree
- g. Adjective
- h. Adverb

Example:

Fatin Shidqia Lubis

Identification

Fatin Shidqia Lubis is a young talented singer. She is started to a new idol when she performs a cool song "Grenade" of Bruno Mars.

Description

The little lady was born in Jakarta on 30 July 1996. She is short but good looking. She always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be winner of the contest.

F. Strategy of Learning

Sentence Combining Technique

G. Source

http://adf.ly/1477046/banner/http://www.sekolahoke.com/2013/06/descriptive-text-fatin-shidqia-lubis-monseventeenjunesixthirten.html.

H. Media

- a. Board marker
- b. White board
- c. Color paper

I. Learning Activities

1. Pre Activities

- a. Greeting
- b. Ask the students to pray

- c. Check the students' attendance
- d. Apperception

2. Main Activity

- a. Prepare the question. The question on the teacher's desk.
- b. Devide the class into 4 groups. Each group has a same question. The question or the instruction is make a descriptive text by take although, but, and, when and because in the text.
- c. The students do the work with their group and collect it if finish.
- d. The teacher checks the answer.
- e. The teacher checks the answer.

3. Post Activities

- a. Teacher reviews the material.
- b. Asks one of the students to give the conclusion of the topic.
- c. Teacher gives suggestion to the students to study hard and also memorize new material
- d. Teacher closes the class

J. Assessment

a. Technique for assessment : Written test

b. Instrument : Written test

c. Form of instrument : Question

Question:

1. Write a descriptive text about "My Parents"

K. Scoring

Scoring: Content+Organization+Vocabulary+Language Use+Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Approved by Medan, April 2017

Headmaster Teacher

Latifa Khairani Srg. S.Pd

Fauziah Siregar. SS

Researcher

Sri Ayuratma Ningsih

NIM. 34.13.3.028

APPENDIX II

LESSON PLAN FOR CONTROL CLASS

Shool : MAS Al-Ittihadiyah Bromo

Subject : English

Class/Semester : XI/2

Skill : Writing

Material : Descriptive Text

Time : 2x45 minutes

A. Standard Competence

8. Understanding meaning in a short functional text and *narrative*, *descriptive* and *news item* simple monolog in daily life context.

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative*, *descriptive* and *news item* text.

C. Indicators

- 8.1.1 Explain descriptive text.
- 8.1.2 Analyze the generic structure od descriptive text.
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- 8.1.4 Write descriptive text with their own words.

D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature pf descriptive text and write descriptive text with their own words.

E. Material

1. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

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c. Generic Structure of Decsriptive Text

These are two steps for constructing a written descriptive text, they are:

- a. identification: identifies the phenomenon to be described, and
- b. description: describe parts, qualities, characteristics.

d. Grammatical Features

- a. Simple Present Tense
- b. Comparative Degree
- c. Adjective
- d. Adverb

Example:

My Classmate

Identification

His name is Kevin Anggara, Kevin Anggara is my classmate.

Description

He has tall body because he is 170 cm, he has straight black hair and his face is oval. He has small eyes and he has sharp nose, he has thick lips, and his skin is dark brown skin. He has thin body and he always wears black shirt. He is helpful, he is generous and he is dilligent.

F. Strategy of Learning

Lecture strategy

G. Source

http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html?m=1

H. Media

- a. Board marker
- b. White board
- c. Color paper

I. Learning Activities

1. Pre Activities

- a. Greeting
- b. Ask the students to pray
- c. Check the students' attendance
- d. Apperception

2. Main Activity

a. Teacher gives introduction about materials by asking some questions.

"Do you know descriptive text?"

"What do you think about descriptive text?"

- b. Students answer the question orally.
- c. Teacher explain students about descriptive text.
- d. Teacher gives an example of descriptive text.
- e. Teacher asks students to read and identify the descriptive text.
- f. Teacher asks students to write a descriptive text based on their own language.

