



**THE EFFECT OF VAK (VISUALIZATION, AUDITORY, KINESTHETIC) LEARNING
MODEL ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE
PARAGRAPH AT TENTH GRADE STUDENTS' OF MAS AL-WASHLIYAH 30 BINJAI**

THESIS

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ABSTRACT

AMELIA. THE EFFECT OF VAK (VISUALIZATION, AUDITORY, KINESTHETIC) LEARNING MODEL ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AT TENTH GRADE STUDENTS' OF MAS AL-WASHLIYAH 30 BINJAI IN 2017/2018 ACADEMIC YEAR.

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Keywords: *Students' Achievement, Descriptive Paragraph, VAK Learning Model*

This study deals with the applications of Visual, Auditory, and Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Descriptive Paragraph. The purposes of the study are to know the process of the VAK (Visualization, Auditory, Kinesthetic) learning model of the students' achievement in writing descriptive paragraph and to find out the significant effect of the students' achievement is writing descriptive paragraph taught by VAK (Visualization, Auditory, Kinesthetic) learning model in the tenth grade at MAS Al-Washliyah 30 Binjai.

This population of this research was all students of class X of MAS Al-Washliyah 30 Binjai. The samples of these research was 29 students of experimental group (class X-1) and 28 students of control group (class X-2)

The researcher was conducted by using experimental model significantly affected the students' achievement in writing descriptive paragraph. The instrument for collecting data was writing a test. The formula that using in this research was using by t-test formula.

The data was found that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance α is 0.05 with the degree of freedom (df) 55, t-observed value 2.913 > t-table value 2.009. It means that Visual, Auditory, Kinesthetic (VAK) Learning Model has a significant effect on students' achievement in writing descriptive paragraph.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is succinctly defined in our Glossary as a “human system of communication that uses arbitrary signals, such as a voice sounds, gestures, or written symbols”¹ And English is part of language that must to be learned by peoples in this world.

English, as an International language, has played its role as a medium of communication for aspects of life such as in commerce, sport, science, education, and technology. English itself is taught as a foreign language in Indonesia and has been taught to every level education. There are four skills in learning English namely listening, speaking, reading and writing. Writing is important of English skills that is should be mastered in language learning. Peoples need to learn writing in English, for occupational or academics purposes.²

In fact, writing is not easy for students because in writing students have to comprehend the vocabulary, grammar, appropriate contents, word selections, topic and occasion. There are many types of writing that must learned by students of high school level but the easiest one for the students to learn.

¹ Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La Tansa Press, p 12

² Jeremy Harmer, (2004) , *How to Teach Writing*, Malaysia: Longman, p 31

Even though descriptive paragraph is the easiest types of writing, many students still face problem in writing descriptive paragraph. In reality, most of the students have difficulties when they asked to write English and it seems the students cannot write even a simple writing. The students frequently confused of what to write and how to start. As a result, they always get bad scores in their writing. They did not know what and how to write. It was proven when the researcher asked for the list of students' scores for writing test, many students could not pas KKM (Kriteria Ketuntasan Mminimum) applied by the school MAS Al-Washliyah 30 Binjai in English Subject. It happens because the teacher of English language was using a method that does not fit anymore in this day because it reduced the interest and existence of the students in the learning process so that the students were bored and did not want to continue to learning, as they should. Absolutely, in this school have a good laboratory, a good projector that can increasing the achievement of students' writing descriptive paragraph.

In reality, there are differences of students' characteristics such as aptitude, good learner styles, language levels and individual variations. In the context of language learning, understanding the way students' learn, especially in their leaning style, is the key to educational improvement, it will lead to the improvement in the lesson planning, the learning process, and the outcomes of language learning itself. In relation to that, teachers are suggested to know how his or her students learn to find teaching method that create fun learning activity and suitable for the students. To get effective classrooms the

teaching strategies are needs to them. Then, to solve students' problem in writing, the writer tries to improve students' achievement in writing paragraph through VAK learning model. VAK learning model is an approach and development from Quantum Learning. This VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skill such as situation analysis, self-pacing, and self evaluation to produce a learning outcome based on the difference of students' learning style.

So, the researcher had hoped in this research that the VAK (Visualization, Auditory Kinesthetic) learning model that can be effectiveness to get the higher achievement in writing descriptive paragraph.

Based on the reason above, that's way I conduct a research with the title: **“THE EFFECT OF VAK (Visualization, Auditory, Kinesthetic) LEARNING MODEL ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AT TEN GRADE STUDENTS' OF MAS AL-WASHLIYAH 30 BINJAI”**

B. Identification of the Problem

Based on the background previously stated, following aspects related to this study:

1. The students' have studied writing descriptive paragraph, but they still have low achievement to build up writing descriptive paragraph.

2. The students' don't have an interest in learning process, especially in learning writing descriptive paragraph.
3. The teachers use a method in learning process, but the teacher use the same method in teaching process especially in writing descriptive paragraph, so the students feel bored.

C. Research Questions

Based on identification problem of the study and limitation of the study the formulation of problems in this research as follow as:

1. How is the process of using VAK (Visualization, Auditory, Kinesthetic) learning model in writing descriptive paragraph in the ten grade at MAS Al-Washliyah 30 Binjai?
2. Is there any significant effect of the students' achievement is writing descriptive paragraph taught by VAK (Visualization, Auditory, Kinesthetic) learning model in the tenth grade at MAS Al-Washliyah 30 Binjai?

D. Purposes of the Study

The objectives of the research are as follows:

1. To know the process of the VAK (Visualization, Auditory, Kinesthetic) learning model of the students' achievement in writing descriptive paragraph in the ten grade at MAS Al-Washliyah 30 Binjai.

2. To find out the significant effect of the students' achievement is writing descriptive paragraph taught by VAK (Visualization, Auditory, Kinesthetic) learning model in the tenth grade at MAS Al-Washliyah 30 Binjai.

E. The Significances Of The Study

The finding of the study are expected to be useful for :

1. The teacher :

- Every teacher may apply VAK (Visualization, Auditory, Kinesthetic) learning model to improve students' achievement to build up writing descriptive paragraph.

2. The students :

- The result of this study may help the students to improve their achievement in writing descriptive paragraph. Besides that, it may help them to disappear their bored in learning. Every teacher may apply VAK (Visualization, Auditory, Kinesthetic) learning model to get the students' achievement to build up writing descriptive paragraph.

3. The next researcher :

- They will get new knowledge and experience in teaching writing descriptive paragraph using VAK (Visualization, Auditory, and Kinesthetic) learning model.

CHAPTER II

LITERATURE REVIEW

A. Review Literature

In conducting a research, theories were needs to explain some concepts in the research concerned. The concepts, which are must using be clarified in order to have the same perspective of the implementation in the field. In other words, the following considered important to be discussed for clarifying the concept used or being discussed for clarifying the concept used or being discussed, so that the reader will get the point clearly.

B. Theoretical Framework

1. Achievement

1.1 Definition of Achievement

The word Achievement may have the same meaning with skill, practice, effort gain a goal or people's mastery on something. Hornby states that achievements is a thing done successfully especially with afford and skill. Based on Taxonomy Bloom, there are three aspects of learning achievement such as affective, cognitive and psychomotor. From these three aspects, the students' achievement is concerned with what someone has actually learnt from the learning process. To get maximal achievement is not easy. It depends in how students gave their effort to get the knowledge from their environment.

Based on Learner Oxford Advance Dictionary, Achievement that originally derived from “Achieve: means as:

- a. To succeed in reaching the particular goal, status, or standard, especially by effort, skill, courage, etc.
- b. The action or process of achieving something

Based on the quotation above, it can be concluded that students’ achievement is the result, the successfulness, the action or process, the progress in learning educational experiences that students indicate in the relation with his/her educational learning.³

In conclusion, the achievement of a learner shows the progress of a learner gains during the process of learning. It also can say that achievement is not only measuring the progress of a learner, but it also measures the success of a teacher in the teaching process.

2. Writing

2.1 Definition Writing

Writing is the expression of language in the form of letters, symbols, or words. People have used many tools for writing including

³ Hornby, A.S. (2000), *Oxford Advanced Learner’s Dictionary of Current English*, UK: Oxford University Express, p. 107

paint, pencils, pens, typewriters, and computers. The writing can form on the wall of a cave, a piece of paper, or computer screen.⁴

According Leo Sutanto states that writing as process of expressing ideas or thoughts in words should done at our leisure.⁵

According to expert above writing is originate from thought and brain. Therefore, writing is part of knowledge value, without writing the people can deliver; they are opinion, information etc.

Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.⁶

In fact, in Islamic writing is also one of the important skills that should learner. It can see in Holy Al-Quran in Surah Al-Kahfi 109 verse.

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ

مَدَدًا

⁴ Utami Dewi, (2011). *How to Writ*, Medan: La- Tansa Press, p. 2

⁵ Leo Sutanto, dkk, (2007), *English for Academic Purpose: Essay Writing*, Yogyakarta: CV Andi Offset, p. 1

⁶ Alice Oshima & Ann Hogue, (2007), *Introduction to Academic Writing Third Edition*, USA: Longman, p. 15

Meaning: Say: "If the ocean were ink (wherewith to write out) the words of my Lord sooner would the ocean be exhausted than would the words of my Lord even if we added another ocean like it for its aid."⁷

In the other hand, writing is the process of arranging letters, words, sentence, and paragraph on the ideas on bases of structure and some other related to one another. Then, in writing the author can gives some information, to persuade, or to entertain the reader through the results of paper.

2.2 The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself.

It views that the language (writing form) must relate to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Teaching and learning writing through genre-based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning

⁷<http://www.alim.org/library/quran/ayah/compare/18/109/words-of-allah-are-countless-and-can-not-be-recorded>, Accessed on Tuesday, 27 February at 19.45 pm

truly combines two things-the product of the writing and the way or technique or strategy of how the product is produce.

According to I Wy. Dirgeyasa, there are some genre of text in writing, they are:

1. Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

2. Recount text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

3. Narrative text

Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning point of some kind, which in turn find a resolution.

4. Procedure text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something to achieved through a sequence of actions or steps.

5. Report text

Report is a text to describe the way things in around of our environment to describe. Usually tells the natural or non-natural phenomena or even social phenomena.⁸

2.3 The Process of Writing

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing.

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

Listing there are several techniques you can use to get ideas. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops. In the following example, the assignment was to write a paragraph about a person who has made a difference in the world, in the community, or in the writer's life. First, the writer made a list of people who have made a difference. Then he decided which person to write about and circled his choice.

2. Organizing

⁸ I Wy. Dirgeyasa, (2014.), *College Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p. 3

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable- after all, this is just a rough draft. You will fix the errors later.

Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

4. Polishing: Revising and Editing

In this step, you polish what you have written. This is steps called by revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).⁹

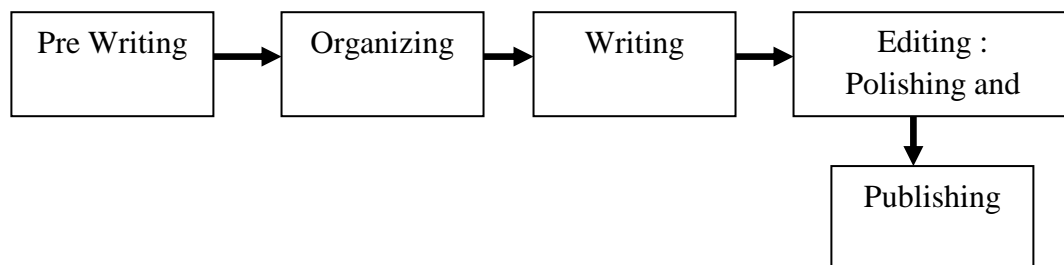
5. Publishing

⁹ Alice and Oshima, (2007), *Introduction to Academic Writing Third Edition* ,op.cit, p. 16-19

The final step of the writing process is publishing. This means different things depending on the piece you are working on.

- Bloggers need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding detail such as your student reference number.
- Journalists need to submit their piece (usually called “copy” to an editor. Again, there will be a certain format for this.
- Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you’ve written a novel, look for an agent who represents your genre.¹⁰

Figure 2.1 Steps of Writing



3. Descriptive Paragraph

3.1 Definition of Descriptive

¹⁰ Utami Dewi, (2011), *How to Write*, op.cit, p 23

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or camping. It can be about any topic.¹¹

Description or descriptive etymologically 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. In other words, it can say that descriptive genre is the way to describe or illustrate the object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically. Then, in particular, way, it can say that descriptive writing brings the abstract thing into a concrete. On the other hand, descriptive writing is a type of written text, which has the specific function to give description about an object (human and nonhuman or idea) vividly so that the reader can visualize the object described.

