



**THE EFFECT OF COOPERATIVE SCRIPT STRATEGY ON THE
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT ELEVENTH
GRADE OF SMA AL-WASLIYAH TANJUNG MORAWA**

SKRIPSI

*Submitted to Faculty of Tarbiyah and Teachers Training UIN -SU Medan
as a Partial Fulfillment of the Requirement for S-1 Program*

By:

WILA NOVIDA
34.14.1.008

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2018**



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2018

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Wila Novida** yang berjudul: **The Effect of Cooperative Script Strategy on the Students' ability in Writing Descriptive Text at Eleventh Grade of SMA Al-Wasliyah Tanjung Morawa.** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Judul skripsi : **The Effect of Cooperative Script Strategy on the Students' ability in Writing Descriptive Text at Eleventh Grade of SMA Al-Wasliyah Tanjung Morawa**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, February 2019

Yang membuat pernyataan

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ABSTRACT

WILA NOVIDA. 2018. The Effect of Cooperative Script Strategy on the Students' ability in Writing Descriptive Text at Eleventh Grade of SMA Al-Wasliyah Tanjung Morawa. Final Graduating paper Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan (UIN SU) Medan

Advisors I: Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum, Advisor II: Utami Dewi, S.Pd, M.Hum

The aim of this research was to know the students' ability in writing descriptive text that were taught by using cooperative script strategy, to know the students' ability in writing descriptive text by using conventional strategy, and to find out whether there is an effect of cooperative script strategy on the students' ability in writing descriptive text. The kind of this study was quantitative research, which conducted the experimental and control class. The population of this research was the Eleventh Grade of SMA Al-Wasliyah Tanjung Morawa the number of student were 94 students consist of three classes. The experimental class (XI IPA I) were 24 students and control class (XI IPA III) were 24 students as sample with total were 48 students. In collecting data, the writer used test as the instrument. The students were asked to write descriptive text. There were two test, pre-test and post-test. The data were computed statistically by using T test formula. The researcher found that the mean of pre-test in experimental class was (60.75) and control class was (60.21). Mean of post-test in experimental class was (81) and control class was (63.62). It was found that $t_{\text{observation}}$ (6.73) were the t_{table} (2.02) for $\alpha = (0.05)$ for the degree freedom (df) 51 $t_{\text{observation}}$ (6.73) is higher than the value of t_{table} (2.02). This result showed that the alternative hypothesis (H_a) was significant effect of using cooperative script strategy on students' ability in writing descriptive text. It means that cooperative script strategy significantly affected students' achievement in writing descriptive text.

Keywords: Cooperative Script Strategy, Descriptive Text, Effect

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In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for the health and strength that has given to the writer in writing this *skripsi*. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

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May Allah protect and give the great blessing for them. *Amiin*.

The writer realizes that this *skripsi* is far of the perfect. Therefore, some critiques and suggestions are needed to make it better. Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this *skripsi*. I hope this *skripsi* will be useful for the reader.

Medan, September 2018

Wila Novida

34.14.1.008

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an activity to share our idea in written form or passive form and also one form of communication. People can express their idea, opinions, experience, and information with it. Writing involves some language component (spelling, grammar, vocabulary, and punctuation). Writing skills are an important part of communication. Good writing skill allow you to communicate your message with clarity and ease to your audience. When students want to write something they should have a lot of information, ideas, and thought in mind so that they will be able to express it into sentences, paragraph, and an essay. Writing should be systematic and detail.

Regarding the importance of this subject especially in language learning, the government has arranged it in the curriculum. It is stated that the students are expected to be able to express their ideas in written form in various kinds of text. Furthermore, based on the curriculum, it is stated that the second years students of senior high school level are expected to be able to express their ideas in written form in some kinds of text. One of them is descriptive text.

Descriptive text is a text type that is most used in daily life in describing object, places, animal, people act. In other word it can be said that descriptive text is the way how to describe or illustrate or to compose the object, person or idea by

her/his physically¹. In particular way it can be said that descriptive text brings the abstract things into a concrete or descriptive text. It is the type of writing text, which has the specific function to give description about an object vividly so that the reader can visualized the object describe. Writing descriptive text actually is quite easy, because we just try to compose, look, and write something. It is not too difficult to find the message contain in the text, you just need to write what you look, feel, smell and act

Based on observation, many students have a problem in the writing process. There are two factors that influence the low level of ability in writing: internal and external. The internal factors are students are confuses what to write, or they lack of idea. They have low ability in sentence arrangement using present tense, as writer find in answer sheet they like to mix the sentence they also difficult to build up sentences. The external factors are; environment, or people around them, teacher's performance in teaching learning process, such as the method or the strategy that using by teacher to convey the learning process, teacher skill in teaching also give big contribute to a learning process

To solve this problem, it's better to use a different strategy in teaching to support the teaching learning process. One of the strategies that can be used by teacher is cooperative script strategy. Cooperative script strategy is a term for the practice of two students working together to summarize material and support one another's understanding and recall of the important facts and concepts contain in the material read. This strategy is shown to help students to think systematically and to concentrate on learning materials. Students are also trained with one

¹ Duegayesa, Wy. 2014. *Collage Academic Writing*. Medan: Unimed Press. P. 3

another in a comforting atmosphere. Cooperative scripts also allow students to find the main ideas of a great idea conveyed by the teacher.

Therefore, the reasons why cooperative script was chosen because it will help the students to describe the learning material easily.

B. Statement of the Studies

Based on the background of the study above, the problem of the study is formulated inform of a question as follows:

1. Students are confuses what to write.
2. They have low ability in sentence arrangement using present tense.
3. They are difficult to build up sentences.
4. Environment, teacher's performance, teacher skill, and strategy using by teacher.

C. Research Question

In relation to the background of the study, the problem of this study is formulated as follows:

1. Is there any significant effect of cooperative script strategy on the students' ability in writing descriptive text?

D. Purpose of the Study

The objective of the study was stated as follow:

1. To investigate the effect of cooperative script strategy on the students' ability in writing descriptive text.

E. Significances of the Studies

The research is aimed at having significant contribution to the following institutions and individual.

1. To English teachers of SMA Al- Wasliyah Tanjung Morawa by depositing my final research to this school as a material read for teachers in developing the learning process
2. To be reference for other research to make a related study to dependent variable of this research by depositing my final research in library or uploading on the web.
3. To writers as a partial fulfillment of requirement for the degree 1 of English Educational Scholar, and also as an application in teacher learning process in the future.

F. Limitation of the Study

Based on identification of the problem above, the writer limits the problem on the effect of cooperative script strategies on the student's ability in writing descriptive text at eleven grade of SMA Al- Wasliyah Tanjung Morawa

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

This research aim is to know the effect of cooperative script strategy and students ability in writing descriptive text. Therefore, this Chapter presents some theorist of related literature and explains the related material.

1. Writing

Writing is one of the four language skills (listening, speaking, reading and writing) that should be mastered, especially by students. Martin states that writing is viewed as a product of teaching and learning can be produced and made through a number of phrases to follow it.² In the same way writing is a process of expressing ideas or thoughts in words, should be done at our leisure. Writing can be very enjoying as long as we have the ideas and the means to achieve.³ Writing is a central to our personal experience and identities, and we are often evaluated by our control of it⁴.

According to Harmer writing (as one of the four language skill of listening, speaking, reading, and writing) has always formed as a part of syllabus in the teaching of English⁵. It shows us how important writing is. Writing is the basic of learning English or in other hand writing is another way how to convey a message by written form.

² Ibid, p. xix

³ Leo, Susanto. 2007. *Essay Writing*. Yogyakarta: Andi. p. 1

⁴ Hyland, Key. 2002. *Teaching and Researching Writing*. Great Britain: Pearson Education. p. 1

⁵ Harmer, Jeremy. 2013. *How to Teach Writing*. Malaysia: Pearson Education. p.

Because of the nature of the writing process and also because of the need for accuracy in writing, the mental process that the student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. Writing is often not time bond in the way conversation. When writing, students frequently have more time to think than the oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may provoke language development as they resolve problem which the writing puts into their minds.

According to Key Hayland Writing is disembodied it is remove from the context and the personal experience of the writer because meaning can be encoded in text and recovered by anyone with the right decoding skills⁶. So from writing text we can express the idea in various forms. Writing is therefore treated like an object, and its rule imposed on passive user. In many school writing is principally conducted to demonstrate knowledge of the contextualized facts with little awareness of a reader beyond the teacher examiner⁷.

According to Pardiyono, writing is a linguistic competence that is express in written form⁸. Because writing is tool of communication by using written form so the idea must be transferred well by the writer to the reader, because the writer does not face the reader directly, so being a good writer requires competency in writing.

⁶ Key Hyland. Op. Cit. P. 7

⁷ Ibid. P. 7

⁸ Pardiyono. 2006. *Writing Clues for Better Writing Competence*. Yogyakarta: Andi. P. iii

Suparno and Yunus expressed that writing is an activity of message delivery (communication)⁹. It meant by using written language as medium or tool of communication.

Based on the descriptions above, it can be concluded that writing is a way to produces language that comes into our thought. People can express their ideas, feelings or perceptions based on what they have read, seen or experienced in writing form. But, actually writing is not easy to learn. There are some aspects that should be considered in writing. Students have to make their sentences into correct grammar, choose the appropriate language use, and link these sentences exactly so that they will be able to communicate their thoughts meaningfully to the readers.

2. Writing Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describing means to draw, According to Pardiyono, writing is a linguistic competence that is express in written form¹⁰. Because writing is tool of communication by using written form so the idea must be transferred well by the writer to the reader, because the writer does not face the reader directly, so being a good writer requires competency in writing to illustrate or to picture the object, places, person in order to have visual appearance of the object describe.¹¹ In particular way, it can be said that descriptive writing brings the abstract things

⁹ Amrizal and Zohri Hamdani. 2017. *The Effect of Cooperative Script in Enhancing the Students' Narrative Writing*. <http://download.portalgaruda.org>. Vol. 3. No. 2. Accessed on January,2 2018. p 85

¹⁰ Pardiyono. 2006. *Writing Clues for Better Writing Competence*. Yogyakarta: Andi. P. iii

¹¹ I Wy Dirgayasa. Op.Cit. Page. 3-4

into a concrete. Or descriptive writing is a type of written text, which has the specific function to give description about an object (human and non-human or idea) vividly so that, the reader can visualized the object described. Descriptive can also defined as the way how things look, smell, taste, feel, or sound. This is usually done in order to advocate mood such as happiness, loneliness, or fear.

Suryana states it is also used to create image of the people, place, even of units, time of the days, or seasons¹². He further argues that descriptive maybe used to describe more than the outward appearance of the people, but also their traits of character of personality. In addition, the descriptive writing is asked student to describe experience, emotion, solution, qualities, and characteristics.

According to I Wayan Dirgayasa description or descriptive etymologically is derived from the word describe¹³. Describe means to draw, to illustrate or to picture the object, place, person or idea in order to have a visual appearance of the object described. In other word descriptive writing is type of written text, which has the specific function to give description about an object (human and non-human or idea) vividly so that the reader can visualized the object described.

a. The Function of Descriptive Text

The function of descriptive text is primarily to describe a person, place or thing in such a way that picture formed in the reader's mind. Capturing an even through descriptive writing involve paying close attention to the details by using all of your five sense. The goal of descriptive text is to descript a person, place or thing or idea in the vivid details.

¹² Ibid. P. 4

¹³ Ibid. P. 3

It's meant that there are three things which can be describe into a descriptive writing. These objects are (1) plant (2) human/person (3) idea. In line with the above statement describe and state that descriptive writing vividly portrays as a person plan or things in such a way that the reader can visualized the topic and enter to the writer experiences. As a typical writing text descriptive has some characteristic.

1. It elaborates the usage of sensor language.
2. It is rich, vivid, lively detail.
3. It tends to use figurative language such as simile, hyperbole, metaphor, symbolism, and personification.
4. It show rather than tells through the use of active verb and precise modifier.
5. It uses clear and concise language.
6. It leaves the reader with a clear impression.

According to book nuts reading club writing sharing the following characteristics¹⁴:

1. Good writing descriptive writing may vivid sensory details that paint a picture and appeals to all of the reader's sense of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint picture of the feeling the person, place or thing invoke in the writer.
2. Good descriptive writing often makes use of figurative language such as analogies, smiles and metaphors to help paint the picture in the reader minds.
3. Good descriptive writing uses precise language, general adjectives, nouns, and passive verb do not have a place in a good descriptive writing. Use specific adjective and nouns and strong action verb to give a life picture you are painting n your reader minds.
4. Good descriptive writing is organized. Some ways to organize writing include chronological, (time), spatial (location), and order of important.