3. Post Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard.
- c. Teacher closes the class.

J. Assessment

a. Technique for assessment : Written test

b. Instrument : Test

c. Form of instrument : Question

Question:

1. Write a descriptive text about "My Parents"

K. Scoring

Scoring: Content+Organization+Vocabulary+Language Use+Mechanics

Proficiency Description	Score
Content	30

Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Approved by	Medan,	April 2017
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Headmaster Teacher

Latifa Khairani Srg. S.Pd Fauziah Siregar. SS

Researcher

Sri Ayuratma Ningsih

NIM. 34.13.3.028

LESSON PLAN FOR CONTROL CLASS

Shool : MAS Al-Ittihadiyah Bromo

Subject : English

Class/Semester : XI/2

Skill : Writing

Material : Descriptive Text

Time : 2x45 minutes

A. Standard Competence

8. Understanding meaning in a short functional text and *narrative*, *descriptive* and *news item* simple monolog in daily life context.

B. Basic Competence

8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative*, *descriptive* and *news item* text.

C. Indicators

- 8.1.1 Explain descriptive text.
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D. Learning Outcome

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature pf descriptive text and write descriptive text with their own words.

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Descriptive text is a text which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

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c. Generic Structure of Decsriptive Text

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- c. Adjective
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Example:

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Identification

Fatin Shidqia Lubis is a young talented singer. She is started to a new idol when she performs a cool song "Grenade" of Bruno Mars.

Description

The little lady was born in Jakarta on 30 July 1996. She is short but good looking. She always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be winner of the contest.

F. Strategy of Learning

Lecture strategy

G. Source

http://adf.ly/1477046/banner/http://www.sekolahoke.com/2013/06/descriptive-text-fatin-shidqia-lubis-monseventeenjunesixthirten.html.

H. Media

- a. Board marker
- b. White board
- c. Color paper

I. Learning Activities

1. Pre Activities

- a. Greeting
- b. Ask the students to pray
- c. Check the students' attendance

d. Apperception

2. Main Activity

- a. Teacher gives introduction about materials by asking some questions.
 - "Do you know descriptive text?"
 - "What do you think about descriptive text?"
- b. Students answer the question orally.
- c. Teacher explain students about descriptive text.
- d. Teacher gives an example of descriptive text.
- e. Teacher asks students to read and identify the descriptive text.
- f. Teacher asks students to write a descriptive text based on their own language.

3. Post Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard.
- c. Teacher closes the class.

J. Assessment

- a. Technique for assessment: Written test
- b. Instrument : Test
- c. Form of instrument : Question

Question:

1. Write a descriptive text about "My Parents"

K. Rating

Scoring: Content+Organization+Vocabulary+Language Use+Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Approved by Medan, April 2017

Headmaster Teacher

Latifa Khairani Srg. S.Pd Fauziah Siregar. SS

Researcher

Sri Ayuratma Ningsih

NIM. 34.13.3.028

APPENDIX III

INTERVIEW QUESTION SHEET

Interview to the English teacher

Researcher : Dalam pembeljaran Bahasa Inggris, skill apa yang masih memiliki

kendala dalam pembelajaran Buk?

Teacher : Skillnya? Yang paling susah itu masalh Tensesnya, Grammar

mereka masih kurang, writing.

Researcher : Kendala apa saja yang Ibu hadapi dalam proses belajar mengajar

writing?

Teacher : Kendala yang dihadapi itu mengendalikan mereka itu gampang-

gampang susah lah. Kalo yang bandelnya agak susah tapi kalo yang

baiknya ya gampang.

Researcher : Upaya apa yang dilakukan untuk mengatasi kendala tersebut?

Teacher : Upaya nya ya banyak memberi latihanlah sama mereka,

mentranslate atau grammarnya.

Researcher : ketika melakukan pembelajaran writing di kelas, apakah Ibu

menerapkan strategi pembelajaran? Bila iya, strategi pembelajaran

apa yang Ibu terapkan?

Teacher : Maksudnya apanya, media gitu ya? Medianya buku.