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

¹¹ Sanggam Siahaan & Shinoda Kisno, (2008), *Generic Structure*, Yogyakarta: Graha Ilmu. p 89

Descriptive genre may be used to describe more than the outward appearance of the people, but also their traits of character and personality.

In addition, the descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, characteristics and etc. This genre encourages the students' ability to create a written account of a particular experience.¹²

3.2 The Social Function

The social function of writing is primarily to describe a person, place, or thing in such a way that a picture was formed in the reader's mind. The capturing an event through descriptive writing involves paying close attention to the details by using all of five senses. In addition, the purpose of writing is to give communication, to make reader see, feel, and hear what we have seen, felt, and heard. Whether we're describing a person, place, or thing, our aim is to reveal a subject through vivid and carefully selected details.

This means that there are three things, which can describe into descriptive writing. The three are object or place, human or person, and idea.

As a typical writing text, descriptive has some characteristics such as:

¹² Dr. I Wy Dirgeyasa, (2014), *College Academic Writing: A Genre Based Perspective*, op.cit, p.56

- a. It elaborates the usages of sensory language
- b. It is rich, vivid, and lively detail
- c. It tends to use figurative language such as simile, hyperbole, metaphor, symbolism and personification
- d. It show, rather than tells through the use of active verbs and precise modifiers
- e. It uses clear and concise language
- f. It leave the reader with a clear impression¹³

3.3 The Generic Structure and Textual Elements

Actually, every genre has its own characteristic in term the rhetorical structure or generic structure and text elements. The genre based descriptive writing also has its own rhetorical structure or generic structure and textual elements. Then, each element has its own function and purpose. Here, the generic structure and textual elements of descriptive writing

Table I. The Generic Structure and Textual Elements¹⁴

Textual Elements	Functions
Identification	<ul style="list-style-type: none"> • It is a statement describing and illustrating

¹³ Op.cit, p.57

¹⁴ Op.cit, p. 4

	<p>about the topic/theme to described.</p> <ul style="list-style-type: none"> • Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. • The use of adjective and degree of comparison of adjective is advisable
Description	<ul style="list-style-type: none"> • It is a complete description about the topic/theme proposed in identification text • Description is the detail description or elaboration of the topic or theme as described in the identification.

The above element is a standard and common generic or rhetorical structure of descriptive writing. It consists of two main elements that are the identification and description. In descriptive writing, the first thing to do is to start writing identification text or elements. The identification text commonly consists of one or two sentences. It was use as an introductory to attract the readers' attention and interest. Then, it also shows the topic/theme being discuss or described. To make the identification text

more interesting and can attract the reader's interest, the use of adjective is advisable.¹⁵

3.4 Paragraph

Paragraph is a unit of text that develops one idea or topic in specific detail. A paragraph has a beginning, middle, and an end. The beginning, or the topic sentence, forecasts what the paragraph is going to be about. The middle develops the idea in detail by giving specific support for it. The last, the conclusion emphasizes the insight you have arrived at.¹⁶

Paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.¹⁷

Paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.

¹⁵ Op.cit, p.58-59

¹⁶ Utami Dewi, (2011), *How to Write*, op.cit, p 29

¹⁷ Doroty E Zemach & Lisa A Rumisek, (2006), *Academic Writing Paragraph to Essay*, London: Macmilan. p 11

Therefore, descriptive paragraph is the writing that information that more specific rather than writing descriptive text. In writing descriptive paragraph, the reader can give the information more briefly because that writing get the specific point, idea about the topic.

Example of Descriptive Paragraph

“Bukit Lawang”

Text Elements	Functions
Identification	Bukit lawang is the most popular destination in North Sumatera, the location in Langkat Regency. Bukit lawang referred to as the gateway to Sumatera Forest because this place is protection forest from Gunung Leuseur. In the jungle, that will be felling a truly amazing experience. It is a hill that has a slippery field and muddy slopes. The journey through the Bukit Lawang will be thrilling and unforgettable. In the Bukit Lawang that can find domestic tourist and foreign tourist.
Description	Orangutan is a species that is able to magnet for tourists. In this place is easily to see orangutan swinging in the forest, and there at least 5000

	<p>species which belongs to the biggest orangutan conservation in Indonesia. The conservation has been operated since 1973 and until now, it has attracted a lot of tourist around the world. Nevertheless, the number of orangutan in the wild continues to decline over time due to the hunting done by people who do not have a responsibility.</p>
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4. VAK (Visualization, Auditory, Kinesthetic) Learning Model

4.1 Definition of VAK

VAK is three modalities of learning that first developed by Neil Fleming to show individual preference in the learning process by seeing (visual) listening (auditory) and touching (kinesthetic). According to Miftahul Huda stated that VAK learning model is multisensory learning style that engages three learning styles namely seeing, listening and moving. Teacher should encourage students not

only use one modality but also combine three modalities to increase their achievement and cover up their weakness in the study.¹⁸

Visual learning is learning in which ideas, concepts and other information is associated with images and techniques. Those who have visual learning patterns are usually able to understand the information by describing it clearly.

Auditory learning is learning in which a person learns by hearing. Auditory learning is heavily dependent on hearing and speaking of others during the learning process. Auditory learning has to hear what it says to understand, and conversely they often have difficulty confronting written instructions.

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that by written.

Kinesthetic learning is learning in which students performing physical activity, rather than listening to lectures or seeing performances carry out the learning process. Those with kinesthetic abilities usually learn by practicing them.¹⁹

¹⁸ Mifathul Huda, (2014), *Model-Model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Belajar, p.289

¹⁹ Ibid, p. 181

Based on definition above, it can be concluded that VAK learning model is learning style that combine the sensory modalities to absorb information and the students can get free what the skill that they are have to engaged and easy going to understand about the material that they are have learned.

Table II. The Characteristic of Visual, Auditory, Kinesthetic²⁰

VISUAL	AUDITORY	KINESTHETIC
<ul style="list-style-type: none"> • Speaking quickly • The reader is fast and diligent • Preferably reading rather than reading • Remembering what is seen, rather than being heard • Prefer a demonstration rather 	<ul style="list-style-type: none"> • Talk to yourself while working • Moving their lips and uttering the writing in the book while reading • Speak in patterned rhythms 	<ul style="list-style-type: none"> • Speaking slowly • Learning through manipulation and practice • Memorize by walking and seeing • Using your

²⁰ Bobbi De Porter, at all, (2015), *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*, Bandung: Mizan Pustaka, p. 116-118

than a speech	<ul style="list-style-type: none"> • Learn by listening and remembering what is being discussed rather than being seeing • Easily distracted by commotion 	finger as a guide when reading <ul style="list-style-type: none"> • Can't stay still for long
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4.2 The Steps Using VAK (Visualization, Auditory, Kinesthetic)

Learning Styles

Steps in using the VAK model (visualization, auditory, kinesthetic) are as follows:

a. Preparatory stage (preliminary activities)

In the introductory activities the teacher provides motivation for arousing student interest in learning, giving positive feelings about future learning experiences to students, and putting them in optimal situations to make students more ready to receive lessons.

b. Stage of Submission (core activity on exploration)

In the core activities the teacher directs students to find new subject matter independently, fun, relevant, involving the senses,

which correspond to the learning style of VAK. This stage commonly called exploration.

c. Training Stage (core activity on elaboration)

The teacher training phase it helps students to integrate and absorb new knowledge and skills in various ways tailored to the VAK learning style.

d. Performance result stage (core activity on confirmation)

The performance stage of the results is the stage a teacher helps students in applying and extending knowledge as well new skills they get, on learning activities so learning outcomes have increased.²¹

4.3 Advantages and Disadvantages of VAK Learning Model

1. Advantages of VAK Learning Model

There are some the advantages of VAK learning model includes:

- a. Students can learn in different ways.
- b. The attention and focus of students will more easily to engaged by diverse decreasing disruption in the classroom.
- c. Learning will be more effective, because it combine three learning styles.
- d. The students become active.

2. Disadvantages of VAK Learning Model

²¹ Aris. Shoimin, (2016), *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, Yogyakarta: Ar-Ruzz Media, p. 227

The disadvantage of VAK learning is students who have strong preferences for one sense modalities will not excluded. They can use only one learning style to understand the lesson Moreover teacher find hard thing to teach students, because they have different learning style in the study. Thus, teacher needs more energy in the teaching and learning process.²²

C. Related Study

1. A research by Halimatun Husna Rambe. Faculty of Literature and Language of UNIMED, 2014/2015 Academic Years. The Title is: “The Effect of Visual, Auditory, Kinesthetic (VAK) Learning Model on Students’ Achievement in Writing Recount Text”. The objective of the study is effectiveness the applications of Visual, Auditory, Kinesthetic (VAK) Learning Model on Students’ Achievement in Writing Recount Text. This study was conducted to 2013/2014 the eighth grade of SMP N. 1 Tg.Morawa. The population in this research is 324 students in nine classes. The sample was divided into two groups: experimental and control groups. The instrument used to collect the data was writing test. It was found that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance $\mu = 0.05$ with the degree of freedom (df) 70, t-

²² (<http://www.antiessays.com/free-essays/Advantage-And-Disadvantages-Of-Vak-Learning-501041.html> , Accessed on Tuesday, 27 February 2018 at 10.11pm).

observed value $2.39 > t\text{-table value } 1.994$. It means that Visual, Auditory, Kinesthetic (VAK) Learning Model has a significant effect on students' achievement in Writing Recount Text.

2. A research by Putri Ayumi. Faculty of Tarbiyah and Teachers Training Academic Years 2015/2016. The title is: *The Implementation of Generative Learning to the Students Ability in Writing Descriptive Text at Class X Senior High School of Al-Husna Boarding School*. The objective of this research is to find out the improving of the students ability in writing descriptive text through generative learning model. This study was conducted 2015/2016 the Tenth Senior High School of Al-Husna boarding school. The population in this research is 23 students as respondents and it was consisted of one class. This research of this study was conducted by using classroom action research. That used qualitative and quantitative data. The result of the analyzing the data showed had there was an improving on the student ability in writing descriptive text from each cycles. It was showed from the mean of pre-test was 11.05 where there was 4 students got point up to 65 or it was only 17.3 % and 19 students got point under 65 after doing cycle 1 by the generative learning model improving of the result of the students mean was 15.07 where, 15 student got point up 65 or it was only 65.2 % and 8 students got score under 65 and the post-test II of cycle II where 20 students got up point on 65 or it was 86.9% and 3 students got point under 65. In other words, the student ability in writing descriptive text was improved.

So, the innovation in this research that the students get the increasing in my learning model because in my treatment I'm using film to make the students will to write and can describe about the object that I will instruction.

D. Conceptual Framework

Writing is the process of arranging letters, words, sentence, and paragraph on the ideas on bases of structure and some other related to one another. Then, in writing the author can gives some information, to persuade, or to entertain the reader through the results of paper.