¹⁴ Ibid. P. 5

b. Generic Structure and Textual Element of Descriptive Text

Table 2.1 Generic Structures and Textual Element

Textual Element	Functions
Identification	<ul style="list-style-type: none"> a. It is a statement describing and illustrating about the topic/ theme to be described b. Statement must be interesting and is able to attract and to provoke the reader so that the reader become interested in the reading the complete description. c. The use of adjective and degree of comparison of adjective is advisable.
Description	<ul style="list-style-type: none"> a. It is a complete description about the topic /theme proposed in identification text. b. Description is the detail description of the topic or theme as described in the identification.

In descriptive writing the first thing to do is start writing an identification text or element. The identification text commonly consists of one or two sentences. It is used as an introductory to attract the reader attention, interest, and intention. Than it also show the topic/theme being discussed or describe. To make the identification text more interesting and can attract the reader interest, the usage of the adjective is advisable.

c. Linguistic Feature of Descriptive Text

In general the common grammatical pattern of descriptive text include

1. The uses present tense and present perfect tense
2. It uses adjective to describe or illustrate the condition of the topic/theme described.
3. It uses passive sentences.
4. It uses attribute and identifying process.

The use of present tense for descriptive writing seems to be a must and become a kind of trade mark of descriptive writing. Then it's generally known that what is descriptive is a matter of fact, generally-accepted fact or oral

d. Related Vocabulary Usage of Descriptive Text

In general related vocabulary usage of the descriptive text in the common are:

1. It tends to use the verb such as seems, looks, sounds, and like, act.
2. It uses epithets and classifiers in the nominal group.
3. Its' tend to focus on specific participant.

3. Writing Assessment

In order to evaluate the understanding of students in writing, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. According to Hughes, there are five components in writing assessment, namely content, organization, vocabulary, language use and mechanism.¹⁵

- a. Content

¹⁵ Hughes. 2003. *Testing for Language Teacher Second Edition*. Cambridge: Cambridge University Press. p. 141

Content of writing conveys clear main idea, detailed and substantive: all materials are relevant to main idea. The writer must exclude everything irrelevant to main idea to reach the excellent level of content of writing.

b. Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It includes understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to that sentence. Understanding of cohesion involves showing relationship between clauses and sentences by means of linking phrases, phrases and other performs.

c. Vocabulary

In writing, it is a must for the writer to choose and use words appropriately in order to the writing will not be ambiguous. Absolutely, the choice of the words, phrases and idioms should be effective.

d. Language Use

It is one of the important components to consider the writer should concern to the rules of grammatical structure such as tenses, parts of speech, subject verb agreement, sentence construction, etc.

e. Mechanism

In mechanism, the writer concerns with the technical rules of writing that includes the right punctuation, spelling and paragraphing.

The scoring of writing includes five general component or main areas such as the following are¹⁶.

Table 2.2 Jacob at al. Scoring Profile on Writing Test¹⁷

Component	Criteria	Scoring
1. CONTENT The student ability to write the ideas and information in the form of logical statement.	EXCELLENT TO VERY GOOD Knowledgeable – substance – through development of thesis-relevant to assigned topic.	30-27
	GOOD TO AVERAGE Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail	26 – 22
	FAIR POOR Limited knowledge of subject – little substance – inadequate development of topic.	21 – 17
	VERY POOR Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate	16 – 13
2. ORGANIZATION The organizations refer to the students' ability to write the ideas, information in good	EXCELLENT TO VERY GOOD Fluent Expression – ideas stated clearly – succinct – well	20 - 18

¹⁶ Weigle, SC. 2002. *Assessing Writing Cambridge*. New York: Cambridge University Press. P. 116

¹⁷ Ghanbari, Batoul at all.2012. *Rating Scale Revisited EfL Writing Assessment Context of Iran Under Scrutiny*. <https://link.springer.com>. Accessed on January ,2,2018

logical order. The topic and supporting sentences are stated clearly.	organized – logical – sequencing – cohesive.	
	GOOD TO AVERAGE Fluent expression – idea stated clearly – succinct – well organized – logical – sequencing – cohesive	17 – 14
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students’ ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10
	VERY POOR Essentially translation – little	9 – 7

	knowledge of English vocabulary, idioms, word form or not enough to evaluate	
4. LANGUAGE USE Use of simple present tense, conjunction on time signal, and pronouns, adjective, and adverbs	EXCELENT TO VERY GOOD Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.	25 – 22
	GOOD TO AVERAGE Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured	21 - 18
	FAIR TO POOR Major problem in simple/ complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused	17 – 11
	VERY POOR Virtually no mastery of sentence constructions rules – dominated by errors – does not communicated or enough to evaluate	10 – 5
5. MECHANICS Use words appropriately,	EXCELLENT TO VERY GOOD	5

using function correctly, paragraph and text can read correctly...	Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	
	GOOD TO AVERAGE Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	4
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

In evaluating students writing descriptive text, the researcher will use five components in scoring writing descriptive text. Each of them has own highest score. The highest score for content is 30 points, organization is 20 points, vocabulary is 20 points, language use is 25 points, and mechanics is 5 points. The total score is 100 points.

4. Students Ability

Hornby states in his dictionary that ability is capacity or power to perform act, physical and mental. Especially for academic field, Hornby also defines ability is cleverness and intelligence¹⁸.

When we talk ability, we also talk about the action, mentally, physically. Mental action cannot be called ability either can physic action only. Intention without application is not ability, because everyone can have intention, but not everyone can realize it. Therefore, ability is an action of mental and physic all together.

We know that we are created by Allah SWT on the best structure. So it means that we have ability since we were born and balance in the form and nature, it based on At-tin verse: 4

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

Meaning: we have created man on his best form¹⁹.

5. Cooperative Script Strategy

Word strategy is defined as a technique or method. In other hand strategy is a way of delivering messages in this subject matter to the audience that aims to achieve the purpose of learning objectives that have been set in other words strategies relating to the way, tactics or methods to do something.

¹⁸ Hornby, As. 1992. *The Advance Learner's Dictionary of Current English*. London: Oxpord University press. p.28

¹⁹ Bakry, Oemar. 1981. *Tafsir Rahmat*. Jakarta: Pt Mutiara. P. 1251

MacDonald defines strategy as the art of carry out a plan skillfully. That is why, learning strategy is used as an art to bring learners to the learning atmosphere and be in a profitable position there are two things that teachers must do to achieve the goal of education that must be achieved.²⁰ First action plans a series of actions both the use of methods and the utilization of resources used in the learning process. Second formulation of the strategy made achievement of educational goals at a certain level.

Sometimes the educators who deliver learning materials in front of the class precisely make learners become bored. The presentation of learning materials is done to be unattractive which resulted in less or even less motivated followers. Allah SWT said in Qur'an An-Nail versus 125 to teach them with a better way or in other hand to teach them with strategy.

الذُّعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

"Call (humankind) into the path of your Lord with wisdom and good lesson and dispute them in a better way. Your Lord is the one who knows more about who is lost from his ways, and it is He who prefers those who are guided."²¹

According to Henson and Elle defined that what is meant by cooperative learning cooperative learning method is a form of collaboration conducted by learners to achieve common goals²².

Cooperative learning is successful teaching learning in which small teams, every student has different level ability. Use a variety of learning to improve their

²⁰ Haidir & salim. 2012. *Strategy Pembelajaran*. Medan: Perdana Publishing. P. 99

²¹ Bakry , Oemar. Op. Cit. P. 537

²² Haidir & Salim. Op.cit. P. 125

understanding of a subject. Every member of a team is responsible not only for learning what in tough but also for helping teams creating an atmosphere too successfully and complete it. In other hand Cooperative Script learning is an instructional model that classifies students in pairs²³

Reinhartz and Beach cooperative learning is a form of cooperation in groups or groups to learn concepts or subject matter²⁴. In addition cooperative learning is a strategy or an approach whereby learners work together in small groups to learn about materials and concepts in order to achieve common goals. Cooperative learning method is a method of learning that involves the activity of students. In this method students become learning centers. There are many kinds of cooperative learning, jigsaw, number head together, cooperative script etc.

According to Lambiotte cooperative manuscripts are one of the learning strategies in which students work in pairs and alternately orally to describe important parts of the material.²⁵ This strategy is to help students think systematically and, students are also trained to work together in a fun atmosphere. Cooperative script also allows students to find ideas the main idea of the great ideas conveyed by the teacher.

According to Slavin cooperative script is a learning model that can improve the memory of the student's.²⁶ It is very helpful for students in floating and linking

²³ Muliadi. 2017. *Cooperative Script Learning Model to Improving Student Listening Skills*. <http://www.iosrjournals.org>. Vol. 7. No. 3. Accessed on august. 7. 2018.

²⁴ Ibid. P. 125

²⁵ Huda, Miftahul. 2017. *Model Model Pengajaran dan Pembelajaran*. Malang: Pustaka Pelajar. p. 213

²⁶ Shoimin, Aris. 2016. *68 Model Pembelajaran Inovatif*. Rembang: Ar-Ruzz Media. p. 4

facts and concepts that we can find in problem solving. Cooperative script learning is one of the cooperative learning models. Cooperative script model in its development experienced much adaptation to create some understanding and form which slightly different from one to another.

According to Shank and Abelson cooperative script learning model is a learning that describes student interactions such as illustrations of student's social life with their environment as individuals, in families, community groups, and wider society.²⁷

Based on the definition of expressed above between one another has the same meaning, that is an agreement between students and teachers and students with the another students to collaborate to solve a problem in learning in a collaborative way as well as solving problems that occur in the problem social students.

In this strategy the student acts as a speaker who plays a role limits the results are fairly spelled procedures and students who become listeners or listener explanation of the speaker and remind the speaker if there is a mistake. The probability of problems can be concluded simultaneously.

Here the teacher acts as a facilitator who directs students to achieve learning goals. The teacher controls during the lesson and directs the students if they find it difficult. Overall, students give a positive response indicating that students enthusiastic about learning presented. It can motivate students to improve their attention and get them involved in the learning experience that enjoyable and meaningful, a practically almost not encountered significant problem in learning, but it only takes teachers' guidance because there seems little awkwardness of

²⁷ Ibid. p. 49

students due to the application of the Cooperative Script model is a new thing that needs adjustment. Teachers should be good at motivating and encouraging students to appear, speak to the class, and listen to or correct the exposure of the material from teammate group. This strategy really empowers student potency to actualize knowledge and its exploits²⁸.

a. The Characteristic of Cooperative Script Strategy

As we know, cooperative script is a method of the learning where the students work in pairs and take turns verbally explains the part of the material in the study. According to Sthal and Ismail explained by characteristic such as²⁹.

1. Learning with friends
2. Face to face with friends
3. Listening among member
4. Learning own in a group of friends
5. Learning in small groups
6. Productive speak or expression opinion
7. Students make decisions
8. Active students

Meanwhile according to Johnson studied has a feature of the cooperative³⁰

1. Positive interdependence
2. Can be individually accountable
3. Heterogeneous

²⁸ Eka Indriani, Dian. 2017. *Cooperative Script Model in Civic Education for Elementary School Students*. Vol. 8. No. 2. <https://media.neliti.com>. Accessed on August 8, 2018

²⁹ Wayu Pebriyanti, Gita. 2015. *Pejelasan Mengenai Pengertian, Ciri, Syarat dan Perbedaan dari Metode Cooperative Learning dan Collaborative Learning*. <http://gitawahyup.wordpress.com>. Accessed on April, 30, 2018.

³⁰ Ibid.

4. Sharing leadership
5. Sharing responsibility
6. In the stress on the job and togetherness
7. Having social skills in dealing

b. Steps to Implement The Cooperative Script Strategy

The steps that must be taken in the Cooperative Script learning strategy are as follows³¹.

1. Teachers divide students into groups in pairs
2. The teacher divides the discourse / material to be read and summarized
3. Teachers and students determine who first plays the role of the speaker and who acts as the listener
4. The attorney reads the summary as completely as possible by including the main idea into its summary. During the reading process, other student students must listen and show the basic idea that is not complete and help remember and memorize the idea of the main idea in relation with the previous material or with other material.
5. Students exchange roles, which initially became the speaker in exchange with the listener or vice versa.
6. Teachers and students re-do activities as above
7. Teachers and students together make conclusions about the subject matter.
8. Closing

c. The Advantage and Disadvantage of Cooperative Script Strategy

1. Advantage
 - 1.1 Can cultivate new ideas or ideas, critical thinking, and develop the spirit of courage in conveying new things that are believed to be true.

³¹ Melani, Rima and Nani Sutarni. 2016. *Penerapan Model Pembelajaran Cooperative Script untuk Meningkatkan Hasil Belajar*. <http://ejournal.upi.edu/index.php/jpmanper> Vol.1.No.1. Accessed on January, 30, 2018

- 1.2 Teach students to trust the teacher and, more confidently to their own ability to think, seek information from other sources and learn from other students.
- 1.3 Encourage students to practice solving problems by exposing their ideas verbally and bathing their ideas with other students.
- 1.4 Help students learn to respect smart students and students who are less intelligent and accept the differences that exist.
- 1.5 Motivate the less able students to express their thoughts.
- 1.6 Enable students to discuss and social interaction
- 1.7 Improving the ability to think creatively

2. Disadvantage

- 2.1 Fear some students to come up with ideas because they will be judged by friends in their group.
- 2.2 The inability of all students to apply this strategy so it takes a lot of time in implementation.
- 2.3 The difficulty of forming a solid group and can work well together.
- 2.4 Difficulty assessing students as individuals because they are in a group.