Researcher : Bagaimana sikap siswa terhadap strategi pembelajaran yang digunakan?

Teacher : Siswa memperhatikan pelajaran, mereka mendengarkan apa yang saya jelaskan, tapi yang namanya siswa terkadang mereka ribut dan mengganggu temannya.

Researcher : Dari pegalaman Ibu selama mengajar Bahasa Inggris di sekolah ini, materi apa yang paling sulit dipahami siswa khususnya writing?

Teacher : Materi sebenarnya gak susah-susah kalinya karena orang itu kurang nangkap aja. Tapi tidak semuanya ya, sebagian bisa.

Researcher : Mengapa materi tersebut sulit dipahami siswa?

Teacher : karena mereka terkadang tidak memperhatikan penjelasan guru.

Researcher : Bagimana rata-rata kemampuan siswa dalam materi tersebut?

Teacher : Kemampuan mereka ada yang cepat ada lambat tergantung siswanya. Kalo siswanya yang pinter ya dia cepet nangkap tapi kalau yang lemah lam menangkap pelajaran.

Researcher : Apakah Ibu pernah melakukan stretegi ataupun tekhnik sentence combining dalam pembelajaran Bahasa Inggris, khususnya writing?

Teacher : Belum pernah.

APPENDIX IV

PRE-TEST SHEET

FOR BOTH EXPERIMENT AND CONTROL CLASS

Name	:		
Class	:		
Subject	:		

Writing Scoring Rubric	Score
Content	
Organization	
Vocabulary	
Language Use	
Mechanics	
Total	

APPENDIX V

POST-TEST SHEET

FOR BOTH EXPERIMENT AND CONTROL CLASS

Name	:		
Class	:		
Subject	:		

Writing Scoring Rubric	Score
Content	
Organization	
Vocabulary	
Language Use	
Mechanics	
Total	

APPENDIX VI

THE STUDENTS INITIAL AND REAL NAME

OF EXPERIMENT CLASS (XI IPA)

No	Initial Name	Real name
1	ARN	Agung Ramadhan Nasution
2	AY	Aryati
3	ES	Elvi Sakdiyah
4	EM	Evi Malia
5	ER	Evi Risdayani
6	FH	Farida Hanum
7	FOA	Fika Osi Adilla
8	HSR	Herdian Surya Putra
9	JHFK	Jasman Harun Fakhrozi Koto
10	KA	Khairul Afandi
11	LM	Laila Majid
12	MSB	M. Saddad Bilmustafa
13	NA	Nur Aisyah
14	RR	Rezqika Ramadhani
15	RI	Rizki Indriyani
16	SAP	Sintia Arizka Putri
17	SWH	Sri Wardah Handayani
18	TMS	Tommy Mustafa Shiddiq
19	TS	Tomtawi Syahputra

APPENDIX VII

THE STUDENTS INITIAL AND REAL NAME

OF CONTROL CLASS (XI IPA)

No	Initial Name	Real Name
1	AWP	Ade Wijaya Pohan
2	AM	Asmadi
3	BG	Baginda
4	DF	Dion Fardillah
5	FA	Fahri Affandi
6	HW	Hikmah Wardani
7	IM	Irgi Maulana
8	MF	M. Fadli
9	MTAGS	M. Taufik Abdul Gani Srg
10	MS	Mia Sari
11	NAR	Nur Aisyah Rahim
12	RPH	Reva Palevi Harahap
13	SMP	Sakai Mandau Putri
14	SD	Saqdiyah
15	SV	Selviani
16	SA	Shakilla Azrani
17	SL	Sri Lestari
18	SI	Susan Indriyani
19	TR	Teguh Radiansyah
20	ZS	Zupan Syaputra