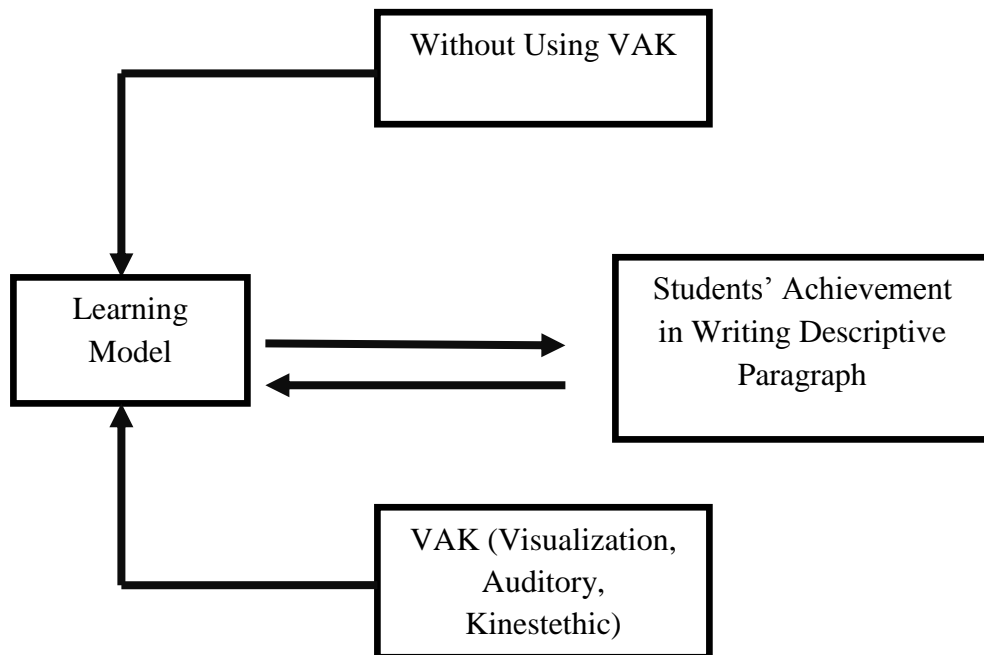
Descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, characteristics, etc. This genre encourages the students' ability to create a written account of a particular experience. In making good descriptive paragraph, students still have difficulties to write the descriptive paragraph because teacher always using conventionally learning model in taught descriptive paragraph/text lesson. On the other hand, they are needs the new learning model that can help them to solve the problem and they are can write the descriptive paragraph is easily.

So, to solving in this problem on students achievement in writing descriptive paragraph, VAK (Visualization, Auditory, Kinesthetic) learning model is learning style that combine the sensory modalities to absorb information and the students can get free what the skill that they are have to engaged and easy going to understand about the material that they are have learned. This method is important to the students learn in this area. This

learning model is not boring because in that learning model that combine the three modalities that can make the students get the spirit to write descriptive paragraph. Then, in using this learning model can improve the achievement students' in writing descriptive paragraph.

To make this conceptual clearer, so it can be following the draft bellow:

Figure 2.2 Conceptual Framework



E. Hypotheses

Based on the title is “ The Effect of VAK (Visualization, Auditory, Kinesthetic) Learning Model on Students' Achievement in Writing Descriptive Paragraph at Ten Grade in MAN Binjai”, the researcher has hypothesis that:

Ha : There is a significant effectiveness in VAK (Visualization, Auditory, Kinesthetic) Learning model students achievement in writing descriptive paragraph.

Ho : There is no significant effectiveness in VAK (Visualization, Auditory, Kinesthetic) Learning model students achievement in writing descriptive paragraph.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher will conduct at MAS Al-Washliyah 30 Binjai which was located at Jl, Perintis Kemerdekaan, Kota Binjai. In this research, the writer will conduct an experimental method. An Experimental method is an approach to educational research in which an idea or hypothesis of causal effect is tested or verified by setting up situation then comparing a group which was treated. An Experimental research method purposes to know the effect of VAK in writing descriptive paragraph in class X.

The researcher will conduct in two groups. They are experimental and control group. The experimental group is the group will receive the treatment that is the use of peer groups study as an approach on teaching writing, while the control group is a group who will not exposed to the experimental treatment. In this most basic of experimental designs, the group receiving the treatment is call by the experimental group and the other group the control group.

Two groups to employ in this design: one group, the experimental group, receives a treatment (X) while the second group, the control group does not. Both groups to given a pretest and posttest. Firstly, the test was will done in both groups, experimental and control group. In experimental group taught by using VAK learning model and control group taught by without using VAK

learning model. Secondly, the result of the test will scored by using analytic scale. Thirdly, the means score of two groups were determined.

Finally, the two means will compared by applying t-test formula. T-test was using to determine if the students' result of the test, which taught by using the VAK learning model, was significant or not

The pretest-post test of control group design can diagrammed as shown below:

Table III. Research Design

Group	Pretest	Treatment	Post Test
Experimental	X1	VAK learning model	X2
Control	Y3	Without Using VAK learning model	Y4

B. Population and Sample

1. Population

The population is a generalization region consisting of objects / subjects that have a certain quantity and characteristics set by the researcher to be studied and then drawn conclusions. In short, the population defined by as

a generalization of the results of research. Generalization can done on the object of research and can be done on the subject of research.²³

The population of this research is all of the X grade in MAS Al-Wasliyah 30 Binjai that consist of two parallel classes. Each Class consists of 29 students. In this research, the writer chooses the X grade of MAS Al-Washliyah 30 Binjai.

2. Sample

The sample is part of the number and characteristics possessed by that population. Sampling occurs when large populations and researchers are unlikely to learn all that is in the population.²⁴

Technique to choose the sample is random sampling. Random sampling is take the sample with random. The ways to use in random sampling is with lottery, with ordinate, or random from the table of bilangan random.²⁵

Table IV. Sample

Group	Samples	
	Class	Students
Experimental	X-1	29

²³ Indra Jaya and Ardat, (2013), *Penerapan Statistik Untuk Pendidikan*, Bandung: Ciptapustaka Media Perintis, p. 20

²⁴ Ibid, p 32

²⁵ Syahrums and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Ciptapustaka Media , p. 115

Control	X-2	28
Total		57 Students

C. Data Collection

To obtain valid data for the appropriate analysis, the researcher used the following instrument:

1. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.²⁶ Test is asset of question that answered by the students to measure the students' achievement in writing descriptive paragraph. Writing test items given each meeting after the action to know the achievement in writing descriptive paragraph. The writer uses pre- test and post-test. Pre-test test is give for students before the teacher uses VAK leaning model in teaching learning process. Post test is conducted after the VAK learning model is implemented. Pre-test and post test are to know the differences of the students' writing descriptive paragraph before and after the writer uses her learning model. It can seen in appendix 1.

D. Data Analysis

In this research, the data obtained from the experiment and control class.

So, the data will analyzed by using descriptive analysis and inferential

²⁶ H. Douglas Brown, (2003), *Language Assessment Principles and Classroom Practices*, San Francisco: State University

analysis. Descriptive analysis was used to know the mean, median, and standard deviation of the scores of the test. While inferential analysis that will used is *t-test (student's t)*.

1. Normality Test

Normality test will held to determine whether normal or abnormal researcher data or research variable.

- a. The observation $X_1, X_2, X_3, \dots, X_n$ are served raw numbers $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula. To count of raw numbers with the formulas:

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

\bar{X} = Average sample

S = Standard deviation

- b. For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$
- c. Furthermore, in calculating the proportion that expressed by $S(Z_i)$ then:

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

- d. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price determine the largest of difference $F(Z_i) - S(Z_i)$ as Lo .

2. Homogeneity

Homogeneity Test used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is using with the following formula:

$$F = \frac{\text{Highestvarians}}{\text{lowestvarians}}$$

Criteria for testing H_0 rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v and v_2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

3. T-test

The data analyzed by using t-test formula. The parametric procedure for testing differences of group means is the t-test (sometimes student's t). The t-test can be used when there are two independent groups (e.g. experimental versus control, male versus female), and when the sample is paired or dependent (e.g. when pre-treatment scores are compared for a single group).

The formula of t-test (student's-t) was:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

In Which:

T-test = the effect

X_1 = Mean of post-test – Pre test in experimental group

X_2 = Mean of Post-test – Pre-test in control group

s_1^2 = Variant of Pre-test – Post-test in experimental group

s_2^2 = Variant of Pre-test – Post test in control group

N_1 = Sample in experimental group

N_2 = Sample in control group

4. Scoring of Data

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing is rating scale. In using the rating scale, the scorer could make a rank order of the results of the students had the highest scores and which had the lowest scores.

The following scheme of rating scale is use to measure the students' achievement in their written product.

Table V. Analytical Scoring Rubric Adapted from Weigle²⁷

Aspect	Score	Level/ Criteria
--------	-------	-----------------

²⁷ Sara Cushing Weigle. 2002. *Assesing Writing*. Cambridge: Cambridge University, p.116

Content	30-27	Excellent to Very Good : knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject – little substance – inadequate development of topic
	16 - 13	Very Poor : does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate.
Organization	20 – 18	Excellent to Very Good : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	17 – 14	Good to Average : somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to Poor : non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9 – 7	Very Poor : does not communicate – no organization – or not enough to evaluate
Vocabulary	20 – 18	Excellent to Very Good : sophisticated range – effective word/ idiom choice and usage – word form mastery – appropriate

	17 -14	register Good to Average : adequate range – occasional errors of word/ idiom choice and usage but meaning not obscured
	13 - 10	Fair to Poor : limited range – frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language use	25 – 22	Excellent to Very Good : effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to Average : effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/ function, articles, pronouns prepositions but meaning seldom obscured
	17 -11	Fair to Poor : major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured
	10 – 5	Very Poor : virtually no mastery sentence construction rules – dominated by errors – does not communicate - or not enough to evaluate.

Mechanism	5	Excellent to very good : Demonstrated mastery of convention - etc
	4	Good to average : Occasional error of spelling, punctuation- etc
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization - etc
	2	Very poor : No mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

Score Instrument:

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language Use : 25
- Mechanism : 5

Total : 100

$$\text{Final score} = \frac{\text{Total Score}}{100} \times 100$$

To classifying the score became numerical data, they should convert to numerical data, which had been processed of the scale of 0 to 100.

Table VI. Classification of Scoring Data

Criteria of Mastery	Grade
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

E. Research Procedure

The procedure of this research consist of two phase tests, they are: Pre-test and Post-test (treatment).

1. Pre-test

Pre-test is the first test that given to the students the both of sample classes there are experimental class and control class. In Pre-test, there is no certain treatment, because in teaching learning activity like usually that teacher teaching descriptive text with the students. The teacher sometimes give the explanation directly then give the exercise about descriptive text and then the students that analyzed they are paragraph itself. On the other hand, I

can give they are some paper and then students will write about descriptive text about ‘Lake Toba’ without explanation before. Therefore, this tests that I will to do in pre-test.

2. Post- Test (Treatment)

The post-test will give after carrying out the pre-test phase. The aim of the post-test was to find out the effect of teaching presentation in both classes. The treatment will be given to the experimental class (X-1) treated by using Visualization, Auditory, Kinesthetic learning model, while control class will be served by without using Visualization, Auditory, Kinesthetic learning model.

The procedure of giving post-test or treatment can see in the following tables as below:

a. Treatment in Experimental Class

Table VII. The Treatment of Experimental Class

Activity	Learning Activity	
	Teacher’s Activity	Students’ Activity
Pre-liminary activity		
Motivation	<ul style="list-style-type: none"> • Greetings • Check the attendance 	<ul style="list-style-type: none"> • Greetings • Get the responds from

	<p>list and motivate the students</p> <ul style="list-style-type: none"> • Conveying objectives learning • Giving positive feelings about future learning experiences to students 	teachers
Core activity on exploration		
Teams	<ul style="list-style-type: none"> • Dividing students into some groups consists of 4-5 students (making group formation) based on clues from teachers 	<ul style="list-style-type: none"> • Joining the groups that divided by teacher
Teaching Groups	<ul style="list-style-type: none"> • Giving the example paragraph of descriptive paragraph • Explain briefly about descriptive paragraph 	<ul style="list-style-type: none"> • Reading and understanding about paragraph of descriptive paragraph • Listening to teacher's explanation
Students	<ul style="list-style-type: none"> • Giving the film about the 	<ul style="list-style-type: none"> • Watching and listening

	<p>nature “Bukit Lawang”</p> <p>that short film by projector</p>	<p>that film</p>
Team Study	<ul style="list-style-type: none"> • Giving the instructions to students to make descriptive paragraph based on the theme in that film • Ask students to presentation they are descriptive paragraph in front of class • Teacher collected all the papers that students write together • Giving the motivation to students that have the mistakes of they are make based on the film 	<ul style="list-style-type: none"> • Students write or describe the descriptive paragraph based on theme that in the film “Bukit Lawang” • The students present the descriptive paragraph in front of class, and activate they are body to describe about the paragraph. • Students give the paper • Students listening the instructions of teacher and analyze they are mistaken

Core activity on confirmation		
Conclusion	<ul style="list-style-type: none"> Teacher and students concluded the lesson about descriptive paragraph and teacher giving the reflection to students 	

b. Treatment in Control Class

Table VIII. The Treatment of Control Class

Activity	Learning Activity	
	Teacher's Activity	Students' Activity
Pre-liminary activity		
Motivation	<ul style="list-style-type: none"> Greetings Check the attendance list and motivate the students Explain the objectives learning 	<ul style="list-style-type: none"> Greetings Get the responds from teachers

Whilst-teaching activity		
1. Exploration	<ul style="list-style-type: none"> Explaining the students about the material of descriptive paragraph and how to make the paragraph 	<ul style="list-style-type: none"> Listening to the teacher's explanation
2. Elaboration	<ul style="list-style-type: none"> Giving the test to the students 	<ul style="list-style-type: none"> Doing the test that given by teacher
Post-teaching activities		
Evaluation	<ul style="list-style-type: none"> Evaluating the students' error in the test 	<ul style="list-style-type: none"> Listening to the teacher explanantion

CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a writing test that the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying visualization, auditory, kinesthetic learning model while control group taught by conventionally.