B. Related Study

1. Jurnal pendidikan manajemen perkantoran Volume 1, number 1, Agustus 2016 page 186 – 197 written by Rima Meilani, Nani Sutarni, on the title “The Implementation of Cooperative Script Learning Model to Improve Learning Outcomes”. The objective of this study is to know whether the Cooperative Script learning model can improve the leaning outcomes of X office administration students SMK di Parongpong Bandung Barat. The method use in this study is a Quasi-Experimental method and The Nonequivalent Control Group Design as the design of the study. To collect data, this study employed tests, observations and documentations while to analyze the data it used Dependent Sample T-Test and Independent Sample T-Test to see the difference in improving student learning outcomes between the

experimental class and controlled class. Subject in this study is Class X AP 1 with 22 students as an experimental class and Class X AP 2 with 22 students as a control class. Based on the study, it was obtained that students in the experimental class that implements learning model Cooperative Script achieved higher score than students in the controlled class that implement conventional learning models. It can be concluded that the Cooperative Script Learning Model can significantly improve the learning outcomes of class X office administration students SMK di Parongpong Bandung Barat. It can be consideration for school to apply this learning model in effort to improve the learning outcomes. The way can be taken by the school is training of innovative learning for teacher routinely.

2. Tria Pujiati. 2016. *The Correlation Between the Student's Habit in Writing and Their Ability in Writing Descriptive Text At Madrasah Tsanawiyah Al-Ittihadiyah*. This study was attempted to describe the correlation between the student's habit in writing and their ability in writing descriptive text. It was conducted by using correlational study research. The population of this research was the eight (VIII) grade of student of Madrasah Tsanawiyah Al-Ittihadiyah Medan 2015/2016 consisting of 5 parallel classes with the total number of students were 120. The samples of this research were taken by simple random sampling. The numbers of samples were 30% of population. It meant there were 40 students as the sample of this research which was taken from 5 classes of eight grades so that there were 8 students for each class. In collecting data the researcher used questionnaire and writing test as the instrument and analyze by using product moment correlation. The result show that the value of t table (0,312). It means there was significant correlation between the student's habit in writing and their ability in writing descriptive text. In another word, if the students have better habit in writing, they will also have better ability in writing descriptive text. Furthermore, the alternative hypothesis is accepted.

3. Yeni Suhendri. 2017. The Implementation of Cooperative Script Strategy in Improving Student's Ability in Writing Recount Text at the Eight grade Students of MTs Al-Ikhlas Jaya Krama Lubuk Pakam in Academic Year 2016/2017. The research was aim to know the implementation of cooperative script strategy in improving students ability in writing recount text at the eighth grade of MTs Al-Ikhlas Jaya Krama Lubuk Pakam. The subject of this research was conducted at VIII-I class of MTs Al-Ikhlas Jaya Krama Lubuk Pakam in academic year 2016/1017. The class consisted of 36 students. The object of this research was to improve student's ability in writing recount text by using cooperative script strategy. This research the researcher was conducted by using classroom action research as the methodology of this research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The qualitative data were taken from the student's score, observation sheet, diary notes, and documentation. The qualitative data were taken from the student's test. There were five meetings during the research, there were a pre-test cycle I, post-test cycle I and post-test II cycle II. The result of the test showed that the mean in the pre-test cycle I was 60, 47 and there was 8,33% (3 students) who got the score ≥ 70 . The mean score I post-test I cycle I was 68,66and there was 52,77% (19 students) who got the score ≥ 70 . And the student score in post-test II cycle II was 74,55 and there was 97,22% (35) who got the score ≥ 70 . Based on the observation sheet, diary notes, and documentation the improvement showed that the students could be active, enthusiastic, diligent, brave, spirit, and the students could write recount text easily by using cooperative script strategy. It was found that the students could write recount text by using cooperative script strategy could improve the students' ability in writing recount text.

By using cooperative script strategy students will be trained to develop their ideas so that students can construct their own knowledge and can help students to get used to learning based on sources not only just focus to teachers. That way the student is not only fixated on what is conveyed by the teacher, but can develop the

knowledge he receives from other sources. In cooperative script strategy student divided student into a group, in a group there are only two students who are more active in learning, because they have their respective roles, namely as speakers and listeners. With this role, students will be more responsible for the role so that students will pay attention to the material to be studied.

In cooperative script strategy student deliver their idea by turn. By doing this it will help student to think more widely, they can catch the information from their friend, than compare all of opinion that was delivered before than they can write it into descriptive text by using their own languages.

C. Conceptual Framework

Strategy is specific method of approaching a problem of task. In the other hand, strategy is a way to get teaching purpose well and it will help the teacher easier to carry out the learning process. In the learning process the teacher have to use the various strategies to improve the students' ability in learning. There many kinds of strategy, one of them are cooperative script strategy.

Cooperative script strategy is learning active strategy in cooperative learning that is designed to motivate the students to be active in classroom. Students work in pairs orally to tell and sharing the idea or the argument of the material which is given. In application, cooperative script has created a comfortable writing learning condition. All component of cooperative learning involve many activities such as. (1) student work in pairs, (2) the teacher give the material to each students to read a text and to make a summary, (3) choose the role of the students who be a speaker and who be a listener, (4) speaker read the summary completely as

possible, (5) listener observe, correct, and showing the main idea that is less complete, (6) change the role, who before the speaker change be listener and who before the listener change be speaker, (7) conclusion.

D. Hypothesis

Hypothesis is an important part in this research. It may be defined ideas that are suggested as possible explanation of facts of the research. In this research, the writer makes the hypothesis.

H_a : There is any significant effect of using cooperative script strategy to the student ability in writing descriptive text

H_o : There is no significant effect of using cooperative script strategies to the student ability in writing descriptive text

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research was conducted in SMA AL-Wasliyah Jln. Bandar Labuhan Atas Desa Dagang Kerawang Tanjung Morawa. It was carried out at eleven grade students of SMA AL-Wasliyah Tanjung Morawa. This study was conducted in experimental research design with pre-test and post-test design. The design was applied in order to investigate the effect of using cooperative script strategies to the student's ability in writing descriptive text. This research consists of two different groups, namely experimental group and control group. The experimental taught by using cooperative script Strategy and control group taught by or teacher center learning. Both of group was given pre-test and post-test with the same material and test. The research design can be figured as following:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	✓	cooperative script strategy	✓
Control Group	✓	teachers center learning strategy	✓

B. Population and Sample

Population is a set (collection) of all elements processing one or more attributes of interest.³² Population is the generalization area which consist of object and subject that has the quantity and particular characteristics settled by the researcher.³³ The population of this research is the eleven grade of SMA Al Wasliyah Tanjung Morawa which consisting of three classes. Total numbers of population are 94 students and will be divided into three classes.

Table 3.2 Number of Population

NO	Class	Population
1	XI-IPA I	32
2	XI-IPA II	30
3	XI-IPA III	32
Total		94

Sampling is the process by which a relatively small number of individual or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which was selected³⁴. To get sample in this research the researcher used random sampling technique, for efficiency and practically of the research. Therefore the writer used Torayamane formula in talking the sample as follow

³²Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta. P. 130

³³ Syahrurn and Salim. 2016. *Metodology Penelitian Kuantitatif*. Bandung: CitaPustaka Media. p.113

³⁴ Koul, Lokesh. 2002. *Methodology Of Educational Research*. New Delhi: Vikas Publishing House LTD. P. 115

$$n = \frac{n}{(N \cdot d^2) + 1}$$

$$n = \frac{94}{(94 \cdot 0,1^2) + 1}$$

$$n = \frac{94}{0,94 + 1}$$

$$n = \frac{94}{1,94}$$

$$n = 48$$

Where	n	= the number of sample
	N	= the number of population
	d	= the precision is decided 10%

Based on this formula the writer will take 48 students as sample. The sample of the study will be taken randomly. Random sampling is a random or random sample call. Random sampling is based on solid mathematical principles, because it is already in practice³⁵.

In random sample the researcher will used a lottery technique that is by writing down each student attendant list number the paper, than it are place box, and the box shaken. Finally the researcher will take the slip of paper one by one from the box until a desire number of individuals were gained. The number of sample of students is 48 students.

At the last is the writer will be divided 48 students into two groups, 24 students of experimental group and 24 students of control group. The classes divided into two groups were experimental and control group. Class XI IPA I as

³⁵ Situmorang, Benyamin. 2013. *Penelitian Pendidikan Konsep dan Implikasi*. Medan: Unimed Press. p. 102

the experimental groups and class XI IPA III as the control group. Class XI IPA I as the experimental group will be taught by cooperative script strategy and class XI IPA III as the control group is taught with conventional method

Table 3.3 Table of Sample

NO	Class	Sample
1	XI-IPA I	24
2	XI-IPA III	24
Total		48

C. Data Collection

The researcher was used writing test as the instrument of this research. The test was arranged according to the indicators that are important to the researcher. In the test the student ask to write descriptive text by using their own language. The student will have 30 to write descriptive text and they may write everything what they want. Than their descriptive writing observed and analyzed of content, organization, vocabulary, language use, and mechanics.

D. Data Analysis

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group and group with

pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.³⁶

- Gain score = post-test – pre-test
- Experimental group = post-test – pre-test
- Control group = post-test – pre-test

To find out the effect of cooperative script strategy on the students' ability in writing descriptive text, mean of the control group and experimental group will be compared by using t-test, as follows:

$$\text{test} = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

In which:

- t : total score
- Ma : the mean of experimental group
- Mb : the mean of control group
- Da² : the standard of deviation of experimental group
- Db² : the standard of deviation of control group
- Na : the total numbers of experimental group
- Nb : the total numbers of control group³⁷

³⁶ Hartanto.2017. *Gainscore dan cohen D dalam penelitian experiment*. <http://www.statistikopensource.com>. Accessed on 30 April 2018 at 11.48

³⁷ Suharsimi Arikunto. Op.cit, p. 352

D.1 Validity

Validity is a term that describes that ability of an instrument to measure what you want measured. Validity means talking about validity of measuring instrument to get the data.

The size validity can be tested by means of two groups of students tested by the same measuring instrument. The first group has been taught the material with the material, while the second group has not been taught the material. Differences in mean scores of both groups were tested by T-test techniques to determine significance the difference in the average value

D.2 Reliability

Reliability response consistency: respondents question whether the respondent's response or object of measurement to the test or instrument is good or consistent. In this case, the tests are used to measure objects used for the same measurement, which is the same as the previous measurement.

E. Research Procedures

1. The researcher observed the location and population were carried out. The research will be conducted in two classes (experimental class and control class). Before treating the students using cooperative script strategy, the researcher administered the pre-test to the students in both classes with the same instrument.
2. The treatment is teaching writing descriptive texts by using Cooperative Script Strategy in X IPA I class as the experimental class and no treatment in XI IPA III as the control class. The presentation of the lesson will do by the researcher.
3. Post-test was given after finishing the treatment. The researcher will use the

same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. Findings

A.1 The Description of Data

The data of this study were obtained from the result of the pre-test and post-test from both of group, the experimental group and control group. They were asked to answer essay in writing descriptive text. The pre-test was given before the treatment and post-test was given after treatment. The researcher gave the treatment to students in the experimental group (XI IPA I) by using cooperative script strategy, while control group (XI IPA III) by using teacher center learning strategy. After administering the treatment, the post was administered to both groups to measure the students' achievement in writing. Both treatments were conducted in four meetings. After conducting the research, the researcher got the data of students' score in pre-test and post-test

Table 4.1 Score of Pre Test and Post Test of Experimental Group

No.	Students' Initial	Pre Test	Post Test
1	AS	63	78
2	TL	65	90
3	AS	63	80
4	ZH	55	75
5	YPA	65	78
6	R	50	80
7	MPD	63	75
8	NSA	65	85

9	S	60	80
10	IAM	60	90
11	NSL	65	80
12	IPS	60	89
13	AP	58	80
14	FA	63	85
15	EP	65	70
16	NDS	55	85
17	TA	60	78
18	APA	58	80
19	WT	55	83
20	PL	65	80
21	BH	58	85
22	FRL	65	90
23	SPA	65	70
24	PN	58	78
Total		$\Sigma = 1458$	1944
Mean		60.75	81

Based on the table above, the student's achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 50, and the highest score of pre-test was 65, and the mean of pre-test was 60.75. On the other hand, the lowest score of post-test was 70, and the highest score of post-test was 90, and the mean of post-test was 81.