APPENDIX VIII

Worktable to Find Mean, Variant and Deviation Standart of

Experiment Class

No	Initial Name	Pre T	Cest	Post Test	
		Score (X)	X ²	Score (X)	X ²
1	ARN	52	2704	69	4761
2	AY	65	4225	70	4900
3	ES	37	1369	70	4900
4	EM	46	2116	70	4900
5	ER	36	1296	71	5041
6	FH	44	1936	73	5329
7	FOA	62	3844	76	5776
8	HSR	36	1296	76	5776
9	JHFK	32	1024	76	5776
10	KA	37	1369	76	5776
11	LM	60	3600	76	5776
12	MSB	33	1089	77	5929
13	NA	42	1764	78	6084
14	RR	60	3600	80	6400
15	RI	35	1225	84	7056
16	SAP	54	2916	85	7225
17	SWH	50	2500	88	7744
18	TMS	76	5776	89	7921
19	TS	38	1444	90	8100
	Total	917	45093	1202	115170
	Mean	47,10		77,57	
	S	12,7	76	6,7	<i>'</i> 4

1. Calculating of Pre-test Data

Tabulation of the value obtained:

$$\Sigma x_1 = 917$$
 $\Sigma x_1^2 = 45093$ $n = 19$

So the mean rating is:

$$\overline{x} = \frac{\sum x}{n} = \frac{917}{19} = 47,10$$

And the deviation standard:

$$S = \sqrt{\frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}} = \sqrt{\frac{19(45093) - (917)^2}{19(19-1)}}$$
$$= \sqrt{\frac{856767 - 840889}{19(18)}}$$
$$= \sqrt{\frac{15878}{342}}$$
$$= 12,76$$

$$s^2 = 162,98$$

Calculating of Post-test data

Tabulation of the values obtained:

$$\Sigma x_1 = 1202 \qquad \Sigma x_1^2 = 115170 \qquad n = 19$$

$$\overline{x} = \frac{\Sigma x}{n} = \frac{1202}{19} = 77,57$$

$$S = \sqrt{\frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{19(115170) - (1202)^2}{19(19-1)}}$$

$$= \sqrt{\frac{2188230 - 1444804}{19(18)}}$$

$$= \sqrt{\frac{743426}{342}}$$
$$= 6.74$$

$$s^2 = 45.47$$

APPENDIX IX

Worktable to Find Mean, Variant and Deviation Standard of Control

Class

No	Initial Name	Pre Test Post T		Test	
		Score (X)	X ²	Score (X)	X ²
1	AWP	35	1225	50	2500
2	AM	35	1225	50	2500
3	BG	36	1296	52	2704
4	DF	50	2500	65	4225
5	FA	55	3025	70	4900
6	HW	40	1600	80	6400
7	IM	49	2401	60	3600
8	MF	75	5625	70	4900
9	MTAGS	48	2304	73	5329
10	MS	55	3025	60	3600
11	NAR	43	1849	75	5625
12	RPH	55	3025	55	3025
13	SMP	40	1600	60	3600
14	SD	41	1681	50	2500
15	SV	34	1156	50	2500
16	SA	43	1849	55	3025
17	SL	35	1225	55	3025
18	SI	55	3025	60	3600
19	TR	38	1444	45	2025
20	ZS	55	3025	67	4489
	Total	917	44105	1202	74072
	Mean	45,85		60,1	
	S	10,4	41	9,8	1

1. Calculating of Pre-test Data

Tabulation of the value obtained:

$$\Sigma x_1 = 917$$
 $\Sigma x_1^2 = 44105$ $n = 20$

So the mean rating is:

$$\overline{x} = \frac{\sum x}{n} = \frac{917}{20} = 45,85$$

And the deviation standard:

$$S = \sqrt{\frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}} = \sqrt{\frac{20(44105) - (917)^2}{20(20-1)}}$$
$$= \sqrt{\frac{882100 - 840889}{20(19)}}$$
$$= \sqrt{\frac{41211}{380}}$$
$$= 10,41$$

$$s^2 = 96,41$$

2. Calculating of Post-test data

Tabulation of the values obtained:

$$\Sigma x_1 = 1202 \qquad \Sigma x_1^2 = 74072 \qquad n = 20$$

$$\overline{x} = \frac{\Sigma x}{n} = \frac{1202}{20} = 6.01$$

$$S = \sqrt{\frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{20(74072) - (1202)^2}{20(20-1)}}$$

$$=\sqrt{\frac{1481440 - 1444804}{20(19)}}$$

$$= \sqrt{\frac{42556}{380}}$$
$$= 9.81$$

$$s^2 = 96,41$$

APPENDIX XIII

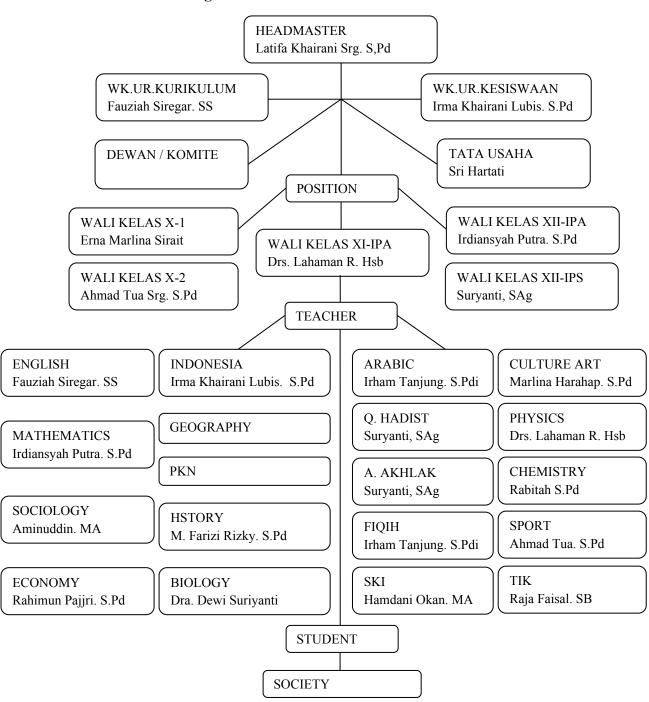
1. History of School

MAS Al-Ittihadiyah is a one of Senior High School on Bromo state No 25 / Mamiyai No 1 Medan, North Sumatera. MAS Al-Ittihadiyah established on 1983 wich constructed by Amal Foundation and Mamiyai Orphanage Social Al-Ittihadiyah that established on 1981 as a purpose of the orphan education which was brought up by Mamiyai Orphanage Al-Ittihadiyah and children of surrounding society / non orphanage to study at Mamiyai Al-Ittihadiyah school. Hj. Nurhayati Siregar is a leader in Mamiyai Orphanage Social Al-Ittihadiyah, and Latifah Khairani Siregar, S.Pd is a leader in MAS Al-Ittihadiyah school.

2. Size of School Location

MAS Al-Ittihadiyah has \pm 1500 M² (50 x 30 M²) and the school building is \pm 560 M² consist of 3 floor.