The students' writing test was scored by calculating the five components scale such as content, organization, vocabulary, language use, and mechanics. After conducting the research, the researcher got the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

Table IX

The Score of Pre Test and Post Test of Experimental Group

No	Students' Initial	Pre Test	Post Test
1	ARS	67	78
2	AG	67	78

3	ANP	36	66
4	AAS	65	75
5	AAP	65	78
6	ARP	65	78
7	AAR	56	75
8	DAP	67	78
9	DEP	65	78
10	DIP	67	78
11	ES	40	66
12	FA	56	88
13	FR	65	78
14	IM	56	66
15	IFA	65	75
16	LK	67	80
17	MFR	40	66
18	MHB	40	75
19	M	56	78
20	NAK	56	88
21	NA	36	88

22	PS	40	80
23	PF	40	75
24	RU	67	75
25	RA	65	80
26	SA	56	88
27	TUS	65	80
28	WYN	40	75
29	YP	40	66
	Total	$\Sigma = 1610$	$\Sigma = 2232$
	Mean	55.51	76.96

Based on the data above, the result of total of decrease in Pre-test is 1610, and the mean is 55.51, and in Post-test I is 1891 and the mean is 65.20. Meanwhile the total of decrease of Post-test II is 2232, and the mean is 76.96

Table X

The Score of Pre Test and Post Test of Control Group

No	Students' Initial	Pre Test	Post Test
1	AA	44	56
2	ADS	48	68

3	AH	50	60
4	BP	50	66
5	DABS	56	68
6	DFYP	56	66
7	DRA	44	60
8	DP	44	60
9	DD	50	60
10	HT	56	66
11	ISR	56	68
12	MRST	44	56
13	MSA	44	60
14	MA	50	66
15	MCI	50	60
16	MR	56	66
17	NFA	50	68
18	NN	60	66
19	NA	67	75
20	PI	67	75
21	R	67	75

22	SM	56	66
23	SC	50	66
24	SZ	44	56
25	SIM	48	66
26	SPR	67	75
27	SS	48	66
28	VR	60	75
Total		$\Sigma = 1482$	$\Sigma = 1838$
Mean		52.92	65.64

Based on the data above, the result of total of decrease in Pre-test is 1482 and the mean is 52.92. Meanwhile the decrease of Post-test is 1838 and the mean is 65.64

1. Data Analysis

a. Normality Testing of Experimental Group

Table XI

Frequency Distribution of Pre Test in Experimental Group

NO	Xi	Fi	FiXi	Xi²	FiXi²
1	36	2	72	1296	2592
2	40	7	280	1600	11200
3	56	6	392	3136	21952

5	65	8	520	4225	33800
6	67	6	402	4489	26934
Total		29	1610	18467	93342

Based on the data above, the result of $\sum F_i X_i^2$ is 93342, the result of $\sum F_i X_i$ is 1610.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1610}{29} \\ &= 55.51\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\
 &= \frac{29 \times 93342 - (1610)^2}{29(29-1)} \\
 &= \frac{2706918 - 2592100}{29(28)} \\
 &= \frac{114818}{812} \\
 &= 141.40
 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{141.40} \\
 &= 11.89
 \end{aligned}$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can see in the following table:

Table XII. Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	36	-1.64	0.050	0.06	-0.01
2	36	-1.64	0.050	0.06	-0.01
3	40	-1.30	0.096	0.31	-0.214
4	40	-1.30	0.096	0.31	-0.214
5	40	-1.30	0.096	0.31	-0.214
6	40	-1.30	0.096	0.31	-0.214

7	40	-1.30	0.096	0.31	-0.214
8	40	-1.30	0.096	0.31	-0.214
9	40	-1.30	0.096	0.31	-0.214
10	56	0.04	0.515	0.51	0.005
11	56	0.04	0.515	0.51	0.005
12	56	0.04	0.515	0.51	0.005
13	56	0.04	0.515	0.51	0.005
14	56	0.04	0.515	0.51	0.005
15	56	0.04	0.515	0.51	0.005
16	65	0.79	0.785	0.79	-0.005
17	65	0.79	0.785	0.79	-0.005
18	65	0.79	0.785	0.79	-0.005
19	65	0.79	0.785	0.79	-0.005
20	65	0.79	0.785	0.79	-0.005
21	65	0.79	0.785	0.79	-0.005
22	65	0.79	0.785	0.79	-0.005
23	65	0.79	0.785	0.79	-0.005
24	67	0.96	0.831	1.00	-0.169
25	67	0.96	0.831	1.00	-0.169

26	67	0.96	0.831	1.00	-0.169
27	67	0.96	0.831	1.00	-0.169
28	67	0.96	0.831	1.00	-0.169
29	67	0.96	0.831	1.00	-0.169
Total	1610	Lo = 0.005			
Mean	55.51	Lt = 0.032			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{36 - 55.51}{11.89} = -1.64$$

$$Z_i 2 = \frac{40 - 55.51}{11.89} = -1.30$$

$$Z_i 3 = \frac{56 - 55.51}{11.89} = 0.04$$

$$Z_i 4 = \frac{65 - 55.51}{11.89} = 0.79$$

$$Z_i 5 = \frac{67 - 55.51}{11.89} = 0.96$$

b. Finding S (Zi)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{2}{29} = 0.06$$

$$\frac{9}{29} = 0.31$$

$$\frac{15}{29} = 0.51$$

$$\frac{23}{29} = 0.79$$

$$\frac{29}{29} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.005$ with $n = 29$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.032$. It is known that the coefficient of $L_o (0.005) \leq L_t (0.032)$. Therefore, it can concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

Table XIII

Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	66	5	330	4356	21780
2	75	6	450	5625	33750
3	78	10	780	6084	60840
4	80	4	320	6400	25600
5	88	4	352	7744	30976
Total		29	2232	30209	172964

Based on the data above, the result of $\sum FiXi^2$ is 172964, the result of $\sum FiXi$ is 2232.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$$\begin{aligned}\bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample}\end{aligned}$$

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2232}{29} \\ &= 76.96\end{aligned}$$

b. Variant

Where:

$$\begin{aligned}S^2 &= \text{Variant} \\ N &= \text{Number of sample}\end{aligned}$$

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{29 \times 172964 - (2232)^2}{29(29-1)} \\ &= \frac{5015434 - 4981824}{29(28)} \\ &= \frac{33610}{812} \\ &= 41.39\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{41.39} \\ &= 6.43\end{aligned}$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table XIV
Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	66	-1.70	0.044	0.17	-0.128
2	66	-1.70	0.044	0.17	-0.128
3	66	-1.70	0.044	0.17	-0.128
4	66	-1.70	0.044	0.17	-0.128
5	66	-1.70	0.044	0.17	-0.128
6	75	-0.30	0.380	0.37	0.001
7	75	-0.30	0.380	0.37	0.001
8	75	-0.30	0.380	0.37	0.001
9	75	-0.30	0.380	0.37	0.001
10	75	-0.30	0.380	0.37	0.001
11	75	-0.30	0.380	0.37	0.001
12	78	0.16	0.563	0.72	-0.161
13	78	0.16	0.563	0.72	-0.161
14	78	0.16	0.563	0.72	-0.161

15	78	0.16	0.563	0.72	-0.161
16	78	0.16	0.563	0.72	-0.161
17	78	0.16	0.563	0.72	-0.161
18	78	0.16	0.563	0.72	-0.161
19	78	0.16	0.563	0.72	-0.161
20	78	0.16	0.563	0.72	-0.161
21	78	0.16	0.563	0.72	-0.161
22	80	0.47	0.681	0.86	-0.181
23	80	0.47	0.681	0.86	-0.181
24	80	0.47	0.681	0.86	-0.181
25	80	0.47	0.681	0.86	-0.181
26	88	1.71	0.956	1.00	-0.044
27	88	1.71	0.956	1.00	-0.044
28	88	1.71	0.956	1.00	-0.044
29	88	1.71	0.956	1.00	-0.044
Total	2232	Lo = 0.001			
Mean	76.96	Lt = 0.032			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{66-76.96}{6.43} = -1.70$$

$$Z_{i2} = \frac{75-76.96}{6.43} = -0.30$$

$$Z_{i3} = \frac{78-76.96}{6.43} = 0.16$$

$$Z_{i4} = \frac{80-76.96}{6.43} = 0.47$$

$$Z_{i5} = \frac{88-76.96}{6.43} = 1.71$$

b. Finding S (Z_i)

$$S(Z_i) = \frac{\sum Z_i^2}{N}$$

$$\frac{5}{29} = 0.17$$

$$\frac{11}{29} = 0.37$$

$$\frac{21}{29} = 0.72$$

$$\frac{25}{29} = 0.18$$

$$\frac{29}{29} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.001$ with $n = 29$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.032$. It is known that the coefficient of $L_o (0.001) < L_t (0.032)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**

b. Normality Testing of Control Group

Table XV

Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	44	6	264	1936	11616
2	48	3	144	2304	6912
3	50	7	350	2500	17500
4	56	6	336	3136	18816
5	60	2	120	3600	7200
6	67	4	268	4489	17956
Total		29	1482	17965	80000

Based on the data above, the result of $\sum FiXi^2$ is 92838, the result of $\sum FiXi$ is 1606.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

\bar{x} = Mean of variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$\begin{aligned}
 \bar{x} &= \frac{\sum FiXi}{\sum Fi} \\
 &= \frac{1482}{28} \\
 &= 52.92
 \end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{28 \times 800000 - (1482)^2}{29(29-1)} \\ &= \frac{2240000 - 2196324}{28(27)} \\ &= \frac{43676}{756} \\ &= 57.77 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{57.77} \\ &= 7.60 \end{aligned}$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table XVI
Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	44	-1.30	0.096	0.21	-0.114
2	44	-1.30	0.096	0.21	-0.114

3	44	-1.30	0.096	0.21	-0.114
4	44	-1.30	0.096	0.21	-0.114
5	44	-1.30	0.096	0.21	-0.114
6	44	-1.30	0.096	0.21	-0.114
7	48	-0.64	0.261	0.32	-0.059
8	48	-0.64	0.261	0.32	-0.059
9	48	-0.64	0.261	0.32	-0.059
10	50	-0.38	0.351	0.57	-0.219
11	50	-0.38	0.351	0.57	-0.219
12	50	-0.38	0.351	0.57	-0.219
13	50	-0.38	0.351	0.57	-0.219
14	50	-0.38	0.351	0.57	-0.219
15	50	-0.38	0.351	0.57	-0.219
16	50	-0.38	0.351	0.57	-0.219
17	56	0.40	0.655	0.78	-0.125
18	56	0.40	0.791	0.78	-0.125
19	56	0.40	0.791	0.78	-0.125
20	56	0.40	0.791	0.78	-0.125
21	56	0.40	0.791	0.78	-0.125

22	56	0.40	0.791	0.78	-0.125
23	60	0.93	0.823	0.85	-0.027
24	60	0.93	0.823	0.85	-0.027
25	67	1.85	0.967	1.00	-0.033
26	67	1.85	0.967	1.00	-0.033
27	67	1.85	0.967	1.00	-0.033
28	67	1.85	0.967	1.00	-0.033
Total	1482	Lo = -0.027			
Mean	52.92	Lt = 0.032			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{44-52.92}{7.60} = -1.30$$

$$Z_i 2 = \frac{48-52.92}{7.60} = -0.64$$

$$Z_i 3 = \frac{50-52.92}{7.60} = -0.38$$

$$Z_i 4 = \frac{56-52.92}{7.60} = 0.40$$

$$Z_i 5 = \frac{60-52.92}{7.60} = 0.93$$

$$Z_i 6 = \frac{67-52.92}{7.60} = 1.85$$

b. Finding S (Zi)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{6}{28} = 0.21$$

$$\frac{9}{28} = 0.32$$

$$\frac{16}{28} = 0.57$$

$$\frac{22}{29} = 0.78$$

$$\frac{24}{28} = 0.85$$

$$\frac{28}{28} = 1.00$$

From the table above, it can be seen that Liliefors observation or $Lo = -0.027$ with $n = 28$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $Lt = 0.032$. It is known that the coefficient of $Lo (-0.027) \leq Lt (0.032)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