Table 4.2 Score of Pre Test and Post Test of Control Group

No.	Students' Initial	Pre Test	Post Test
1	HS	60	63
2	BAP	55	60

3	AM	63	70
4	LH	55	60
5	SA	60	63
6	MY	58	60
7	GF	63	65
8	FP	60	60
9	SE	63	65
10	AP	63	63
11	W	65	80
12	A	60	63
13	NSN	55	60
14	CH	55	60
15	MS	50	60
16	UA	65	65
17	R	65	60
18	AA	60	63
19	RY	65	65
20	DS	60	63
21	NH	60	63
22	GR	65	68
23	DMP	55	60
24	SA	65	68
Total		$\Sigma = 1445$	$\Sigma = 1527$
Mean		60.21	63.62

Based on the table above, the student's score in writing descriptive text in control group showed the lowest score of pre-test was 55, and the highest score of pre-test was 65, and the mean of pre-test was 60.21. On the other hand, the lowest score of post-test was 60, and the highest score of post-test was 80 and the mean of post-test was 63.62

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (61.21) and the score in post-test (81). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

A.2 Analysis Requirement Test

The requirement test which is done include: (1) Normality test and (2) Homogeneity test. The normality test is calculated by using the Liliefors test whereas homogeneity test used f-test.

A.2.1 Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

Table 4.3 Frequency Distribution of Pre Test in Experimental Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	1	50	2500	2500
2	55	3	165	3025	9075
3	58	4	231	3364	13456
4	60	4	240	3600	14400
5	63	4	252	3969	15876
6	65	8	520	4225	33800
Total		24	1458	20683	89107

From the data above, the first column consist of the students' score that symbolized by (X_i), which begin from the lowest score (50) and the higher score

(65). Then, the second column explained about the sum of the respondents which consist of 24 students and it is symbolized by (\mathbf{Fi}) . The next is column (\mathbf{FiXi}) which got from the multiple of \mathbf{Xi} and \mathbf{Fi} with the total is 1458. The total of \mathbf{FiXi} would be used to find out the mean of the score. The column \mathbf{Xi}^2 is explained the quadrat of students' score (\mathbf{Xi}) and the total of \mathbf{Xi}^2 is 20683. The last column is the multiple of the respondent and the quadrat of the score with the total is 89107. So, the mean (M), variant (S^2) and standard deviation (S) score from the students' test of writing descriptive text in SMA Al Wasliyah Tanjung Morawa which was represented by 24 students as the research respondent. To find out mean, variant and deviation standard we can see in appendix IX page 117

After getting the calculation of mean, variant and deviation standard, 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. It was conducted to know whether the data was a normal distribution or not. The basis testing hypothesis of normality is:

If $L_{\text{count}} > L_{\text{table}}$, the alternative hypothesis (H_a) accepted; the null hypothesis (H_0) rejected. If $L_{\text{count}} < L_{\text{table}}$, the null hypothesis (H_0) accepted, the alternative hypothesis (H_a) rejected.

H_0 = the data has normal distribution

H_a = the data has not a normal distribution

The calculation of normality writing descriptive text can be seen in the following table:

Table 4.4 Normality Test of Pre-Test in Experiment Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	50	1	1	-2.23	0.0129	0.0416	-0.0287
2	55	3	4	-1.19	0.1170	0.1666	-0.0496

3	58	4	8	-0.57	0.2843	0.3333	-0.049
4	60	4	12	-0.15	0.4404	0.5	-0.0596
5	63	4	16	0.46	0.6772	0.6666	0.0106
6	65	8	24	0.88	0.8106	1	-0.1894
Lt						0.173	
Lo						0.0106	

Based on the table above, it can be seen that the respondents of the research are symbolized by (F). Cumulative frequency (Fcum) is the running total of the frequencies in this case the sum of respondents. Then, the transformation of numbers to notation of the normal distribution that symbolized by (Zi).

The formula : $Z_i = \frac{X_i - \bar{X}}{S}$

F (Zi): Large calculation of 0-Zi. It can be seen from Z table distribution.

Whereas, S (Zi): Empirical cumulative probability, with the formula: $S(Z_i) = \frac{F_{Cumulative}}{N}$. The method of processing data in appendix X page 118

From the table above, it can be seen that Liliefors observation or $L_o = 0.0106$ with $n = 24$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (0.0106) < L_t (0.173)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text **normal**.

Table 4.5 Frequency Distribution of Post-test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	70	2	140	4900	9800
2	75	2	150	5625	11250
3	78	4	312	6084	24336
4	80	5	400	6400	32000
5	83	1	83	6889	6889

6	85	4	340	7225	28900
7	89	1	89	7921	7921
8	90	5	450	8100	40500
Total		24	1964	44452	161596

Based on the data above, the result of $F_i X_i^2$ is 161596 and $F_i X_i$ is 1964. To find out mean, variant and deviation standard we can see in appendix XI page 119. After getting the calculation of mean, variant and deviation standard, 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 4.6 Normality Test of Post-Test in Experiment Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	70	2	2	-1.92	0.0274	0.0833	-0.0559
2	75	2	4	-1.10	0.1358	0.1666	-0.0308
3	78	4	8	-0.62	0.2676	0.3333	-0.0657
4	80	5	13	-0.29	0.3859	0.5416	-0.1557
5	83	1	14	0.18	0.5714	0.5833	-0.0119
6	85	4	18	0.51	0.6950	0.75	-0.055
7	89	1	19	1.16	0.8770	0.7916	0.0854
9	90	5	24	1.32	0.9066	1	-0.0934
Lt						0.173	
Lo						0.0854	

From the table above, it can be seen that Liliefors observation or $L_o = 0.0854$ with $n = 24$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (0.0854) < L_t (0.173)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text **normal**. The method of processing data in appendix XII page 120

Table 4.7 Frequency Distribution of Pre-Test Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	1	50	2500	2500
2	55	5	275	3025	15125
3	58	1	58	3364	3364
4	60	7	420	3600	25200
5	63	4	252	3969	15876
6	65	6	390	4225	25350
Total		24	1445	20683	87415

Based on the data above, the result of $F_i X_i^2$ is 57362 and $F_i X_i$ is 1152. To find out mean, variant and deviation standard we can see in appendix XIII page 121 After getting the calculation of mean, variant and deviation standard, 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 4.8 Normality Test of Pre-Test in Control Class

No	Score	F	Fcum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	50	1	1	-2.40	0.0082	0.0416	-0.0334
2	55	5	6	-1.22	0.1112	0.25	-0.1388
3	58	1	7	-0.51	0.3050	0.2916	0.0134
4	60	7	14	0.04	0.5160	0.5833	-0.0673
5	63	4	18	0.66	0.7454	0.75	-0.0046
6	65	6	24	1.13	0.8708	1	-0.1292
Lt						0.173	
Lo						0.0134	

From the table above, it can be seen that Liliefors observation or $L_o = 0.0134$ with $n = 24$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors

table $L_t = 0.173$. It is known that the coefficient of $L_o (0.0134) < L_t (0.173)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**. The method of processing data in appendix XIV page 122

Table 4.9 Frequency Distribution of Post-Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	9	540	3600	32400
1	63	7	441	3969	27783
2	65	4	260	4225	16900
3	68	2	136	4624	9248
4	70	1	70	4900	4900
6	80	1	80	6400	6400
Total		24	1527	27718	97631

Based on the data above, the result of $F_i X_i^2$ is 97631 and $F_i X_i$ is 1527. To find out mean, variant and deviation standard we can see in appendix XV page 123 After getting the calculation of mean, variant and deviation standard, 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 4.10 Normality Test of Post-Test in Control Class

No	Score	F	Fcum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	60	9	9	-0.79	0.2118	0.375	-0.1632
2	63	7	16	-0.13	0.4483	0.6666	-0.2183
3	65	4	20	0.30	0.6179	0.8333	-0.2154
4	68	2	22	0.96	0.8315	0.9166	-0.0851
5	70	1	23	1.40	0.9192	0.9583	-0.0391
6	80	1	24	3.60	0.4998	1	-0.5002

L _t	0.173
L _o	-0.2183

From the table above, it can be seen that Liliefors observation or $L_o = -0.2183$ with $n = 24$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (-0.2183) < L_t (0.173)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**. The method of processing data in appendix XIV page 124

A.2.2 Homogeneity

Homogeneity test used F-test to know wheatear the samples come from the population that homogenous or not.

Table 4.11 Homogeneity Test of Pre-test

No	Data	Variants	F _{observations}	F _{table}	Conclusion
1	Pre-test of experiment class	23.19	1.28	1.98	Homogenous
2	Pre-test of control class	17.99			

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

Where :

S_1^2 = the biggest variant

S_2^2 = the smallest variant

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

$$S_{\text{exp}}^2 = 23.19 \quad n = 24$$

$$S_{cont}^2 = 17.99 \quad n = 24$$

So:

$$F_{\text{observation}} = \frac{S_{exp}^2}{S_{cont}^2} = \frac{23.19}{17.99} = 1.28$$

Then the coefficient of $F_{\text{observation}} = 1.28$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = n-1$ ($24-1=23$), the demoninator $dk = n-1$ ($24-1=23$). Then F_{table} can be calculated by linear interpolation, so $F_{\text{table}}(0.05;29;22) = 1.98$. Because of $F_{\text{observation}} < F_{\text{table}}$ ($1.28 < 1.98$) so it can be conclude that the variant are **homogeneous**.

Table 4.12 Homogeneity Test of Post-test

No	Data	Variants	$F_{\text{observations}}$	F_{table}	Conclusion
1	Post-test of experiment class	38.05	1.84	1.98	Homogenous
2	Post-test of control class	20.67			

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

Where :

S_1^2 = the biggest variant

S_2^2 = the smallest variant

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

$$S_{exp}^2 = 38.05 \quad n = 24$$

$$S_{cont}^2 = 20.67 \quad n = 24$$

So:

$$F_{\text{observation}} = \frac{S_{\text{exp}}^2}{S_{\text{cont}}^2} = \frac{38.05}{20.67} = 1.84$$

Then the coefficient of $F_{\text{observation}} = 1.84$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = n-1$ ($24-1=23$), the demoninator $dk = n-1$ ($24-1=23$). Then F_{table} can be calculated by linear interpolation, so $F_{\text{table}}(0.05;23;23) = 1.98$. Because of $F_{\text{observation}} < F_{\text{table}}$ ($1.84 < 1.98$) so it can be conclude that the variant are **homogeneous**.

A.2.3 Hypothesis Testing

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the application of cooperative script strategy affects students achievement in writing descriptive text, so the hypothesis were :

$$H_0 = \mu_x < \mu_y$$

$$H_a = \mu_x > \mu_y$$

From the criteria of the hypothesis, H_a is accepted if $t_{\text{observation}} > t_{\text{table}}$ Based on the result of the data that the research got in this research, the researcher counted the hypothesis test. It was analyzed by applying t_{test} formula. The formula was stated as the following :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{Da^2 + Db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where :

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

Da² : the standard of deviation of experimental group

Db² : the standard of deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group

Before calculating t_{test} data, it used the formula below to find out the deviation standard of both classes

Table 4.13 The Tabulation of Students' Score of Experimental Class

Students (Na)	Pre-test score (x ₁)	Post-test score (x ₂)	D = (x ₂ - x ₁)	Da = (D-Ma)	(Da) ²
1	63	78	15	-5.25	27.5625
2	65	90	25	4.75	22.5625
3	63	80	17	-3.25	10.5625
4	55	75	20	-0.25	0.0625
5	65	78	13	-7.25	52.5625
6	50	80	30	9.75	95.0625
7	63	75	12	-8.25	68.0625
8	65	85	20	-0.25	0.0625
9	60	80	20	-0.25	0.0625
10	60	90	30	9.75	95.0625
11	65	80	15	-5.25	27.5625
12	60	89	29	8.75	76.5625
13	58	80	22	1.75	3.0625
14	63	85	22	1.75	3.0625
15	65	70	7	-13.25	175.6625
16	55	85	30	9.75	95.0625

17	60	78	18	-2.25	5.0625
18	58	80	22	1.75	3.0625
19	55	83	28	-0.25	0.0625
20	65	80	15	-5.25	27.5625
21	58	85	27	6.75	45.5625
22	65	90	25	4.75	22.5625
23	65	70	5	-15.25	232.5625
24	58	78	20	-0.25	0.0625
Σ	1458	1944			1108.001
Mean	60.75	81			
Gain score (Ma) (M post-test – M pre-test)		Ma = 81 – 60.75 = 20.25			

From the data above, the first column consist of pre-test score in experimental group symbolized by (x_1). The second column is Post-test score in experimental group (x_2). Than the next column is the standard of deviation symbolized by (**D**). The formula is ($x_2 - x_1$). Next is standard of deviation of experimental group (**Da**) the formula is (**D-Ma**) where the (**Ma**) is gain score of (**mean pre-test - mean post-test**) and the last is standard deviation of experimental group symbolized by (**Da**)²