3. School Organization Structure



4. Teachers Data

No	Name	Gender	Place/Date of Birth	Last Study	Weight of Teach	Adress
1	Latifa Khairani Srg, S.Pd	PR	Medan, 23-10- 1978	S1/UMN/ B.Inggis	-	Jl. Selamat Gg.Nasional No.132 A Medan
2	Fauziah Srg, SS	PR	Medan, 01-01- 1973	S1/B.Inggris	23	Jl. Karya jaya Gg.Eka jaya III No.16
3	Irma Khairani S.Pd	PR	Medan, 09-01- 1981	S1/B.Indone sia	23	Jl. Kopi 3 No.11 P. Simalingkar
4	Suriyanti S.Ag	PR	Medan, 02-02- 1974	S1/IAIN/ Tarbiyah	26	Jl. Pasar III Tembung Gg Fasifik
5	Irdiansyah Putra S.Pd	LK	Medan, 29-04- 1977	S1/ UNIMED/ Matematika	23	Jl. Bromo Gg.Perbatasan No.13 Medan
6	Dra. Dewi Suryani	PR	Medan, 16-04- 1967	S1/Biologi	16	Jl. Raya Menteng Gg.Perbatasan No.2 Medan
7	Zainab Nurdinah Lbs, S.Pd	PR	Tembung, 27- 06-1988	S1/ UNIMED/ Ekonomi	17	Jl. Jati Luhur Dusun XIV Tembung
8	Ahmad Tua Srg, S.Pd	LK	Parapat, 25- 07-1992	S1/ UNIMED/ FIK	10	Dusun VI Anggre Lau Dendang
9	Drs. Lahaman R, Hasibuan	LK	Tapsel, 17-10- 1960	S1/USU/ MIPA	16	Jl. Pendidikan Paya Gambir Batang Kuis
10	Rabitah M.Si	PR	Hutanamale, 06-02-1980	S1/USU/ Kimia	15	Jl. Purnawirawan Gg Buntu
11	Nurhafni Apriani, S.Pd	PR	Medan, 01-04- 1979	S1/IAIN/ Hukum Islam	16	Jl. Ar Hakim Gr Rahayu
12	Adhi Putra Nugraha	LK	Medan, 28-05- 1993	T.U	-	Jl. Bulu Tangkis No 9 Medan
13	Rahimun Fajjri S.Pd	PR	Medan, 05-01- 1988	S1/ UNIMED/ Ekonomi	8	Jl. Denai Rawa 1 Lr sedar No 8
14	Irham Tanjung S.Ag	LK	Medan, 21-01- 1986	S1/IAIN/ Komunitas	20	Jl. Menteng VII Gg.Buntu
15	Fitri Aisyah Hrp, S.Pd	PR	Medan, 13-06- 1985	S1/ Saint Mark/ TIK	8	Jl. Masjid Gg.Binanita No. 31 Medan Binjai
16	Siti Juliana Srg, S.Pd	PR	Medan, 15-07- 1992	S1/UMN/ BK	-	Jl. Masjid Gg.Teratai
17	Marliana Hrp S.Pd	PR	Medan, 02-01- 1985	S1/ UNIMED/T ata Busana	10	Jl. Sidomulyo Psr IX Gg.Baru Tembung
18	M. Farisi Rizki S.Pd	LK	Medan, 03-06- 1987	S1/ UNIMED/ Sejarah	7	Jl. Jalak XV No. 331 Perumnas Mandala

5. Students Data

Student	Personal Inform	ation			
Name	Place of Birth	Date of Birth	Gender	Level/ Class	Direction
Abdillah Karsa	Medan	01/07/2001	L	10	0
Arif Arrahman Suyuti	Medan	28/05/2001	L	10	0
Atika Fadillah Nasution	Medan	20/05/2001	P	10	0
Defa Arya Nugraha Lubis	Medan	02/02/2002	L	10	0
Defriani	Medan	22/12/2001	P	10	0
Dina Audrya Salsabillah	Medan	12/05/2001	P	10	0
Fadillah	Medan	02/10/2001	P	10	0
Fadillah Nurkholijah	Bagas Lombang	11/02/2001	P	10	0
Febby Liyani Amanda	Medan	13/02/2001	P	10	0
Ardiansyah	Medan	16/04/2000	L	10	0
Hazizah Fauziah Nasution	Medan	08/03/2001	P	10	0
Khairunnisa	Medan	16/06/2001	P	10	0
Lili Purnama Sari	Medan	11/11/2000	P	10	0
Muhammad Ilham	Medan	17/05/1999	L	10	0
Niranda Safitri	Pekan Baru	19/02/2001	P	10	0
Nur Hasanah	Medan	26/08/2001	P	10	0
Nurul Amalia	Medan	04/12/2001	P	10	0
Nurul Aulia Rahman	Medan	30/11/2001	P	10	0
Rahma Permata Citra	Medan	10/02/2001	P	10	0
Rahma Yunita Pane	Medan	28/12/1999	P	10	0
Rina Oktaviani	Medan	24/10/2000	P	10	0
Sabrina Nasution	P. Sidempuan	14/04/2000	P	10	0