Normality Testing of Control Group

Table XVII

Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	FiXi	Xi²	FiXi²
1	56	3	168	3136	9408
2	60	6	360	3600	21600
3	66	10	660	4356	43560
4	68	4	272	4624	18496
5	75	5	375	5625	28125

Total	28	1835	21341	121181
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Based on the data above, the result of $\sum F_i X_i^2$ is 121181, the result of $\sum F_i X_i$ is 1835.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1835}{28} \\ &= 65.53\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{28 \times 121181 - (1835)^2}{28(28-1)} \\
&= \frac{3393068 - 3367225}{28(27)} \\
&= \frac{25843}{756} \\
&= 34.18
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{34.18} \\
&= 5.84
\end{aligned}$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table XVIII
Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	56	-1.63	0.051	0.10	-0.049
2	56	-1.63	0.051	0.10	-0.049
3	56	-1.63	0.051	0.10	-0.049
4	60	-0.94	0.173	0.32	-0.147
5	60	-0.94	0.173	0.32	-0.147
6	60	-0.94	0.173	0.32	-0.147
7	60	-0.94	0.173	0.32	-0.147

8	60	-0.94	0.173	0.32	-0.147
9	60	-0.94	0.173	0.32	-0.147
10	66	0.08	0.531	0.67	-0.139
11	66	0.08	0.531	0.67	-0.139
12	66	0.08	0.531	0.67	-0.139
13	66	0.08	0.531	0.67	-0.139
14	66	0.08	0.531	0.67	-0.139
15	66	0.08	0.531	0.67	-0.139
16	66	0.08	0.531	0.67	-0.139
17	66	0.08	0.531	0.67	-0.139
18	66	0.08	0.531	0.67	-0.139
19	66	0.08	0.531	0.67	-0.139
20	68	0.42	0.662	2.87	-2.208
21	68	0.42	0.662	2.87	-2.208
22	68	0.42	0.662	2.87	-2.208
23	68	0.42	0.662	2.87	-2.208
24	75	1.62	0.947	1.00	-0.053
25	75	1.62	0.947	1.00	-0.053
26	75	1.62	0.947	1.00	-0.053

27	75	1.62	0.947	1.00	-0.053
28	75	1.62	0.947	1.00	-0.053
Total	1835	Lo = -0.049			
Mean	65.53	Lt = 0.032			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{56 - 65.53}{5.84} = -1.63$$

$$Z_i 2 = \frac{60 - 65.53}{5.84} = -0.94$$

$$Z_i 3 = \frac{66 - 65.53}{5.84} = 0.08$$

$$Z_i 4 = \frac{68 - 65.53}{5.84} = 0.42$$

$$Z_i 5 = \frac{70 - 65.53}{5.84} = 1.2$$

b. Finding S (Zi)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{3}{28} = 0.10$$

$$\frac{9}{28} = 0.32$$

$$\frac{19}{28} = 0.67$$

$$\frac{23}{28} = 0.82$$

$$\frac{28}{28} = 1.00$$

From the table above, it can be seen that Liliefors observation or $Lo = -0.049$ with $n = 28$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $Lt = 0.032$. It is known that the coefficient of $Lo (-0.049) < Lt (0.032)$. So it can be

concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

c. Homogeneity Testing

1. Homogeneity of Testing Pretest

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

Where:

Highest variant = 141.40

Lowest Variant = 79.49

So,

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

$$F = \frac{141.40}{79.49} = 1.77$$

Then the coefficient of F_{obs} is 1.77 is compared with F_{table} , where F_{table} is determined at real level is 0.05 and the same numerator dk is $N - 1$ is 29 - 1 is 28 that was exist dk numerator 28, the denominator dk is $n - 1$ (28 - 1 is 27). Then F_{table} can be calculated $F_{0.05(28,27)}$ is 1.88

So $F_{\text{obs}} < F_{\text{table}}$ atau ($1.77 < 1.88$) so it can be concluded that the variant is homogenous.

2. Homogeneity of Testing Post test

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

Where:

Highest variant = 41.39

Lowest Variant = 34.18

So,

$$F = \frac{\text{Highest variants}}{\text{lowest variants}}$$

$$F = \frac{41.39}{34.18} = 1.21$$

Then the coefficient of F_{obs} is 1.21 is compared with F_{table} , where F_{table} is determined at real level is 0.05 and the same numerator dk is $N - 1$ is $29 - 1$ is 28 that was exist dk numerator 28, the denominator dk is $n - 1$ ($28 - 1$ is 27). Then F_{table} can be calculated $F_{0.05(28,27)}$ is 1.88

So $F_{\text{obs}} < F_{\text{table}}$ atau ($1.21 < 1.88$) so it can be concluded that the variant is homogenous.

d. Hypothesis Testing

From the calculation above, the total of decrease from the pre-test and post-test in control group is 366. Meanwhile the mean of pre-test and post-test in control group is 13.07.

On the other hand, the hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$T\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

$$\bar{x}_1 = 22.13$$

$$\bar{x}_2 = 13.07$$

$$s_1^2 = 100.01$$

$$s_2^2 = 45.31$$

$$n_1 = 29$$

$$n_2 = 27$$

So,

$$\begin{aligned} t &= \frac{22.13 - 13.07}{\sqrt{\frac{100.01}{29} + \frac{45.31}{28}}} \\ &= \frac{9.06}{3.11} \\ &= 2.913 \end{aligned}$$

From the calculation above, it can see that t_{observed} is 2.913. The testing hypothesis was conducted to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 55 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.009. Therefore, it can see that t_{table} is 2.009.

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can see as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with } df \ 55$$

$$2.913 > 2.009$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that writing by using visualization, auditory, kinesthetic learning model is affect in students' achievement in writing descriptive paragraph.

B. Discussion

There was a significant difference on students' achievement in writing descriptive paragraph by using VAK (Visualization, Auditory, Kinesthetic) learning model. The students that were taught by VAK (Visualization, Auditory, Kinesthetic) learning model have higher score than were taught by conventional strategy. From the calculation above it found that $t_{observed}$ is 2.193 whereas the t_{table} is 2.009. It shows that students' achievement in writing descriptive paragraph by using VAK (Visualization, Auditory, Kinesthetic) learning model was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in writing descriptive paragraph that were taught by VAK (Visualization, Auditory, Kinesthetic) learning model.

From the observation analysis means that process of using VAK (Visualization, Auditory, Kinesthetic) learning model can increase the achievement of students in writing because this learning model is engaged the three sensory modalities and make the students more active and not only sit but they are active in three sensory modalities.

This means that the students' achievement in writing descriptive paragraph that were taught by VAK (Visualization, Auditory, Kinesthetic) learning model was better than taught by conventional strategy.

CHAPTER V

CLOSING

A. Conclusion

From the data obtained it is seen that the result of the students' achievement in writing descriptive paragraph by using VAK (Visualization, Auditory, Kinesthetic) learning model at tenth grade at MAS Al-Washliyah 30 Binjai as follows:

1. The researcher find out the process of using VAK (Visualization, Auditory, and Kinesthetic) learning model in the tenth grade at MAS Al-Washliyah 30 Binjai has the increase, based on the observation the students more active in writing and can get active in three of sensory modalities of them and easy do the task.
2. The researcher find out the significant effect that, in class experiment have the highest score rather than in class control it can be seen the result is t_{observed} is 2.913 and t_{table} is 2.009. ($t_{\text{observed}} > t_{\text{table}}$ ($\alpha = 0.05$) with df 55 and $2.913 > 2.009$). It is mean that (H_a) is accepted and (H_0) is rejected.

B. Recommendation

Based on the conclusion above, the researcher gives some recommendation as follows:

1. To the principal of MAS Al-Washliyah 30 Binjai to motivate the teachers, especially English teacher to teach the students by using Visualization,

Auditory, Kinesthetic learning model ,because the method is effectively increase the students' achievement in writing descriptive paragraph.

2. To the English teacher to use Visualization, Auditory, Kinesthetic learning model or one of the alternative method or strategy to increase the student's achievement in writing descriptive paragraph in English learning.
3. The researchers who are interested in doing a research related to this study should try to apply Visualization, Auditory, Kinesthetic learning model or one of the alternative method or strategy to increase the student's achievement in writing descriptive paragraph in English learning.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' achievement in writing descriptive paragraph between students who are taught without using visualization, auditory, kinesthetic learning model and those who are taught without using visualization, auditory, kinesthetic learning model. Moreover, this research implies that the use visualization, auditory, kinesthetic learning model is needed in teaching writing.

Considering the conclusion drawn above, it implies that the use of visualization, auditory, kinesthetic learning model is capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after given treatment using visualization, auditory, kinesthetic learning model. It is expected that the English teachers are highly recommended to utilize communicative visualization, auditory, kinesthetic

learning model on the teaching of writing skill in order to affect to students' achievement in writing skills.

Students are motivated and relaxed in learning writing process when they are taught using visualization, auditory, kinesthetic learning model. Therefore, it implies that the use of visualization, auditory, kinesthetic learning model can keep students' interest and help them to understand the writing skills that combine the three modalities.

In summary, the use of visualization, auditory, kinesthetic learning model during the research can affect the students' achievement in writing descriptive paragraph. Therefore, the application of visualization, auditory, kinesthetic learning model needs to be applied continuously in teaching writing. It is because the use of visualization, auditory, kinesthetic learning model can be effective strategy to help the students practice writing and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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APPENDIX 1**Students Worksheet (Pre- Test)**

Guidance:

1. Write your name and class on left of sheet.
2. Write a descriptive paragraph by the given theme.
3. You can use the dictionary.

Question : Please describe/write about Lake Toba based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text! (min. 100 words)

APPENDIX 2**Students Worksheet (Post-Test)**

Guidance:

1. Write your name and class on left of sheet.
2. Write a descriptive paragraph by the given theme.
3. You can use the dictionary.

Question : Please describe/write about Bukit Lawang based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text, then analyze of each of generic structure in descriptive paragraph! (min. 100 words)

APPENDIX 3**KEY ANSWER OF PRE-TEST****“Lake Toba”**

Lake toba is the tour destination favorite in North Sumatera. Lake Toba formed by a gigantic volcanic eruption some 70,000 years ago. Lake Toba has the cool and refreshing atmosphere, the crystal clear water, and the breathtaking scenery with the green mountains are only a small part of the exotic description of the beauty of Lake Toba. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake. Samosir Island is the part of Lake Toba. Samosir Island is the culture centre of the Batak tribe, the indigenous from North Sumatera. Lake Toba is the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meter.

APPENDIX 4

KEY ANSWER OF POST-TEST II

“Bukit Lawang”

Bukit lawang is the most popular destination in North Sumatera, the location in Langkat Regency. Bukit lawang referred to as the gateway to Sumatera Forest because this place is protection forest from GunungLeuseur. In the jungle, that will be felling a truly amazing experience. It is a hill that has a slippery field and muddy slopes. The journey through the Bukit Lawang will be thrilling and unforgettable. In the Bukit Lawang that can find domestic tourist and foreign tourist. In the Bukit Lawang also have the hotel or the rent of house to rest and to enjoy the atmosphere natural from the forest. In Bukit Lawang also have orangutan. Orangutan is a species that is able to magnet for tourists. In this place is easily to see orangutan swinging in the forest, and there at least 5000 species which belongs to the biggest orangutan conservation in Indonesia. The conservation has been operated since 1973 and until now, it has attracted a lot of tourist around the world. Nevertheless, the number of orangutan in the wild continues to decline over time due to the hunting done by people who do not have a responsibility.

APPENDIX 5

LESSON PLAN I (Experimental Class)

School	: MAS Al-Washliyah 30 Binjai
Subject	: English
Class/Semester	: X/II
Times	: 4 x 40 minutes
Aspect/Skill	: Writing
Meeting	: 1 st and 2 nd Meeting

A. Learning of Objectives

1. To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to use.
2. To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.
3. To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the contexts.