Table 4.14 Tabulation of Students' Score of Control Class

Students (Na)	Pre-test score (x_1)	Post-test score (x_2)	D = ($x_2 - x_1$)	Da = (D-Ma)	(Da)²
1	60	63	3	-0.41	0.1681
2	55	60	5	1.59	2.5281
3	63	70	7	3.59	12.8881
4	55	60	5	1.59	2.5281

5	60	63	3	-0.41	0.1681
6	58	60	2	-1.41	1.9881
7	63	65	2	-1.41	1.9881
8	60	60	0	-3.41	11.6281
9	63	65	2	-1.41	1.9881
10	63	63	0	-3.41	11.6281
11	65	80	15	11.59	134.3281
12	60	63	3	-0.41	0.1681
13	55	60	5	1.59	2.5281
14	55	60	5	1.59	2.5281
15	50	60	10	6.59	43.4281
16	65	65	0	-3.41	11.6281
17	65	60	-5	-8.41	70.7281
18	60	63	3	-0.41	0.1681
19	65	65	0	-3.41	11.6281
20	60	63	3	-0.41	0.1681
21	65	63	2	-1.41	1.9881
22	65	68	3	-0.41	0.1681
23	55	60	5	1.59	2.5281
24	65	68	3	-0.41	0.1681
Σ	1445	1527			329.6544
Mean	60.21	63.62			
Gain score (Mb) (M post-test – M pre-test)		Mb= 63.62– 60.21 = 3.41			

From the data above, the first column consist of pre-test score in control group symbolized by (x_1). The second column is Post-test score in control group (x_2). Than the next column is the standard of deviation symbolized by (**D**). The formula is ($x_2- x_1$). Next is standard of deviation of control group (**Da**) the formula is (**D-Ma**) where the (**Ma**) is gain score (**mean pre-test - mean post-test**) and the last is

standard deviation of experimental group symbolized by $(Da)^2$. Based on the calculation above, the result was as follows :

$$\begin{aligned} Ma &= 20.25 \\ Mb &= 3.41 \\ Da^2 &= 1108.001 \\ Db^2 &= 329.6544 \\ Na &= 24 \\ Nb &= 24 \end{aligned}$$

So, t_{test} can be counted as follows :

$$\begin{aligned} t &= \frac{Ma - Mb}{\sqrt{\left(\frac{Da^2 + Db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\ t &= \frac{20.25 - 3.41}{\sqrt{\left(\frac{1108.001 + 329.6544}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}} \\ t &= \frac{16.81}{\sqrt{\left(\frac{1437.6464}{46}\right) (0.08)}} \\ t &= \frac{16.81}{\sqrt{(31.25) (0.08)}} \\ t &= \frac{16.81}{\sqrt{31.25}} \\ t &= \frac{16.81}{2.5} \\ t &= 6.73 \end{aligned}$$

From the calculation of the data, it can be seen that there were differences score between two classes; experiment and control class. In order to find out the significant effect between two groups that applying cooperative script strategy, the researcher analyzed the data by applying t_{test} formula to prove the hypothesis of

this research. It was obtained that the value of $t_{\text{observation}}$ was 6.73. Next the researcher was compared t_{value} and t_{table} to know whether the using cooperative script strategy is affected to improve student ability in writing descriptive text or not. Reviewing the data of t_{table} for the degree freedom (df) 51 at level of significance 0.05 (5%) that the value of $t_{\text{observation}}$ (6.73) is higher than the value of t_{table} (2.02). it can be conclude that $6.73 > 2.02$.

Based on the result of post-test of experiment class and control class it can be found that the t_{value} 6.7 t_{table} 2.02 in the significance level of 0.05 (5%) in the sign. So I can be concluded that cooperative script strategy is effective toward student ability in writing descriptive text

A. Discussion

The research was conducted to find out the increasing of the students ability in writing descriptive text by using cooperative script strategy. Cooperative script strategy would be an effective way to affect students' ability in writing descriptive text. By using cooperative script strategy students will be trained to develop their ideas so that students can construct their own knowledge and can help students to get used to learning based on sources not only just focus to teachers.

The research that had been done by the researcher indicate cooperative script strategy was effective of could be used in teaching writing It could be seen from the tables that showed us the increasing of students' score from pre-test and post-test. The increasing because of the teacher knew how to control the class and create the active class

From the calculation above it found that $t_{\text{observation}}$ was 6.73 whereas the t_{table} 2.02. It shows that students ability in writing descriptive text by using cooperative script strategy was significant at 0.05. From the result, the researcher found that there was significant effect on the student ability in writing descriptive text taught by cooperative script strategy. This means that the students' ability in writing descriptive text that were taught by cooperative script strategy was better than taught by conventional method.

CHAPTER V

CLOSING

Conclusion

Based on the research finding, the researcher concluded that there was significant effect of using cooperative script strategy on the students' ability in writing descriptive text at eleventh grade of SMA Al Wasliyah Tanjung Morawa. The total scores of experimental class in pre-test (x_1) = 1458 and the total score of experimental class in post-test (x_2) = 1944. It means the score of experimental class increased 486 point. The total scores of experimental class in pre-test (y_1) = 1444 and the total score of experimental class in post-test (y_2) = 1527. It means the score of experimental class increased 83 point.

Based on the statistical computation of t_{test} was found that the coefficient of $t_{\text{observation}} = 6.73$ where the value of $t_{\text{table}} = 2.02$. It means that alternative hypothesis (H_a) is accepted because $t_{\text{observation}} 6.73 > t_{\text{table}} 2.02$. It indicated that there was significant effect of using cooperative script strategy on the students' ability in writing descriptive text at eleventh grade of SMA Al Wasliyah Tanjung Morawa.

A. Recommendation

Based on the conclusions above, the researcher proposes the following recommendations that will be directed for the English teacher, the students, and the other researchers.

1. For English teacher

Based on the result of this research, it is suggested to teach students by using cooperative script strategy because this strategy will help the student to work in group and share their idea each other. By using this strategy it will help

teacher to guide their student to get the idea and helping for students to comprehend the text.

2. For the students

For language learners, it is suggested to enrich their knowledge and comprehension in writing descriptive text. By using cooperative script strategy it will help student to write easily by comprehend their idea and their friend idea, and write it by using their own language in descriptive text.

3. For other researcher

When the writer conducted the research, she found some students still difficult to write descriptive text, because they are stuck in idea, don't know what to write. They are also difficult to arrange the word. By using cooperative script strategy in teaching learning process it will help them to write easily in comfortable atmosphere. Moreover, it is also suggested to teach them by using cooperative script strategy in teaching writing descriptive text. Hopefully this suggestion can be beneficial for the next researcher.

B. Implication

Implication is drawn from research finding. The research come with a finding that there is a significance different on the student ability in writing descriptive text between student who are taught by using cooperative script strategy and students who are taught by using conventional strategy. Moreover this research implies that the use of cooperative script strategy is needed in teaching writing descriptive text.

Consider the conclusion drawn above, it implies that the use of cooperative script strategy is capable to promote the improvement of student ability in writing descriptive text in which it can be seen from the progress of the students' ability in writing descriptive text after given a treatment by using cooperative script strategy. It is expected that the English teachers are highly recommended to

utilize cooperative script strategy on the teaching descriptive text in order to affect student ability in writing descriptive text.

Students are motivated and relaxed in learning writing descriptive text process when they are taught by using cooperative script strategy. Therefore, it implies that the use of cooperative script strategy can keep students interest and help them to write descriptive text in easier way.

In summary, the use of cooperative script strategy during the research can affect the student ability in writing descriptive text. Therefore, the use of cooperative script strategy during the research can affect the student ability in writing descriptive text. Therefore, the application of cooperative script strategy need to applied continuously in teaching writing descriptive text. It is because the use of cooperative script strategy can be affected strategy to help students in writing descriptive text and create an enthusiastic learning process so that the standard of competence in learning process can be achieved.

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APPENDIX I

Lesson Plan of Experimental Group

School : SMA AI-WASLIYAH

Subject : ENGLISH

Class : XI IPA I

Time Collection : 2 x 45 minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expressing the meaning and rhetorical step in the simple short essay accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

1. Identify generic structures of descriptive paragraph.
2. Identifying language features of descriptive paragraph.
3. Able to write a descriptive paragraph.

D. Teaching Material

Descriptive Paragraph

Descriptive Paragraph is a description of an object, both living things and dead things, including human and animals.

Generic structure

1. Identification, which identifies phenomenon that was be described

2. Description, which describe about parts qualities or characteristics or something or someone in details.

Grammatical Features :

1. Focus on specific participants
2. Use of attribute (e.g. possessive pronoun: mine, ours)
3. Frequent use of classifies (e.g. adjective: beautiful, long hair) in nominal groups (some, many, any etc.)
4. In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.

Here an example of descriptive paragraphs:

Lake Toba (**Title**)

Lake Toba is one lake of the most interest in North Sumatera (**Identification**)

Danau Toba is one of an interest place in North Sumatera. It is located far from central city. It has cool water weather most the time, and fresh air. It's wide more than 11 kilometers. It is unite the three cultures in North Sumatera namely Batak Toba, Batak Simalungun and Batak Karo. There are so many fish in lake. The view around the lake is so fantastic, especially the trees and hills around the lake. The beauty of the nature is enhanced (**Description**)

E. Teaching Methods : Cooperative script

F. Media of Teaching : Simple text

G. Teaching Learning Process

No	Learning Activity	Time
1	Pre-activity : 1. Greetings 2. Give introduction about the research and jokes. 3. Mention learning objectives that must be achieved in	5 Minutes

	learning	
2	<p>Mainly activity :</p> <ol style="list-style-type: none"> 1. Teacher gives orientation test to the student. 2. Teacher gives explanation about descriptive paragraph. 3. Teacher divided student in to five groups. 4. Teacher gives simple text, and asks the student to discuss about the text and make a conclusion. 5. Every group presents their result of discussion by turn. 6. Teacher guide student to make the conclusion about the text from all of the opinion that was delivered before. 7. Finally teacher guide student to make a conclusion about the text from all of the opinion that was delivered. 	75 Minutes
3.	<p>Post-activity :</p> <ol style="list-style-type: none"> 1. Assigning learner summarizes the information and Teacher asks the student to make a descriptive text about the material that was discuss before. 	10 minutes

H. Assessment

1. Write your own descriptive text based on the text bellow!

HOW TO SOLVE EATING DIFFICULTY IN CHILDREN?

Eating difficulty is an issue that is so fundamental and often case to children. Sometimes, when a child is so difficult to chew food invited to make us frustrated. Since then, usually we will try a variety of ways like providing herbal appetite enhancers and hunting child's favorite foods every day. The matters the child eating disorder also intrigued our interest to make an article about tips to overcome the difficult child to eat. Here are the details.

Serve meals with small portions

Maybe the kid does not like the size of your portions that so reluctant to eat the food there. Many children are ill feel after seeing a sizable portion. So, try to give a little so that they can eat faster and do not get bored in spend food.

Get together with family

Do not let children eat alone and we need to create an atmosphere of togetherness when the child was time to eat. For example, you and your husband are on the table then eat foods together. With the atmosphere of togetherness, then the child's appetite will occur slowly.

Provide healthy snacks

One of the things that concern by parents is the development of the child if he did not want to eat. Of course, when children are fussy eaters then its growth will be stunted and not as friends. One of the best ways to keep it is to try to give nutritional healthy snack. Give interesting snacks such as nuts, dried fruits, and nutritious bread.

Variety of food and a nice appearance

Perhaps, he needs a variety of foods that your appetite he has incurred. For example, you could give spinach on the first day, broccoli on the second day, and

chicken-based dishes in the next day. Variety of foods is a very important thing to prevent children from boredom and the desire not to eat.