Sintia Aulia Syaf	Tembung	01/11/2001	P	10	0
Putri Taubatan Ichlas	Kuta Pinagar	18/02/1998	L	10	0
Ujung Tiurma Indah	Medan	26/06/2001	P	10	0
Sormin Ade Mala	Medan	17/09/2001	P	10	0
Hidayati Wardatun Nazli	Medan	10/02/2002	P	10	0
				-	-
Nia Rachmaniar	Batu Sangkar	13/01/2001	P	10	0
Agung Ramadhan Nst	Medan	02/01/1999	L	11	2
Muhammad Safti	Guntung	12/02/1999	L	10	2
Baginda Pitra Setia Siregar	Medan	18/01/1999	L	11	2
Dion Faradillah	Medan	02/09/1999	L	11	2
Elvi Sakdiah Br Sitakar	Medan	12/08/2000	P	11	1
Evi Malia	Medan	05/09/2000	P	11	1
Fika Osi Adillah	Medan	15/07/2000	P	11	1
Laila Majid	Medan	21/10/2000	P	11	1
Nuraisyah	Medan	21/11/2000	P	11	1
Nuraisyah Rahim	Medan	13/10/1999	P	11	2
Rizki Indriyani	Binjai	09/10/1999	P	11	1
Sakai Mandau Putri	Duri	09/11/2000	P	11	2
Sehat Gajah	Sidikalang	28/03/1998	P	11	1
Shakila Azrany	Medan	02/08/2000	P	11	2
Sintia Ariska Putri	Medan	31/10/1999	P	11	1
Sri Lestari	Medan	25/10/1999	P	11	2
Taklim Kesogihen	Laembara	17/07/1999	L	11	1
Tomtawi Syafutra	Tembung	07/10/2000	L	11	1
Asmadi	Kuala Kepeng	19/10/2000	L	11	2
Aryati	Medan	11/12/2000	P	11	1
Evi Risdayani Sipahutar	Panduan	16/05/1999	P	11	1

Herdian Surya					
Putra	Medan	24/01/2001	L	11	1
Hikmah Wardai Pakpahan	Medan	31/08/1997	P	11	2
Irgi Maulana Fakhrozy	Medan	15/02/2000	L	11	2
Jasman Harun Fakhrozi Koto	Medan	20/12/1999	L	11	1
M. Taufiq Abdul Gani	Medan	20/06/2000	L	11	2
Mila Sari	Medan	25/05/2000	P	11	2
Muhammd Fadli Sk	Medan	10/04/2000	L	11	2
Rezekika Ramadhany	Medan	25/12/2000	P	11	1
Sri Wardah Handayani Pulungan	Medan	25/09/2000	P	11	1
Teguh Radiansyah	Medan	30/08/2000	L	11	2
Tomi Mustafa Sidik	Bogor	28/12/1997	L	11	1
Selviani	Medan	06/12/2000	P	11	2
Muhammad Saddad Bil Mustafa	Bengkulu Selatan	23/04/2000	L	11	1
Susan Indriyani	Medan	18/09/1998	P	11	2
Sakdiah	Medan	25/01/2000	P	11	2
Khairul Apandi	Medan	15/03/2000	L	11	1
Zulpan Syahputra Limbong	Teluk roban	08/06/2000	L	11	1
Andre Pratama	Medan	20/01/2000	L	12	1
Hafiz Berutu	Pasi	01/11/1996	L	12	1
Indah Safitri	Medan	04/04/1999	P	12	1
Ira Pratiwi Siregar	Pijorkoling	28/11/1999	P	12	1
Kamisah Srg	Medan	05/05/1995	P	12	1
Mhd. Tarmizi	Perupuk	06/03/1998	L	12	1
Mhd. Wahyu	Medan	18/04/2000	L	12	1
Mita Syahfitri	Lumajang	21/10/1998	P	12	1
Nurainun	Padang	16/09/1998	P	12	1