B. Basic Competence and Achievement of Indicator Competences

Basic Competence (KD)	Achievement of Indicator Competences (IPK)
<p>3.4 To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to used.</p>	<p>3.4.1 To identification of text structure and the substance of language in some of descriptive text oral and write with giving and inviting the information related to tourist place with short text and simple, related to the contexts have to used.</p> <p>3.4.2 To mentioned the text structure and substance language in some descriptive in oral and write with giving and inviting the information related to short tourist place text and simple.</p> <p>3.4.3 To differentiate text structure and substance language in some descriptive text in oral and write about tourist place and simple.</p>
<p>4.1 Descriptive Text</p> <p>4.1.1 To understand about the meaning with contextual</p>	<p>4.1.3 To respond oral text about descriptive text related to tourist place.</p> <p>4.1.4 To make descriptive text about tourist place.</p>

<p>related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.</p> <p>4.1.2 To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the contexts.</p>	<p>4.1.5 To demonstrate descriptive text about tourist place.</p>
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C. Teaching Material

Writing text and speaking about description tourist place.

- Social function
 - To identification, to analyze, to demonstration, etc.
- Text structure
 - Identification (all name and part of text)
 - Function, purposes, action
- Language substance
 - Vocabulary and the related term: the line of tourist place
 - Declarative sentence and interrogative with tense is right
 - Nominal brief and plural with right, with or without, a, the, this, those, my, their, etc
 - Example of paragraph

“Maimun Palace”

Maimun Palace is the favorite destination in North Sumatera because this place is near in Medan City. Maimun Palace is the palace of the Sultan of Deli which is one of the icons of Medan. Maimun palace designed by Italian architect and built by Sultan Deli, Sultan Mahmud Al Rashid. Constructon of the palace was started from 26 August 1888 was completed on 18 May 1891. Maimun palace has an area of 2,772 m² and 30 rooms. Maimun palace consists of 2 floors and has 3 parts of the main building, left wing building and right wing building. The palace is facing north and the front side of the building Masjid Al-Mashun or better known as the Great Mosque in Medan. Now, the Sultan Deli that own by Tuanku Mahmud Lamantiji Perkasa Alam that crowned was 2005 in seventh years because his father is passed away.

D. Learning Model

- Direct method and discussion

E. Media and Material

- Media :
 - Worksheet (students)
 - Assessment sheets
- Material
 - Rule, spidol, white board
 - Laptop dan proyektor
 - Film

F. Source

- The relevant book, dictionary, internet, book of SMA of Class X

G. Step for Activity

1. First Meeting (2x 40 minutes)

a. Beginning activity

1. Apperception : The teacher greets the students
2. Motivation:
 - The teacher Check the attendance list and motivate the students
 - Explain the objectives learning

b. Main Activity

1. Teacher give the instruction to the students to make descriptive paragraph
2. Students write the descriptive paragraph
3. Teacher collect all of the descriptive paragraph from students

c. Closing Activity

1. Teacher closing the class with briefly about next lesson.

2. Second meetings (2x40 minutes)

a. Beginning activity

1. Apperception : The teacher greets the students

2. Motivation:

- The teacher Check the attendance list and motivate the students
- Explain the objectives learning

d. Main Activity

1. Teacher explain briefly about descriptive paragraph
2. Teacher give the instruction to the students to make descriptive paragraph
3. Students write the descriptive paragraph
4. Teacher collect all of the descriptive paragraph from students

e. Closing Activity

1. Teacher closing the class with briefly about next lesson.

H. Assessments

- Technique
- Test
- Instrument test

Writing test

Write a descriptive paragraph about the beautiful of Toba Lake

I. Rubric writing score

a. Types of instrument

Indicator	Instrument
Making the text descriptive related the tourist place	Please describe/write about Lake Toba based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text! (min. 100 words)

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b. Assessment rubric

Aspect	Score	Level/ Criteria
Content	30-27	Excellent to Very Good : knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject – little substance – inadequate development of topic
	16 - 13	Very Poor : does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate.
Organization	20 - 18	Excellent to Very Good : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	17 – 14	Good to Average : somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to Poor : non-fluent – ideas confused or disconnected – lacks logical sequencing and development

	9 – 7	Very Poor : does not communicate – no organization – or not enough to evaluate
Vocabulary	20 - 18	Excellent to Very Good : sophisticated range – effective word/ idiom choice and usage – word form mastery – appropriate register
	17 -14	Good to Average : adequate range – occasional errors of word/ idiom choice and usage but meaning not obscured
	13 - 10	Fair to Poor : limited range – frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language use	25 - 22	Excellent to Very Good : effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to Average : effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/ function, articles, pronouns prepositions but meaning seldom obscured
	17 -11	Fair to Poor : major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and/ or

	10 – 5	fragments, run-ons, deletions – meaning confused or obscured Very Poor : virtually no mastery sentence construction rules – dominated by errors – does not communicate - or not enough to evaluate.
Mechanism	5	Excellent to very good : Demonstrated mastery of convention - etc
	4	Good to average : Occasional error of spelling, punctuation- etc
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization - etc
	2	Very poor : No mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

Score Instrument:

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language Use : 25
- Mechanism : 5

Total : 100

$$\text{Final score} = \frac{\text{Total Score}}{100} \times 100$$

The detectable

Binjai,

May 2018

Headmaster of MAS Al-Washliyah

Teachers

Researcher30

Binjai

SUPRIADI, S.Pd

JORGY FAGUS FATURRAHMAN S.Pd

AMELIA

LESSON PLAN II

(Experimental Class)

School	: MAS Al-Washliyah 30 Binjai
Subject	: English
Class/Semester	: X/II
Times	: 4 x 40 minutes
Aspect/Skill	: Writing
Meeting	: 3 rd and 4 th Meetings

J. Learning of Objectives

4. To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to use.
5. To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.
6. To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the contexts.

K. Basic Competence and Achievement of Indicator Competences

Basic Competence (KD)	Achievement of Indicator Competences (IPK)
<p>3.4 To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to used.</p>	<p>3.4.4 To identification of text structure and the substance of language in some of descriptive text oral and write with giving and inviting the information related to tourist place with short text and simple, related to the contexts have to used.</p> <p>3.4.5 To mentioned the text structure and substance language in some descriptive in oral and write with giving and inviting the information related to short tourist place text and simple.</p> <p>3.4.6 To differentiate text structure and substance language in some descriptive text in oral and write about tourist place and simple.</p>
<p>4.2 Descriptive Text</p> <p>4.1.6 To understand</p>	<p>4.1.8 To respond oral text about descriptive text related to tourist place.</p>

<p>about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.</p> <p>4.1.7 To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the</p>	<p>4.1.9 To make descriptive text about tourist place.</p> <p>4.1.10 To demonstrate descriptive text about tourist place.</p>
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contexts.	
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L. Teaching Material

Writing text and speaking about description tourist place.

- Social function
 - To identification, to analyze, to demonstration, etc.
- Text structure
 - Identification (all name and part of text)
 - Function, purposes, action
- Language substance
 - Vocabulary and the related term: the line of tourist place
 - Declarative sentence and interrogative with tense is right
 - Nominal brief and plural with right, with or without, a, the, this, those, my, their, etc
- Example of paragraph

Mount Sibayak

Mount Sibayak is a mountain overlooking the town of Berastagi city in Northern Sumatera. Mountain Sibayak have the high mountain is 2.212 m after Mount Sinabung is 2.460 m. In Berastagi many Batak tribe, so the tribe called the Mountain Sibayak with the title “mountain king”. Mount Sibayak is a volcano and erupted last year in 1881. This mountain is located about 50 km southwest of the city of Medan. Now mountain Sibayak visited by many tourist to enjoy the beauty of Berastagi from the top of the mount Sibayak. In mount Sibayak we can set up the camping in there. There are two paths to the mount Sibayak, the first for the tourist route that is from the Gunndaling and for the tracking track of the hot

spring Sidebu-debu. Then for access to the mountain Sibayak about 30 minutes from the neck of the mount Sibayak.

M. Learning Model

- VAK (Visualization, Auditory, Kinesthetic) learning model

N. Media and Material

- Media :
 - Worksheet (students)
 - Assessment sheets
- Material
 - Rule, spidol, white board
 - Laptop dan proyektor
 - Film

O. Source

- The relevant book, dictionary, internet, book of SMA of Class X

P. Step for Activity

1. Third and Fourth Meetings (2x 40 minutes)

a. Beginning Activity

1. Apperception : The teacher greets the students
2. Motivation:
 - The teacher Check the attendance list and motivate the students
 - Explain the objectives learning
 - Conveying objectives learning
 - Giving positive feeling about future learning experiences to students

b. Main Activity

1. Exploration :

- Dividing students into some groups consists of 4-5 students (making group formation) based on clues from teachers

2. Elaboration :

- Giving the example paragraph of descriptive paragraph
- Explain briefly about descriptive paragraph
- Giving the film about the nature “Bukit Lawang” that short film
- Giving the instructions to students to make descriptive paragraph based on the theme in the film

3. Confirmation:

- Ask students to presentation they are descriptive paragraph in front of class such as a narrator
- Teacher collected all the papers that students write together
- Giving the motivation to students that have the mistakes of they are make based on the film

c. Closing Activity

- Teacher and students concluded the lesson about descriptive paragraph and teacher giving the reflection to students
- The teacher close the meeting by greeting

Q. Assessments

- Technique
- Test
- Instrument test

Writing test

Write a descriptive paragraph about the beautiful of Bukit Lawang

R. Rubric writing score

c. Types of instrument

Indicator	Instrument
Making the text descriptive related the tourist place	Please describe/write about Bukit Lawang based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text! (min. 100 words)

d. Assessment rubric

Aspect	Score	Level/ Criteria
Content	30-27	Excellent to Very Good : knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject – little substance – inadequate development of topic
	16 - 13	Very Poor : does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate.
Organization	20 – 18	Excellent to Very Good : fluent expression – ideas clearly

	17 – 14	stated/supported – succinct – well-organized – logical sequencing – cohesive Good to Average : somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to Poor : non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9 – 7	Very Poor : does not communicate – no organization – or not enough to evaluate
Vocabulary	20 – 18	Excellent to Very Good : sophisticated range – effective word/ idiom choice and usage – word form mastery – appropriate register
	17 -14	Good to Average : adequate range – occasional errors of word/ idiom choice and usage but meaning not obscured
	13 - 10	Fair to Poor : limited range – frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language use	25 – 22	Excellent to Very Good : effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

	21 – 18	Good to Average : effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/ function, articles, pronouns prepositions but meaning seldom obscured
	17 -11	Fair to Poor : major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured
	10 – 5	Very Poor : virtually no mastery sentence construction rules – dominated by errors – does not communicate - or not enough to evaluate.
Mechanism	5	Excellent to very good : Demonstrated mastery of convention - etc
	4	Good to average : Occasional error of spelling, punctuation- etc
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization - etc
	2	Very poor : No mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

Score Instrument:

- Content : 30

- Organization : 20
- Vocabulary : 20
- Language Use : 25
- Mechanism : 5
- Total : 100

$$\text{Final score} = \frac{\text{Total Score}}{100} \times 100$$

The detectable

Binjai,

May 2018

Headmaster of MAS Al-Washliyah

Teachers

Researcher

30 Binjai

SUPRIADI, S.Pd

JORGY FAGUS FATURRAHMAN S.Pd

AMELIA

APPENDIX 6**LESSON PLAN****(Control Class)**

School	: MAS Al-Washliyah 30 Binjai
Subject	: English
Class/Semester	: X/II
Times	: 2 x 40 minutes
Aspect/Skill	: Writing
Meeting	: 1 st meetings

S. Learning of Objectives

7. To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to use.
8. To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.
9. To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the contexts.