I. Scoring of the Test

Component	Criteria	Scoring
<p>6. CONTENT</p> <p>The student ability to write the ideas and information in the form of logical statement.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Knowledgeable – substance – through development of thesis-relevant to assigned topic.</p>	30-27
	<p>GOOD TO AVERAGE</p> <p>Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail</p>	26 – 22
	<p>FAIR POOR</p> <p>Limited knowledge of subject – little substance – inadequate development of topic.</p>	21 – 17
	<p>VERY POOR</p> <p>Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate</p>	16 – 13
<p>7. ORGANIZATION</p> <p>The organizations refer to the students’ ability to write the ideas, information in good logical order. The topic and supporting sentences are stated clearly.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Fluent Expression – ideas stated clearly – succinct – well organized – logical – sequencing – cohesive.</p>	20 – 18
	<p>GOOD TO AVERAGE</p>	17 – 14

	Fluent expression – idea stated clearly – succinct – well organized – logical – sequencing - cohesive	
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
8. VOCABULARY Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10
	VERY POOR Essentially translation – little knowledge of English vocabulary, idioms, word form or not enough to evaluate	9 – 7
9. LANGUAGE USE	EXCELENT TO VERY	25 – 22

Use of simple present tense, conjunction on time signal, and pronouns, adjective, and adverbs	GOOD Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.	
	GOOD TO AVERAGE Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured	21 - 18
	FAIR TO POOR Major problem in simple/ complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused	17 – 11
	VERY POOR Virtually no mastery of sentence constructions rules – dominated by errors – does not communicated or enough to evaluate	10 – 5
10. MECHANICS Use words appropriately, using function correctly, paragraph and text can read correctly...	EXCELLENT TO VERY GOOD Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	5

	GOOD TO AVERAGE Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	4
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

Kandi S.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

LESSON PLAN II
(Experiment Group)

School : SMA Al-Wasliyah

Subject : ENGLISH

Class : XI IPA I

Time Allocation : 2 x 45 Minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expression the meaning and rhetorical step in the simple short story accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

1. Identifying generic structures of descriptive paragraph
2. Identifying language features of descriptive paragraph
3. Able to write a descriptive text

D. Teaching Material

Descriptive Paragraph

Descriptive paragraph is a description of an object, both living things and dead things, including human and animals.

Generic structure :

1. Identification, which identifies phenomenon that was be described

2. Description, which describe about parts qualities characteristics or something or someone in details.

Grammatical features :

1. Focus on specific participants
2. Use of attribute (e.g. possessive pronoun: mine, ours)
3. Frequent use of classifies (e.g. adjective: beautiful, long hair) in nominal groups (some, many, any etc.)
4. In descriptive writing, the present tense is predominantly used. the past tense is used to describe something in the past.

E. Teaching Methods : Cooperative Script Technique

F. Media of Teaching : Simple Text

G. Teaching-Learning Process

No	Learning activity	Time
1	Pre-activity : <ol style="list-style-type: none"> 1. Greetings 2. Checking attendance list 3. Ice breaking 	5
2	Mainly-activity : <ol style="list-style-type: none"> 1. Teacher review about the material 2. Teacher explain about the descriptive paragraph 3. Teacher discuss about the last discussion 4. Students ask some question to teacher 5. Teacher gives text and asks the student to discuss the material in a group. Then the student continues to deliver their idea 	75

	<p>alternately. Finally they make summarize from all of opinion that was delivered.</p> <p>6. Teacher asks the student to make a descriptive text about the material read that have been discussed.</p>	
3	<p>Post-activity :</p> <ol style="list-style-type: none"> 1. Teacher collect the students' assignment 2. Teacher ask the students' difficulties about the material 3. Teacher gives conclusion 	10

H. Assessment

1. Write your own descriptive text based on the text bellow!

Fights, or often called brawls often occur among students. These fights often occur not only from high school students but also junior high school students. In Indonesia, fighting has become a tradition, or even a culture. This deviant behavior is usually caused by ordinary or casual problems caused by serious matters that lead to violence.



I. Scoring of the Test

Component	Criteria	Scoring
<p>1. CONTENT</p> <p>The student ability to write the ideas and information in the form of logical statement.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Knowledgeable – substance – through development of thesis-relevant to assigned topic.</p>	30-27
	<p>GOOD TO AVERAGE</p> <p>Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail</p>	26 – 22
	<p>FAIR POOR</p> <p>Limited knowledge of subject – little substance – inadequate development of topic.</p>	21 – 17
	<p>VERY POOR</p> <p>Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate</p>	16 – 13
<p>2. ORGANIZATION</p> <p>The organizations refer to the students’ ability to write the ideas, information in good logical order. The topic and supporting sentences are stated clearly.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Fluent Expression – ideas stated clearly – succinct – well organized – logical – sequencing – cohesive.</p>	20 - 18
	<p>GOOD TO AVERAGE</p> <p>Fluent expression – idea stated clearly – succinct – well</p>	17 – 14

	organized – logical – sequencing - cohesive	
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10
	VERY POOR Essentially translation – little knowledge of English vocabulary, idioms, word form or not enough to evaluate	9 – 7
4. LANGUAGE USE Use of simple present	EXCELENT TO VERY GOOD	25 – 22

tense, conjunction on time signal, and pronouns, adjective, and adverbs	Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.	
	GOOD TO AVERAGE Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured	21 - 18
	FAIR TO POOR Major problem in simple/complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused	17 – 11
	VERY POOR Virtually no mastery of sentence constructions rules – dominated by errors – does not communicate or enough to evaluate	10 – 5
5. MECHANICS Use words appropriately, using function correctly, paragraph and text can read correctly...	EXCELLENT TO VERY GOOD Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	5
	GOOD TO AVERAGE	4

	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confused	
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

KandiS.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

LESSON PLAN III
(Experiment Group)

School : SMA AL- Wasliyah

Subject : ENGLISH

Class : XI IPA I

Time Allocation : 2 x 45 minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expressing the meaning and rhetorical step in the simple essay accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

1. Identifying generic structures of descriptive paragraph.
2. Identifying language features of descriptive paragraph
3. Able to write a descriptive paragraph.

D. Teaching Material

Descriptive Paragraph

Descriptive paragraph is a description of an object, both living things and dead things, including human and animals.

Generic Structure:

1. Identification, which identifies phenomenon that will be described

2. Description, which describe about parts qualities or characteristics or something or someone in details.

Grammatical features :

1. Focus on specific participants
2. Use of attribute (e.g. possessive pronoun: mine , ours)
3. Frequent use of classifies (e.g. adjective: beautiful, long hair) in in nominal groups (some, many, any, etc.)
4. In descriptive writing, the present tense is predominantly used. the past tense is used to describe something in the past.

E. Teaching Methods : Cooperative Script Technique

F. Media of Teaching : Simple Text

G. Teaching Learning Process

No	Learning Activity	Time
1	Pre-activity : <ol style="list-style-type: none"> 1. Greetings 2. Checking attendance list 	5
2	Main-activity : <ol style="list-style-type: none"> 1. Teacher share the students' score isn't satisfied. 2. Teacher gives motivation to the students to more seriously to study. 3. Teacher gives explanation about descriptive text. Then the student continues to discuss what they think about the material. Finally they make summarize about the topic. 4. Students ask some question 	75

	to teacher. 5. Teacher ask the students to make descriptive paragraph through text in group work	
3	Post-activity : 1. Teacher ask the students difficulties about the material 2. Teacher gives motivation	10

H. Assessment.

1. Write your own descriptive text based on the text bellow!

6 FUNCTIONS OF INDONESIAN FOREST

Indonesia is one of countries with the largest forest area in the world and really need to do the conservation. It also completed with a management of forests for conservation and ecological balance of the earth nature. Different types of forests in Indonesia have the following functions.

Prevent erosion and landslides. The roots of the tree serve as a binder grain of soil. With no forest, no rain fell to the ground but fell to the leaf surface or absorbed into the ground.

Keeps, organize, maintain supplies of water in the rainy season also dry season.

Fertilize the soil, as fallen leaves will break down into soil humus.

As an economic resource. It can be utilized as a result of forest raw materials or raw materials for industrial and building. For example, rattan, rubber, and gutta-percha are used for handicrafts and materials of building.

As a dutfah plasma source for diversity in forest ecosystems that allow for the development of genetic biodiversity.

Reduce pollution to air pollution. Plants absorb carbon dioxide and produce oxygen needed by a living.

I. Scoring of the Test

Component	Criteria	scoring
1. CONTENT The student ability to write the ideas and information in the form of logical statement.	EXCELLENT TO VERY GOOD Knowledgeable – substance – through development of thesis-relevant to assigned topic.	30-27
	GOOD TO AVERAGE Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail	26 - 22
	FAIR POOR Limited knowledge of subject – little substance – inadequate development of topic.	21 – 17
	VERY POOR Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate	16 – 13
2. ORGANIZATION The organizations refer to the students' ability to write the	EXCELLENT TO VERY GOOD Fluent Expression – ideas	20 - 18

ideas, information in good logical order. The topic and supporting sentences are stated clearly.	stated clearly – succinct – well organized – logical – sequencing – cohesive.	
	GOOD TO AVERAGE Fluent expression – idea stated clearly – succinct – well organized – logical – sequencing - cohesive	17 – 14
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10

	<p>VERY POOR</p> <p>Essentially translation – little knowledge of English vocabulary, idioms, word form or not enough to evaluate</p>	9 – 7
<p>4. LANGUAGE USE</p> <p>Use of simple present tense, conjunction on time signal, and pronouns, adjective, and adverbs</p>	<p>EXCELENT TO VERY GOOD</p> <p>Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.</p>	25 – 22
	<p>GOOD TO AVERAGE</p> <p>Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured</p>	21 - 18
	<p>FAIR TO POOR</p> <p>Major problem in simple/complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused</p>	17 – 11
	<p>VERY POOR</p> <p>Virtually no mastery of sentence constructions rules – dominated by errors – does not communicated or enough to evaluate</p>	10 – 5

5. MECHANICS Use words appropriately, using function correctly, paragraph and text can read correctly...	EXCELLENT TO VERY GOOD Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	5
	GOOD TO AVERAGE Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	4
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

Kandi S.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

APPENDIX II

Lesson Plan of Control Group

School : SMA AI-WASLIYAH

Subject : ENGLISH

Class : XI IPA III

Time Collection : 2 x 45 minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expressing the meaning and rhetorical step in the simple short essay accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

1. Identify generic structures of descriptive paragraph.
2. Identifying language features of descriptive paragraph.
3. Able to write a descriptive paragraph.

D. Teaching Material

Descriptive Paragraph

Descriptive Paragraph is a description of an object, both living things and dead things, including human and animals.

Generic structure

1. Identification, which identifies phenomenon that was be described
2. Description, which describe about parts qualities or characteristics or something or someone in details.

Grammatical Features :

1. Focus on specific participants
2. Use of attribute (e.g. possessive pronoun: mine, ours)
3. Frequent use of classifies (e.g. adjective: beautiful, long hair) in nominal groups (some, many, any etc.)
4. In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.

Here an example of descriptive paragraphs:

Lake Toba (**Title**)

Lake Toba is one lake of the most interest in North Sumatera (**Identification**)

Danau Toba is one of an interest place in North Sumatera. It is located far from central city. It has cool water weather most the time, and fresh air. It's wide more than 11 kilometers. It is unite the three cultures in North Sumatera namely Batak Toba, Batak Simalungun and Batak Karo. There are so many fish in lake. The view around the lake is so fantastic, especially the trees and hills around the lake. The beauty of the nature is enhanced (**Description**)

E. Teaching Method : Teacher Center Learning

F. Media of Teaching : Simple text

G. Teaching Learning Process

No	Learning Activity	Time
1	Pre-activity : <ol style="list-style-type: none"> 1. Greetings 2. Give introduction about the research and jokes. 	5 Minutes

	3. Mention learning objectives that must be achieved in learning	
2	<p>Mainly activity :</p> <ol style="list-style-type: none"> 1. Teacher gives orientation test to the student. 2. Teacher gives explanation about descriptive paragraph. 3. Teacher gives the example of descriptive text. 4. Teacher asks the student read the text and mention the generic structure of descriptive text. 5. Teacher asks the student about their difficulty. 6. Finally teacher guide student to make a conclusion about the text from all of the opinion that was delivered. 	75 Minutes
3.	<p>Post-activity :</p> <ol style="list-style-type: none"> 7. Assigning learner summarizes the information and Teacher asks the student to make a descriptive text by their own word. 	10 minutes

H. Assessment

1. Write your own descriptive text based on the text bellow!

HOW TO SOLVE EATING DIFFICULTY IN CHILDREN?

Eating difficulty is an issue that is so fundamental and often case to children. Sometimes, when a child is so difficult to chew food invited to make us frustrated. Since then, usually we will try a variety of ways like providing herbal appetite enhancers and hunting child's favorite foods every day. The matters the child eating disorder also intrigued our interest to make an article about tips to overcome the difficult child to eat. Here are the details.

Serve meals with small portions

Maybe the kid does not like the size of your portions that so reluctant to eat the food there. Many children are ill feel after seeing a sizable portion. So, try to give a little so that they can eat faster and do not get bored in spend food.

Get together with family

Do not let children eat alone and we need to create an atmosphere of togetherness when the child was time to eat. For example, you and your husband are on the table then eat foods together. With the atmosphere of togetherness, then the child's appetite will occur slowly.

Provide healthy snacks

One of the things that concern by parents is the development of the child if he did not want to eat. Of course, when children are fussy eaters then its growth will be stunted and not as friends. One of the best ways to keep it is to try to give nutritional healthy snack. Give interesting snacks such as nuts, dried fruits, and nutritious bread.

Variety of food and a nice appearance

Perhaps, he needs a variety of foods that your appetite he has incurred. For example, you could give spinach on the first day, broccoli on the second day, and chicken-based dishes in the next day. Variety of foods is a very important thing to prevent children from boredom and the desire not to eat.