Pardiansyah Gajah	Pegayo	05/01/1998	L	12	1
Rani Anisyah	Medan	30/051997	P	12	1
Rio Andika Syahputra	Medan	17/03/1998	L	12	1
Ruslim	Simpang 4	03/03/1999	L	12	1
Siti Elisyah	Medan	15/11/1997	P	12	1
Tara Pranta Saragih	Nagur	23/03/1998	L	12	1
Guntur Pratama Saragih	Desa nagur	09/10/2000	L	12	1
M. Hakim Fathoni	Medan	26/12/1999	L	12	1
Reza Palevi Harahap	Medan	14/06/2000	L	11	2
Deni Rahman Ramadhan	Medan	05/05/1998	L	12	1
Ambri	Perupuk	15/04/1998	L	12	1
Ucen Harahap	Sababangunnan	20/11/1999	L	10	0
Ade Wijaya	Negeri lama	14/04/2000	L	11	2
Al-Khansa Mizaroh	Medan	05/12/2000	P	10	0

6. Facilities

No.		Total of	f Condition (Owne	Total		
	Genre of Building	Good	Damaged	Damage Average	Very Damage	rship Status	Size Building (m ²)
1.	Ruang Kelas	5				1	
2.	Ruang Kepala Madrasah	1				1	
3.	Ruang Guru	1				1	
4.	Ruang Tata Usaha	1				1	
5.	Laboratorium Fisika	1				1	
6.	Laboratorium Kimia	1				1	
7.	Laboratorium Biologi	1				1	

8.	Laboratorium Komputer	1		1	
9.	Laboratorium Bahasa				
10.	Laboratorium PAI				
11.	Ruang Perpustakaan	1		1	
12.	Ruang UKS	1		1	
13.	Ruang Keterampilan	1		1	
14.	Ruang Kesenian	1		1	
15.	Toilet Guru	1		1	
16.	Toilet Siswa	2		1	
17.	Ruang Bimbingan Konseling (BK)	1		1	
18.	Gedung Serba Guna (Aula)				
19.	Ruang OSIS				
20.	Ruang Pramuka				
21.	Masjid/Mushola	1		1	
22.	Gedung/Ruang Olahraga				
23.	Rumah Dinas Guru				
24.	Kamar Asrama Siswa (Putra)				
25.	Kamar Asrama Siswi (Putri)				
26.	Pos Satpam	1		1	
27.	Kantin	1		1	

APPENDIX XIV

Students' Pre Test and Post Test for Both Experimental and Contol Class

BIOGRAPHY

Name : Sri Ayurtma Ningsih

Reg. Num : 34.13.3.028

Place/Date of Birth : Sei Segajah/ January 11th, 1995

Sex : Female

Department : English Education

Faculty : Tarbiyah Science and Teacher Training

Program : S-1

IPK* : 3.50

Home Adress : Jln. Simpang durian Kec. Kubu Kab. Rokan Hilir Riau

E-mail : <u>ayuzeinalmusri@gmail.com</u>

Phone Number : 0822 8599 7766

Education Background:

a. SD/MI : SDN 008 Simpang Bandung

b. SMP/MTs: Pondok Pesantren Modern Muhammadiyah Duri

c. SMA/MA: MAN Kisaran

d. University: Universitas Islam Negeri (UIN) Sumatera Utara

Parents Name :

a. Father : Radi

b. Mother : Sainem

Parents Home Adress : Jln. Simpang durian Kec. Kubu Kab. Rokan Hilir Riau

Thesis Title : The Effect of Applying Sentence Combining Technique

on Students' Achievement in Writing Descriptive Text at

MAS Al-Ittihadiyah Bromo in 2016/2017 Academic

Year.

Advisor : 1. Dr. Sholihatul Hamidah Daulay, S.Ag,. M. Hum

2. Dr. Mhd. Dalimunte, S.Ag,. M. Hum

Motto : "Keep calm and Bismillah".