T. Basic Competence and Achievement of Indicator Competences

Basic Competence (KD)	Achievement of Indicator Competences (IPK)
<p>3.4 To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to used.</p>	<p>3.4.7 To identification of text structure and the substance of language in some of descriptive text oral and write with giving and inviting the information related to tourist place with short text and simple, related to the contexts have to used.</p> <p>3.4.8 To mentioned the text structure and substance language in some descriptive in oral and write with giving and inviting the information related to short tourist place text and simple.</p> <p>3.4.9 To differentiate text structure and substance language in some descriptive text in oral and write about tourist place and simple.</p>
4.3 Descriptive Text	4.1.13 To respond oral text about descriptive

<p>4.1.11 To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.</p>	<p>text related to tourist place.</p> <p>4.1.14 To make descriptive text about tourist place.</p> <p>4.1.15 To demonstrate descriptive text about tourist place.</p>
<p>4.1.12 To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and</p>	

appropriate with the contexts.	
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U. Teaching Material

Writing text and speaking about description tourist place.

- Social function
 - To identification, to analyze, to demonstration, etc.
- Text structure
 - Identification (all name and part of text)
 - Function, purposes, action
- Language substance
 - Vocabulary and the related term: the line of tourist place
 - Declarative sentence and interrogative with tense is right
 - Nominal brief and plural with right, with or without, a, the, this, those, my, their, etc
- Example of paragraph

“Maimun Palace”

Maimun Palace is the favorite destination in North Sumatera because this place is near in Medan City. Maimun Palace is the palace of the Sultan of Deli which is one of the icons of Medan. Maimun palace designed by Italian architect and built by Sultan Deli, Sultan Mahmud Al Rashid. Constructon of the palace was started from 26 August 1888 was completed on 18 May 1891. Maimun palace has an area of 2,772 m² and 30 rooms. Maimun palace consists of 2 floors and has 3 parts of the main building, left wing building and right wing building. The palace is facing north and the front side of the building Masjid Al-Mashun or better

known as the Great Mosque in Medan. Now, the Sultan Deli that own by Tuanku Mahmud Lamantiji Perkasa Alam that crowned was 2005 in seventh years because his father is passed away.

V. Learning Model

- Direct method and discussion

W. Media and Material

- Media :
 - Worksheet (students)
 - Assessment sheets
- Material
 - Rule, spidol, white board
 - Laptop dan proyektor
 - Film

X. Source

- The relevant book, dictionary, internet, book of SMA of Class X

Y. Step for Activity

2. First Meeting (2x 40 minutes)

f. Beginning activity

3. Apperception : The teacher greets the students
4. Motivation:
 - The teacher Check the attendance list and motivate the students
 - Explain the objectives learning

g. Main Activity

4. Teacher give the instruction to the students to make descriptive paragraph
5. Students write the descriptive paragraph

6. Teacher collect all of the descriptive paragraph from students
- h. Closing Activity
 3. Teacher closing the class with briefly about next lesson.

Z. Assessments

- Technique
- Test
- Instrument test

Writing test

Write a descriptive paragraph about the beautiful of Toba Lake

AA. Rubric writing score

- e. Types of instrument

Indicator	Instrument
Making the text descriptive related the tourist place	Please describe/write about Lake Toba based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text! (min. 100 words)

- f. Assessment rubric

Aspect	Score	Level/ Criteria

Content	30-27	Excellent to Very Good : knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject – little substance – inadequate development of topic
	16 - 13	Very Poor : does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate.
Organization	20 – 18	Excellent to Very Good : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	17 – 14	Good to Average : somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to Poor : non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9 – 7	Very Poor : does not communicate – no organization – or not enough to evaluate
Vocabulary	20 – 18	Excellent to Very Good : sophisticated range – effective word/ idiom choice and usage – word form mastery – appropriate

	17 -14	register Good to Average : adequate range – occasional errors of word/ idiom choice and usage but meaning not obscured
	13 - 10	Fair to Poor : limited range – frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language use	25 - 22	Excellent to Very Good : effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to Average : effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/ function, articles, pronouns prepositions but meaning seldom obscured
	17 -11	Fair to Poor : major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured
	10 – 5	Very Poor : virtually no mastery sentence construction rules – dominated by errors – does not communicate - or not enough to evaluate.

Mechanism	5	Excellent to very good : Demonstrated mastery of convention - etc
	4	Good to average : Occasional error of spelling, punctuation- etc
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization - etc
	2	Very poor : No mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

Score Instrument:

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language Use : 25
- Mechanism : 5

Total : 100

$$\text{Final score} = \frac{\text{Total Score}}{100} \times 100$$

The detectable

Binjai,

May 2018

Headmaster of MAS Al-Washliyah

Teachers

Researcher

30 Binjai

SUPRIADI, S.Pd

JORGY FAGUS FATURRAHMAN S.Pd

AMELIA

LESSON PLAN II

(Control Class)

School : MAS Al-Washliyah 30 Binjai

Subject : English

Class/Semester : X/II

Times : 2 x 40 minutes

Aspect/Skill : Writing

Meeting : 2 meetings

A. Learning of Objectives

1. To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to use.

2. To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.
3. To arrange the descriptive text with oral and write, short and simple related to tourist place, and observe the social function, text structure and substance of language, with correct and appropriate with the contexts.

B. Basic Competence and Achievement of Indicator Competences

Basic Competence (KD)	Achievement of Indicator Competences (IPK)
3.4 To differentiate of social function, structure of text, substance of language in some of descriptive text oral and write with give and invite information related to tourist of place and the historic place famous, short and simple, related to contexts have to used.	<p>3.4.10 To identification of text structure and the substance of language in some of descriptive text oral and write with giving and inviting the information related to tourist place with short text and simple, related to the contexts have to used.</p> <p>3.4.11 To mentioned the text structure and substance language in some descriptive in oral and write with giving and inviting the information related to short tourist place text and simple.</p> <p>3.4.12 To differentiate text structure and</p>

	substance language in some descriptive text in oral and write about tourist place and simple.
<p>4.4 Descriptive Text</p> <p>4.1.16 To understand about the meaning with contextual related to social function, text structure and substance of language of descriptive text, oral and write, short and simple related to tourist place.</p> <p>4.1.17 To arrange the descriptive text oral and write, short and simple related to tourist place, and observe the social function, text</p>	<p>4.1.18 To respond oral text about descriptive text related to tourist place.</p> <p>4.1.19 To make descriptive text about tourist place.</p> <p>4.1.20 To demonstrate descriptive text about tourist place.</p>

structure and substance of language, with correct and appropriate with the contexts.	
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C. Teaching Material

Writing text and speaking about description tourist place.

- Social function
 - To identification, to analyze, to demonstration, etc.
- Text structure
 - Identification (all name and part of text)
 - Function, purposes, action
- Language substance
 - Vocabulary and the related term: the line of tourist place
 - Declarative sentence and interrogative with tense is right
 - Nominal brief and plural with right, with or without, a, the, this, those, my, their, etc
 - Example of paragraph
 - Example of paragraph

Mount Sibayak

Mount Sibayak is a mountain overlooking the town of Berastagi city in Northern Sumatera. Mountain Sibayak have the high mountain is 2.212 m after Mount Sinabung is 2.460 m. In Berastagi many Batak tribe, so the tribe called the Mountain Sibayak with the title “mountain

king”. Mount Sibayak is a volcano and erupted last year in 1881. This mountain is located about 50 km southwest of the city of Medan. Now mountain Sibayak visited by many tourist to enjoy the beauty of Berastagi from the top of the mount Sibayak. In mount Sibayak we can set up the camping in there. There are two paths to the mount Sibayak, the first for the tourist route that is from the Gunndaling and for the tracking track of the hot spring Sidebu-debu. Then for access to the mountain Sibayak about 30 minutes from the neck of the mount Sibayak.

D. Learning Model

- Direct method and discussion

E. Media and Material

- Media :
 - Worksheet (students)
 - Assessment sheets
- Material
 - Rule, spidol, white board
 - Laptop danproyektor
 - Film

F. Source

- The relevant book, dictionary, internet, book of SMA of Class X

G. Step for Activity

1. Second meetings (2x40 minutes)

a. Beginning activity

1. Apperception : The teacher greets the students
2. Motivation:

- The teacher Check the attendance list and motivate the students

- Explain the objectives learning

b. Main Activity

1. Teacher explain briefly about descriptive paragraph
 2. Teacher give the instruction to the students to make descriptive paragraph
 3. Students write the descriptive paragraph
 4. Teacher collect all of the descriptive paragraph from students
1. Closing Activity
 2. Teacher closing the class with briefly about next lesson.

H. Assessments

- Technique
- Test
- Instrument test

Writing test

Write a descriptive paragraph about the beautiful of Toba Lake

I. Rubric writing score

g. Types of instrument

Indicator	Instrument
Making the text descriptive related the tourist place	Please describe/write about Bukit Lawang based on your opinion, and remember the paragraph must be conduct by the generic structure of descriptive text! (min. 100 words)

h. Assessment rubric

Aspect	Score	Level/ Criteria
Content	30-27	Excellent to Very Good : knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject – little substance – inadequate development of topic
	16 - 13	Very Poor : does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate.
Organization	20 - 18	Excellent to Very Good : fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	17 – 14	Good to Average : somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 – 10	Fair to Poor : non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9 – 7	Very Poor : does not communicate – no organization – or not

		enough to evaluate
Vocabulary	20 - 18	Excellent to Very Good : sophisticated range – effective word/ idiom choice and usage – word form mastery – appropriate register
	17 -14	Good to Average : adequate range – occasional errors of word/ idiom choice and usage but meaning not obscured
	13 - 10	Fair to Poor : limited range – frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language use	25 - 22	Excellent to Very Good : effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to Average : effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/ function, articles, pronouns prepositions but meaning seldom obscured
	17 -11	Fair to Poor : major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured

	10 – 5	Very Poor : virtually no mastery sentence construction rules – dominated by errors – does not communicate - or not enough to evaluate.
Mechanism	5	Excellent to very good : Demonstrated mastery of convention - etc
	4	Good to average : Occasional error of spelling, punctuation- etc
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization - etc
	2	Very poor : No mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

Score Instrument:

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language Use : 25
- Mechanism : 5

Total : 100

$$\text{Final score} = \frac{\text{Total Score}}{100} \times 100$$

APPENDIX 7**THE STUDENTS' INITIAL AND REAL NAME****OF EXPERIMENTAL GROUP (X-1)**

No	Initial Name	Real Name
1	ARS	AlwiRamadhanSiagian
2	AG	Andre Gunawan
3	AP	Andre Prasetyo
4	AAS	ApriliaAyuSyahfitri
5	AAP	Aria AjaiPratama
6	AP	AryaPratama
7	AAR	AyuAndiraRitonga
8	DAP	DekhaAdiPradista
9	DP	DeraPrastara
10	DP	DindaPuspita
11	ES	Erlina Sari
12	FA	FenyAryanti
13	FR	FitriRahayuni
14	IM	Ica Maulina
15	IFA	IidFitriAnisa
16	LK	Lolita Kartika

17	MFR	M. FillaRamadhan
18	MHB	M. HafiedBangun
19	M	Mutiara
20	NAK	NadeaArsyika Koto
21	NA	NisaAndriani
22	PS	PahrijalSantoso
23	PF	PutriFebriyanti
24	RU	Rika Utari
25	RA	RiskaAnanda
26	SA	ShellaAndini
27	TUS	Tri UtamiSetianingsih
28	WYN	WibiYudhaNugroho
29	YP	Yoga Pratama

APPENDIX 8

**THE STUDENTS' INITIAL AND REAL NAME
OF CONTROL GROUP (X-2)**

No	Initial Name	Real Name
1	AA	Abdullahh Al-zabar
2	ADS	AnisaDwiSyahfitri
3	AH	ArdiHariansa
4	BP	BagusPrananda
5	DABS	Debi Amelia Br Sitepu
6	DFYP	DendiFebriYandaPratama
7	DRA	Dhea Reni Anggraini
8	DP	DikiPrasetyo
9	DD	Dona Delva
10	HT	HalimahTusyadah
11	ISR	Iin Sri Rezeki
12	MRST	M. RizkySyahputra T
13	MSA	M. Syawaluddin Akbar
14	MA	Melisa Arsinta
15	MCI	Mhd. ChairulIkhsan
16	MR	Miranda Ramadani

17	NFA	NiaFebyArdina
18	NN	NurhafizahNst
19	NA	NurulArfiza
20	PI	PutriIsnaini
21	R	Ramadhani
22	SM	Sarah Melani
23	SC	SherlyChariska
24	SZ	ShiddiqZuanda
25	SIM	Sri IntanMutiara
26	SPR	Syawal Putra Rizki
27	SS	Sri IntanMutiara
28	VR	ViraVebrianti