I. Scoring of the Test

Component	Criteria	scoring
1. CONTENT The student ability to write the ideas and information in the form of logical statement.	EXCELLENT TO VERY GOOD Knowledgeable – substance – through development of thesis-relevant to assigned topic.	30-27
	GOOD TO AVERAGE Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail	26 - 22
	FAIR POOR Limited knowledge of subject – little substance – inadequate development of topic.	21 – 17
	VERY POOR Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate	16 – 13
2. ORGANIZATION The organizations refer to the students' ability to write the ideas, information in good	EXCELLENT TO VERY GOOD Fluent Expression – ideas stated clearly – succinct – well	20 - 18

logical order. The topic and supporting sentences are stated clearly.	organized – logical – sequencing – cohesive.	
	GOOD TO AVERAGE Fluent expression – idea stated clearly – succinct – well organized – logical – sequencing - cohesive	17 – 14
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10

	<p>VERY POOR</p> <p>Essentially translation – little knowledge of English vocabulary, idioms, word form or not enough to evaluate</p>	9 – 7
<p>4. LANGUAGE USE</p> <p>Use of simple present tense, conjunction on time signal, and pronouns, adjective, and adverbs</p>	<p>EXCELENT TO VERY GOOD</p> <p>Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.</p>	25 – 22
	<p>GOOD TO AVERAGE</p> <p>Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured</p>	21 - 18
	<p>FAIR TO POOR</p> <p>Major problem in simple/complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused</p>	17 – 11
	<p>VERY POOR</p> <p>Virtually no mastery of sentence constructions rules – dominated by errors – does not communicated or enough to evaluate</p>	10 – 5

5. MECHANICS Use words appropriately, using function correctly, paragraph and text can read correctly...	EXCELLENT TO VERY GOOD Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	5
	GOOD TO AVERAGE Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	4
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

KandiS.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

LESSON PLAN II
(Control Group)

School : SMA Al-Wasliyah

Subject : ENGLISH

Class : XI IPA III

Time Allocation : 2 x 45 Minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expression the meaning and rhetorical step in the simple short story accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

4. Identifying generic structures of descriptive paragraph
5. Identifying language features of descriptive paragraph
6. Able to write a descriptive text

D. Teaching Material

Descriptive Paragraph

Descriptive paragraph is a description of an object, both living things and dead things, including human and animals.

Generic structure :

3. Identification, which identifies phenomenon that was be described
4. Description, which describe about parts qualities characteristics or something or someone in details.

Grammatical features :

5. Focus on specific participants
6. Use of attribute (e.g. possessive pronoun: mine, ours)
7. Frequent use of classifies (e.g. adjective: beautiful, long hair) in nominal groups (some, many, any etc.)
8. In descriptive writing, the present tense is predominantly used. the past tense is used to describe something in the past.

E. Teaching Method : Teacher Center Learning

F. Media of Teaching : Simple Text

G. Teaching-Learning Process

No	Learning Activity	Time
1	Pre-activity : 1. Greetings 2. Teacher check the attendant list of the student 3. Mention learning objectives that must be achieved in learning	5 Minutes
2	Mainly activity : 1. Teacher gives orientation test to the student. 2. Teacher gives explanation about descriptive paragraph. 3. Teacher gives the example of descriptive text. 4. Teacher asks the student read	75 Minutes

	<p>the text and mention the generic structure of descriptive text.</p> <p>5. Teacher asks the student about their difficulty.</p> <p>6. Finally teacher guide student to make a conclusion about the text from all of the opinion that was delivered.</p>	
3.	<p>Post-activity</p> <p>1. Assigning learner summarizes the information and Teacher asks the student to make a descriptive text by their own word.</p>	10 minutes

H. Assessment

1. Write your own descriptive text based on the text bellow!

Fights, or often called brawls often occur among students. These fights often occur not only from high school students but also junior high school students. In Indonesia, fighting has become a tradition, or even a culture. This deviant behavior is usually caused by ordinary or casual problems caused by serious matters that lead to violence.



I. Scoring of the Test

Component	Criteria	scoring
<p>1. CONTENT</p> <p>The student ability to write the ideas and information in the form of logical statement.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Knowledgeable – substance – through development of thesis-relevant to assigned topic.</p>	30-27
	<p>GOOD TO AVERAGE</p> <p>Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail</p>	26 - 22
	<p>FAIR POOR</p> <p>Limited knowledge of subject – little substance – inadequate development of topic.</p>	21 – 17
	<p>VERY POOR</p> <p>Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate</p>	16 – 13
<p>2. ORGANIZATION</p> <p>The organizations refer to the students’ ability to write the ideas, information in good logical order. The topic and supporting sentences are stated clearly.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Fluent Expression – ideas stated clearly – succinct – well organized – logical – sequencing – cohesive.</p>	20 - 18
	<p>GOOD TO AVERAGE</p> <p>Fluent expression – idea stated clearly – succinct – well</p>	17 – 14

	organized – logical – sequencing - cohesive	
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10
	VERY POOR Essentially translation – little knowledge of English vocabulary, idioms, word form or not enough to evaluate	9 – 7
4. LANGUAGE USE Use of simple present	EXCELLENT TO VERY GOOD	25 – 22

tense, conjunction on time signal, and pronouns, adjective, and adverbs	Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.	
	GOOD TO AVERAGE Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured	21 - 18
	FAIR TO POOR Major problem in simple/complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused	17 – 11
	VERY POOR Virtually no mastery of sentence constructions rules – dominated by errors – does not communicate or enough to evaluate	10 – 5
5. MECHANICS Use words appropriately, using function correctly, paragraph and text can read correctly...	EXCELLENT TO VERY GOOD Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	5
	GOOD TO AVERAGE	4

	Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

KandiS.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

LESSON PLAN III
(Control Group)

School : SMA AL- Wasliyah

Subject : ENGLISH

Class : XI IPA III

Time Allocation : 2 x 45 minutes

A. Standard Competence

To understanding the meaning of short functional text and simple essay in form of descriptive text in daily life contextual and in order to access knowledge.

B. Basic Competence

Expressing the meaning and rhetorical step in the simple essay accurately, fluently, and acceptable to interact with daily context descriptive paragraph.

C. Indicators

1. Identifying generic structures of descriptive paragraph.
2. Identifying language features of descriptive paragraph
3. Able to write a descriptive paragraph.

D. Teaching Material

Descriptive Paragraph

Descriptive paragraph is a description of an object, both living things and dead things, including human and animals.

Generic Structure:

3. Identification, which identifies phenomenon that will be described

4. Description, which describe about parts qualities or characteristics or something or someone in details.

Grammatical features :

1. Focus on specific participants
2. Use of attribute (e.g. possessive pronoun: mine , ours)
3. Frequent use of classifies (e.g. adjective: beautiful, long hair) in in nominal groups (some, many, any, etc.)
4. In descriptive writing, the present tense is predominantly used. the past tense is used to describe something in the past.

Example of Descriptive paragraph : Borobudur temple

E. **Teaching Methods** : Teacher Center Learning

F. **Media of Teaching** : Simple Text

G. **Teaching Learning Process**

No	Learning Activity	Time
1	Pre-activity : 3. Greetings 4. Checking attendance list	5
2	Main-activity : 6. Teacher share the students' score isn't satisfied. 7. Teacher gives motivation to the students to more seriously to study. 8. Teacher gives explanation about descriptive text. Then the student continues to discuss what they think about the material. Finally they make summarize about	75

	<p>the topic.</p> <p>9. Students ask some question to teacher.</p> <p>10. Teacher ask the students to make descriptive paragraph through text in group work</p>	
3	<p>Post-activity :</p> <p>1. Teacher ask the students difficulties about the material</p> <p>2. Teacher gives motivation</p>	10

H. Assessment.

1. Write your own descriptive text based on the text bellow!

6 FUNCTIONS OF INDONESIAN FOREST

Indonesia is one of countries with the largest forest area in the world and really need to do the conservation. It also completed with a management of forests for conservation and ecological balance of the earth nature. Different types of forests in Indonesia have the following functions.

Prevent erosion and landslides. The roots of the tree serve as a binder grain of soil. With no forest, no rain fell to the ground but fell to the leaf surface or absorbed into the ground.

Keeps, organize, maintain supplies of water in the rainy season also dry season.

Fertilize the soil, as fallen leaves will break down into soil humus.

As an economic resource. It can be utilized as a result of forest raw materials or raw materials for industrial and building. For example, rattan, rubber, and gutta-percha are used for handicrafts and materials of building.

As a dutfah plasma source for diversity in forest ecosystems that allow for the development of genetic biodiversity.

Reduce pollution to air pollution. Plants absorb carbon dioxide and produce oxygen needed by a living.

I. Scoring of the Test

Component	Criteria	Scoring
<p>1. CONTENT</p> <p>The student ability to write the ideas and information in the form of logical statement.</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Knowledgeable – substance – through development of thesis-relevant to assigned topic.</p>	30-27
	<p>GOOD TO AVERAGE</p> <p>Some knowledge subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail</p>	26 – 22
	<p>FAIR POOR</p> <p>Limited knowledge of subject – little substance – inadequate development of topic.</p>	21 – 17
	<p>VERY POOR</p> <p>Does not show the knowledge of the subject – no substantive – not pertinent – not enough to evaluate</p>	16 – 13
<p>2. ORGANIZATION</p> <p>The organizations refer to the students' ability to write the ideas, information in good logical order. The topic and</p>	<p>EXCELLENT TO VERY GOOD</p> <p>Fluent Expression – ideas stated clearly – succinct – well organized – logical –</p>	20 – 18

supporting sentences are stated clearly.	sequencing – cohesive.	
	GOOD TO AVERAGE Fluent expression – idea stated clearly – succinct – well organized – logical – sequencing - cohesive	17 – 14
	FAIR TO POOR No fluent – ideas confused or disconnected – lack of logical sequencing and development	13 – 10
	VERY POOR Does not communicate no organize or not enough to evaluate	9 – 7
3. VOCABULARY Vocabulary refers to the students’ ability in using word or idiom to express idea logically. It also refers to the using of the synonym, antonym, prefix, and suffix exactly	EXCELLENT TO VERY GOOD Sophisticated range-effective word/ idiom form, choice, usage but meaning not obscured.	17 -14
	GOOD TO AVERAGE Adequate range – occasional errors of word / idiom form, choice and usage but meaning not obscured	17 – 14
	FAIR TO POOR Limited range – frequent errors of word idiom form, choice and usage – meaning confused	13 – 10
	VERY POOR Essentially translation – little	9 – 7

	knowledge of English vocabulary, idioms, word form or not enough to evaluate	
4. LANGUAGE USE Use of simple present tense, conjunction on time signal, and pronouns, adjective, and adverbs	EXCELENT TO VERY GOOD Effective complex construction – few errors of arrangement, tense number of word order, articles, pronouns, preposition.	25 – 22
	GOOD TO AVERAGE Effective but simple construction – minor problem in complex construction – several error arrangement, tense, number, word order, articles, pronouns, preposition but meaning seldom obscured	21 - 18
	FAIR TO POOR Major problem in simple/complex constructions – frequent error of negation, arrangement, tense, number, articles, pronouns, preposition, meaning confused	17 – 11
	VERY POOR Virtually no mastery of sentence constructions rules – dominated by errors – does not communicated or enough to evaluate	10 – 5
5. MECHANICS Use words appropriately,	EXCELLENT TO VERY GOOD	5

using function correctly, paragraph and text can read correctly...	Demonstrate mastery of conventions – few errors of spelling, punctuations, capitalizations, paragraphing.	
	GOOD TO AVERAGE Occasional errors of spelling punctuations, capitalization, paragraphing but meaning confused	4
	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, meaning confused	3
	VERY POOR No mastery convention – determined by errors of spelling, punctuation, capitalization or not enough to evaluate	2

Known by,

Medan, July 2018

Principle of SMA Al-Wasliyah

English Teacher

Researcher

KandiS.Ag.SH.S.Pdi

Tuti Andriani S.Pd

Wila Novida

APPENDIX III

Instrument

Subject: English

Topic : Descriptive Text

Name :

Class :

1. Write your own descriptive text about Indonesian forest

APPENDIX IV

Key answer

Indonesia has a beautiful forest in the world. Indonesia's forests are the lungs of world. Indonesia has tropical rain forests which are filled with a variety of flora and fauna. Indonesia's forests are one of the most abundant oxygen producers in the world. There are rare animals and plants that grow there. For example, it has mangrove flower in Bengkulu, a bird of paradise in Papua, Sumatra tiger, and others. There are many tourists come to Indonesia because they are interested in the beauty of Indonesia's vast forests ranging from the island of Sumatra to the Irian Jaya. Every island in Indonesian has an amazing and unique forest which is filled with green mountains which adds to the beauty of the forest.