APPENDIX 9

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> \sqrt{n}	<u>0,886</u> \sqrt{n}	<u>0,805</u> \sqrt{n}	<u>0,768</u> \sqrt{n}	<u>0,736</u> \sqrt{n}

APPENDIX 10

TABLE OF F DISTRIBUTION

$V_1 = dk$ penyebut	$V_2 = dk$ pembilang																															
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞								
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254	254							
	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366								
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50	19,50							
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50								
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52								
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12								
4	7,17	6,96	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63								
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46								
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36								
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,66	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02								
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67								
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88								
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23								
	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65								
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93								
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86								
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71								
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31								
10	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54								
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91								
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40								
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60								
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30								
	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36								
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21								
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16								
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13								
	8,86	6,51	5,56	5,03	4,89	4,66	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00								
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07								
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87								
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01								
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75								
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96								
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65								
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92								
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57								
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88								
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49								
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84								
	8,10	5,85	4,94	4,48	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42								
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,92	1,88	1,87	1,84	1,82	1,81								
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36								
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84											

26	4.22	3.37	2.89	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.10	2.05	1.99	1.95	1.90	1.85	1.82	1.78	1.76	1.72	1.70	1.69
	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.17	3.09	3.02	2.96	2.86	2.77	2.66	2.58	2.50	2.41	2.36	2.28	2.25	2.19	2.15	2.13
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.30	2.25	2.20	2.16	2.13	2.08	2.03	1.97	1.93	1.88	1.84	1.80	1.76	1.74	1.71	1.68	1.67
	7.68	5.49	4.60	4.11	3.79	3.56	3.39	3.26	3.14	3.06	2.98	2.93	2.83	2.74	2.63	2.55	2.47	2.38	2.33	2.25	2.21	2.16	2.12	2.10
28	4.20	3.34	2.95	2.71	2.56	2.44	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	1.65
	7.64	5.45	4.57	4.07	3.76	3.53	3.36	3.23	3.11	3.03	2.95	2.90	2.80	2.71	2.60	2.52	2.44	2.35	2.30	2.22	2.18	2.13	2.09	2.06
29	4.18	3.33	2.93	2.70	2.54	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.00	1.94	1.90	1.85	1.80	1.77	1.73	1.71	1.68	1.65	1.64
	7.60	5.52	4.54	4.04	3.73	3.50	3.33	3.20	3.08	3.00	2.92	2.87	2.77	2.68	2.57	2.49	2.41	2.32	2.27	2.19	2.15	2.10	2.06	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.34	2.27	2.21	2.16	2.12	2.09	2.04	1.99	1.93	1.89	1.84	1.79	1.76	1.72	1.69	1.66	1.64	1.62
	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.06	2.98	2.90	2.84	2.74	2.66	2.55	2.47	2.38	2.29	2.24	2.16	2.13	2.07	2.03	2.01
32	4.15	3.30	29.00	2.67	2.51	2.40	2.32	2.25	2.19	2.14	2.10	2.07	2.02	1.97	1.91	1.86	1.82	1.76	1.74	1.69	1.67	1.64	1.61	1.59
	7.50	5.34	4.46	3.97	3.66	3.42	3.25	3.12	3.01	2.94	2.86	2.80	2.70	2.62	2.51	2.42	2.34	2.25	2.20	2.12	2.08	2.02	1.98	1.96
34	4.13	3.28	2.88	2.65	2.49	2.38	2.30	2.23	2.17	2.12	2.08	2.05	2.00	1.95	1.89	1.84	1.80	1.74	1.71	1.67	1.64	1.61	1.59	1.57
	7.44	5.29	4.42	3.93	3.61	3.38	3.21	3.08	2.97	2.89	2.82	2.76	2.66	2.58	2.47	2.38	2.30	2.21	2.15	2.08	2.04	1.98	1.94	1.91
36	4.11	3.26	2.86	2.63	2.48	2.36	2.28	2.21	2.15	2.10	2.06	2.03	1.89	1.93	1.87	1.82	1.78	1.72	1.69	1.65	1.62	1.59	1.56	1.55
	7.39	5.25	4.38	3.89	3.58	3.35	3.18	3.04	2.94	2.86	2.78	2.72	2.62	2.54	2.43	2.35	2.26	2.17	2.12	2.04	2.00	1.94	1.90	1.87
38	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.96	1.92	1.85	1.80	1.76	1.71	1.67	1.63	1.60	1.57	1.54	1.53
	7.35	5.21	4.34	3.86	3.54	3.32	3.15	3.02	2.91	2.82	2.75	2.69	2.59	2.51	2.40	2.32	2.22	2.14	2.08	2.00	1.97	1.90	1.86	1.84
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.07	2.04	2.00	1.95	1.90	1.84	1.79	1.74	1.69	1.66	1.61	1.59	1.55	1.53	1.51
	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.88	2.80	2.73	2.66	2.56	2.49	2.37	2.29	2.20	2.11	2.05	1.97	1.94	1.88	1.84	1.81
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.02	1.99	1.94	1.89	1.82	1.78	1.73	1.68	1.64	1.60	1.57	1.54	1.51	1.49
	7.27	5.15	4.29	3.80	3.49	3.26	3.10	2.96	2.86	2.77	2.70	2.64	2.54	2.46	2.35	2.26	2.17	2.08	2.02	1.94	1.91	1.85	1.80	1.78
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.92	1.88	1.81	1.76	1.71	1.66	1.63	1.58	1.56	1.52	1.50	1.48
	7.24	5.12	4.26	3.78	3.46	3.24	3.07	2.94	2.84	2.75	2.68	2.62	2.52	2.44	2.32	2.24	2.12	2.06	1.92	1.88	1.82	1.78	1.75	1.73
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.14	2.09	2.04	2.00	1.97	1.91	1.87	1.80	1.75	1.71	1.65	1.62	1.57	1.54	1.51	1.48	1.46
	7.21	5.10	4.24	3.76	3.44	3.22	3.05	2.92	2.82	2.73	2.66	2.60	2.50	2.42	2.32	2.22	2.11	2.04	1.98	1.90	1.86	1.80	1.76	1.72
48	4.04	3.19	2.80	2.56	2.41	2.30	2.21	2.14	2.08	2.03	1.99	1.96	1.90	1.86	1.79	1.74	1.71	1.64	1.61	1.56	1.53	1.50	1.47	1.45
	7.19	5.08	4.22	3.74	3.42	3.20	3.04	2.90	2.80	2.71	2.64	2.58	2.48	2.40	2.28	2.20	2.10	2.02	1.96	1.88	1.84	1.78	1.73	1.70
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.02	1.98	1.95	1.90	1.85	1.78	1.74	1.69	1.63	1.60	1.55	1.52	1.48	1.46	1.44
	7.17	5.06	4.20	3.72	3.44	3.18	3.02	2.88	2.78	2.70	2.62	2.56	2.46	2.39	2.26	2.18	2.10	2.00	1.94	1.86	1.82	1.76	1.71	1.68
55	4.02	3.17	2.78	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.97	1.93	1.88	1.83	1.76	1.72	1.67	1.61	1.58	1.52	1.50	1.46	1.43	1.41
	7.12	5.01	4.16	3.65	3.37	3.15	2.98	2.85	2.75	2.66	2.59	2.53	2.43	2.35	2.23	2.15	2.00	1.96	1.90	1.82	1.78	1.71	1.66	1.64
60	4.00	3.15	2.76	2.52	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.81	1.75	1.70	1.65	1.59	1.56	1.50	1.48	1.44	1.41	1.39
	7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.40	2.32	2.20	2.12	2.03	1.93	1.87	1.79	1.74	1.68	1.63	1.60
65	3.99	3.14	2.75	2.51	2.36	2.21	2.15	2.08	2.02	1.98	1.94	1.90	1.85	1.80	1.73	1.68	1.63	1.57	1.54	1.49	1.46	1.42	1.39	1.37
	7.01	4.95	4.10	3.62	3.31	3.09	2.93	2.79	2.70	2.61	2.54	2.47	2.37	2.30	2.18	2.09	2.00	1.90	1.84	1.76	1.71	1.64	1.60	1.56
70	3.98	3.13	2.74	2.50	2.35	2.32	2.14	2.07	2.01	1.97	1.93	1.89	1.84	1.79	1.72	1.67	1.62	1.56	1.53	1.47	1.45	1.40	1.37	1.35
	7.01	4.92	4.08	3.60	3.29	3.07	2.91	2.77	2.67	2.59	2.51	2.45	2.35	2.28	2.15	2.07	1.98	1.88	1.82	1.74	1.69	1.63	1.56	1.53
80	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	1.99	1.95	1.91	1.88	1.82	1.77	1.70	1.65	1.60	1.54	1.51	1.45	1.42	1.38	1.35	1.32
	6.96	4.88	4.01	3.58	3.25	3.04	2.87	2.74	2.64	2.55	2.48	2.44	2.32	2.24	2.11	2.03	1.94	1.84	1.78	1.70	1.65	1.57	1.52	1.49
100	3.94	3.09	2.70	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.79	1.75	1.68	1.63	1.57	1.51	1.48	1.42	1.39	1.34	1.30	1.28
	6.90	4.82	3.98	3.51	3.20	2.99	2.82	2.69	2.59	2.51	2.43	2.36	2.26	2.19	2.06	1.98	1.89	1.79	1.73	1.64	1.59	1.51	1.46	1.43
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.77	1.72	1.65	1.60	1.55	1.49	1.45	1.39	1.36	1.31	1.27	1.25
	6.84	4.78	3.94	3.47	3.17	2.95	2.79	2.65	2.56	2.47	2.40	2.33	2.23	2.15	2.03	1.94	1.85	1.75	1.68	1.59	1.54	1.46	1.40	1.37
150	3.91	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.76	1.71	1.64	1.59	1.54	1.47	1.44	1.37	1.34	1.29	1.25	1.22
	6.81	4.75	3.91	3.44	3.13	2.92	2.76	2.62	2.53	2.44	2.37	2.30	2.20	2.12	2.00	1.91	1.82	1.72	1.66	1.56	1.51	1.43	1.37	1.33
200	3.89	3.01	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.74	1.69	1.62	1.57	1.52	1.45	1.42	1.35	1.32	1.26	1.22	1.19
	6.76	4.71	3.88	3.41	3.11	2.90	2.73	2.60	2.50	2.41	2.34	2.28	1.17	2.09	1.97	1.88	1.79	1.69	1.62	1.53	1.48	1.39	1.33	1.28
400	3.86	3.02	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.78	1.72	1.67	1.60	1.54	1.49	1.42	1.38	1.32	1.28	1.22	1.16	1.13
	6.70	4.66	3.83	3.36	3.06	2.85	2.69	2.55	2.46	2.37	2.29	2.23	2.12	2.04	1.92	1.84	1.74	1.64	1.57	1.47	1.42	1.32	1.24	1.19
1000	3.85	3.00	2.61	2.38	2.22	2.10	2.02	1.95	1.89	1.81	1.80	1.76	1.70	1.65	1.58	1.53	1.47	1.41	1.36	1.30	1.26	1.19	1.13	1.08
	6.68	4.62	3.80	3.34	3.04	2.82	2.66	2.53	2.43	2.34	2.26	2.20	2.09	2.01	1.89	1.81	1.71	1.61	1.54	1.44	1.38	1.28	1.19	1.11
∞	3.84	2.99	2.60	2.37	2.21	2.09	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57	1.52	1.46	1.40	1.35	1.28	1.24	1.17	1.11	1.00
	6.64	4.60	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.24	2.18	2.07	1.99	1.87	1.79	1.69	1.59	1.52	1.41	1.36	1.25	1.12	1.00

APPENDIX 11**PERCENTAGE POINTS OF DISTRIBUTION**

DF	A P	0.80 0.20	0.90 0.10	0.95 0.05	0.98 0.02	0.99 0.01	0.995 0.005	0.998 0.002	0.999 0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674

29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35		1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36		1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37		1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38		1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39		1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40		1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42		1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44		1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46		1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48		1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50		1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60		1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70		1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80		1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90		1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100		1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120		1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150		1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200		1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300		1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500		1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞		1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX 12**DECOMENTATION**

Pict. 1 The writer gives the explanation



Pict. 2 The students write the test



Pict. 3 The researcher is giving explanation about descriptive text to the students
of experimental group