APPENDIX VII

List of Students in Experiment Group

No.	Name of Respondents	Initial
1	Anisah Safira	AS
2	Triana Lailani	TL
3	Angga Syah putra	AS
4	Zein Hamsah	ZH
5	Yuda Ananda Putra	YPA
6	Rahmanda	R
7	Mega Putri Devina	MPD
8	Niluh Soweca Ardiyani	NSA
9	Sabrita	S
10	Icha Alfira Mahfi	IAM
11	Nadia Sa'dah Lubis	NSL
12	Intan Purnama Sari	IPS
13	Al Fauzi	AF
14	Fara Anisa	FA
15	Eka Putri	EP
16	Nova Dama Sari	NDS
17	Tia Ayunisa	TA
18	Arya Putra Ananda	APA
19	Warda Tiara	WT
20	Putri Lestari	PL
21	Bayu Hermansyah	BH
22	Fitri Rahmadani Lubis	FRL
23	Sherly Putri Astika	SPA
24	Putri Nabila	PN

APPENDIX VIII

List of Students in Control Group

No.	Name of Respondents	Initial
1	Hamdan Saputra	HS
2	Bunga Adinda Pratiwi	BAP
3	Akbar Muhammad	AM
4	Lela Hasanah	LH
5	Siti Agustina	SA
6	Maulida Yana	MY
7	Gilang Fahreza	GF
8	Fadina Putri	FP
9	Suci Eri	SE
10	Anisa Putri	AP
11	Winanda	W
12	Ardiyansyah	A
13	Novita Sari Nasution	NSN
14	Citra Hairunnisa	CH
15	Maulida Siregar	MS
16	Uli Aulia	UA
17	Rafika	R
18	Ahmad Alprianta	AA
19	Rima Yuliani	RY
20	Dewi Sanjani	DS
21	Nurhamidah	N
22	Gilang Ramadhan	GR
23	Dinda Mayang Putri	DMP
24	Selvi Aprita	SA

APPENDIX IX

Frequency Distribution of Pre Test in Experimental Group

b. Mean

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

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1458}{24} \\ &= 60.75\end{aligned}$$

c. Variant

Where:

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

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

So,

$$\begin{aligned}S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{24 \cdot 89107x - (1458)^2}{24(24-1)} \\ &= \frac{2138568 - 2125764}{24(23)} \\ &= \frac{12804}{552} \\ &= 23.19\end{aligned}$$

d. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{23.19} \\ &= 4.81\end{aligned}$$

APPENDIX X

Normality Test of Pre-Test in Experiment Class

b. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 60.75}{4.81} = -2.23$$

$$Z_i 2 = \frac{55 - 60.75}{4.81} = -1.19$$

$$Z_i 3 = \frac{58 - 60.75}{4.81} = -0.57$$

$$Z_i 4 = \frac{60 - 60.75}{4.81} = -0.15$$

$$Z_i 5 = \frac{63 - 60.75}{4.81} = 0.46$$

$$Z_i 6 = \frac{65 - 43.88}{8.09} = 0.88$$

c. Finding S(Z_i)

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

$$\frac{1}{24} = 0.0416$$

$$\frac{4}{24} = 0.1666$$

$$\frac{8}{24} = 0.3333$$

$$\frac{12}{24} = 0.5$$

$$\frac{16}{24} = 0.6666$$

$$\frac{24}{24} = 1$$

APPENDIX XI

Frequency Distribution of Post-test in Experimental Group

a. Mean

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

Where:

$$\bar{x} \quad = \text{Mean of variable } x$$

$$\sum F_i X_i \quad = \text{Total number of score}$$

$$\sum F_i \quad = \text{Number of sample}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1964}{24} \\ &= 81.83 \end{aligned}$$

b. Variant

Where:

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

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

So,

$$\begin{aligned} S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{24 \times 161596 - (1964)^2}{24(24-1)} \\ &= \frac{3878304 - 3857296}{24(23)} \\ &= \frac{21008}{552} \\ &= 38.05 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{38.05} \\ &= 6.16 \end{aligned}$$

APPENDIX XII

Normality Test of Post-Test in Experiment Class

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{70-81.83}{6.16} = -1.92$$

$$Z_i 2 = \frac{75-81.83}{6.16} = -1.10$$

$$Z_i 3 = \frac{78-81.83}{6.16} = -0.62$$

$$Z_i 4 = \frac{80-81.83}{6.16} = -0.29$$

$$Z_i 5 = \frac{83-81.83}{6.16} = 0.18$$

$$Z_i 6 = \frac{85-81.83}{6.16} = 0.51$$

$$Z_i 7 = \frac{89-81.83}{6.16} = 1.16$$

$$Z_i 8 = \frac{90-81.83}{6.16} = 1.32$$

b. Finding S(Z_i)

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

$$\frac{2}{24} = 0.0833$$

$$\frac{4}{24} = 0.1666$$

$$\frac{8}{24} = 0.3333$$

$$\frac{13}{24} = 0.5416$$

$$\frac{14}{24} = 0.5833$$

$$\frac{18}{24} = 0.75$$

$$\frac{19}{24} = 0.7916$$

$$\frac{24}{24} = 1$$

APPENDIX XIII

Frequency Distribution of Pre-Test Test in Control Group

a. Mean

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

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1445}{24} \\ &= 60.20\end{aligned}$$

b. Variant

Where:

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

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

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{24 \times 87415 - (1445)^2}{24(24-1)} \\ &= \frac{2097960 - 2088025}{24(23)} \\ &= \frac{9935}{552} \\ &= 17.99\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{17.99} \\ &= 4.24\end{aligned}$$

APPENDIX XIV

Normality Test of Post-Test in Control Class

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{60 - 63.62}{4.54} = -0.79$$

$$Z_i 2 = \frac{63 - 63.62}{4.54} = -0.13$$

$$Z_i 3 = \frac{65 - 63.62}{4.54} = 0.30$$

$$Z_i 4 = \frac{68 - 63.62}{4.54} = 0.96$$

$$Z_i 5 = \frac{70 - 63.62}{4.54} = 1.40$$

$$Z_i 6 = \frac{80 - 63.62}{4.54} = 3.60$$

b. Finding S(Z_i)

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

$$\frac{9}{24} = 0.375$$

$$\frac{16}{24} = 0.6666$$

$$\frac{20}{24} = 0.8333$$

$$\frac{22}{24} = 0.9166$$

$$\frac{23}{24} = 0.9583$$

$$\frac{24}{24} = 1$$

APPENDIX XV

Frequency Distribution of Post-Test in Control Group

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,

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1527}{24} \\ &= 63.62\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{24 \times 97631 - (1527)^2}{24(24-1)} \\ &= \frac{2343144 - 2331729}{24(23)} \\ &= \frac{11415}{552} \\ &= 20.67\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{20.67} \\ &= 4.54\end{aligned}$$

APPENDIX XVI

Normality Test of Pre-Test in Control Class

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 60.20}{4.24} = -2.40$$

$$Z_i 2 = \frac{55 - 60.20}{4.24} = -1.22$$

$$Z_i 3 = \frac{58 - 60.20}{4.24} = -0.51$$

$$Z_i 4 = \frac{60 - 60.20}{4.24} = -0.04$$

$$Z_i 5 = \frac{63 - 60.20}{4.24} = 0.66$$

$$Z_i 6 = \frac{65 - 60.20}{4.24} = 1.13$$

b. Finding S(Z_i)

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

$$\frac{1}{24} = 0.0416$$

$$\frac{6}{24} = 0.25$$

$$\frac{7}{24} = 0.2916$$

$$\frac{14}{24} = 0.5833$$

$$\frac{18}{24} = 0.75$$

$$\frac{24}{24} = 1$$

APPENDIX XVII

The Critical Value Liliefors Tes

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	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX XVIII

Tabel Wilayah Luas di Bawah Kurva Normal 0 ke z

z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0002
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004	0,0003
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020	0,0019
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027	0,0026
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037	0,0036
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049	0,0048
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066	0,0064
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087	0,0084
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113	0,0110
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146	0,0143
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188	0,0183
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239	0,0233
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301	0,0294
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375	0,0367
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465	0,0455
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571	0,0559
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0720	0,0708	0,0694	0,0681
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838	0,0823
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003	0,0985
-1,1	0,1358	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190	0,1170
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401	0,1379
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635	0,1611
-0,8	0,2119	0,2090	0,2061	0,2033	0,2004	0,1977	0,1949	0,1922	0,1894	0,1867
-0,7	0,2420	0,2388	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177	0,2148
-0,6	0,2742	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2482	0,2451
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810	0,2776
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156	0,3121
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520	0,3483
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897	0,3859
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286	0,4246
-0,0	0,5000	0,4960	0,4920	0,4880	0,4840	0,4801	0,4761	0,4721	0,4681	0,4641
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359
0,1	0,5398	0,5438	0,5478	0,5517	0,5557	0,5596	0,5636	0,5675	0,5714	0,5754
0,2	0,5793	0,5832	0,5871	0,5910	0,5948	0,5987	0,6026	0,6064	0,6103	0,6141
0,3	0,6179	0,6217	0,6255	0,6293	0,6331	0,6368	0,6406	0,6443	0,6480	0,6517
0,4	0,6554	0,6591	0,6628	0,6664	0,6700	0,6736	0,6772	0,6808	0,6844	0,6879
0,5	0,6915	0,6950	0,6985	0,7019	0,7054	0,7088	0,7123	0,7157	0,7190	0,7224
0,6	0,7258	0,7291	0,7324	0,7357	0,7389	0,7422	0,7454	0,7486	0,7518	0,7549
0,7	0,7580	0,7612	0,7642	0,7673	0,7704	0,7734	0,7764	0,7794	0,7823	0,7852
0,8	0,7881	0,7910	0,7939	0,7967	0,7996	0,8023	0,8051	0,8078	0,8106	0,8133
0,9	0,8159	0,8186	0,8212	0,8238	0,8264	0,8289	0,8315	0,8340	0,8365	0,8389
1,0	0,8413	0,8438	0,8461	0,8485	0,8508	0,8531	0,8554	0,8577	0,8599	0,8621
1,1	0,8642	0,8665	0,8686	0,8708	0,8729	0,8749	0,8770	0,8790	0,8810	0,8830
1,2	0,8849	0,8869	0,8888	0,8907	0,8925	0,8944	0,8962	0,8980	0,8997	0,9015
1,3	0,9032	0,9049	0,9066	0,9082	0,9099	0,9115	0,9131	0,9147	0,9162	0,9177
1,4	0,9192	0,9207	0,9222	0,9236	0,9251	0,9265	0,9279	0,9292	0,9306	0,9319
1,5	0,9332	0,9345	0,9357	0,9370	0,9382	0,9394	0,9406	0,9418	0,9429	0,9441
1,6	0,9452	0,9463	0,9474	0,9484	0,9495	0,9505	0,9515	0,9525	0,9535	0,9545
1,7	0,9554	0,9564	0,9573	0,9582	0,9591	0,9599	0,9608	0,9616	0,9625	0,9633
1,8	0,9641	0,9649	0,9656	0,9664	0,9671	0,9678	0,9686	0,9693	0,9699	0,9706
1,9	0,9713	0,9719	0,9726	0,9732	0,9738	0,9744	0,9750	0,9756	0,9761	0,9767
2,0	0,9772	0,9778	0,9783	0,9788	0,9793	0,9798	0,9803	0,9808	0,9812	0,9817
2,1	0,9821	0,9826	0,9830	0,9834	0,9838	0,9842	0,9846	0,9850	0,9854	0,9857
2,2	0,9861	0,9864	0,9868	0,9871	0,9875	0,9878	0,9881	0,9884	0,9887	0,9890
2,3	0,9893	0,9896	0,9898	0,9901	0,9904	0,9906	0,9909	0,9911	0,9913	0,9916
2,4	0,9918	0,9920	0,9922	0,9925	0,9927	0,9929	0,9931	0,9932	0,9934	0,9936
2,5	0,9938	0,9940	0,9941	0,9943	0,9945	0,9946	0,9948	0,9949	0,9951	0,9952
2,6	0,9953	0,9955	0,9956	0,9957	0,9959	0,9960	0,9961	0,9962	0,9963	0,9964
2,7	0,9965	0,9966	0,9967	0,9968	0,9969	0,9970	0,9971	0,9972	0,9973	0,9974
2,8	0,9974	0,9975	0,9976	0,9977	0,9977	0,9978	0,9979	0,9979	0,9980	0,9981
2,9	0,9981	0,9982	0,9982	0,9983	0,9984	0,9984	0,9985	0,9985	0,9986	0,9986
3,0	0,9987	0,9987	0,9987	0,9988	0,9988	0,9989	0,9989	0,9989	0,9990	0,9990
3,1	0,9990	0,9991	0,9991	0,9991	0,9992	0,9992	0,9992	0,9992	0,9993	0,9993
3,2	0,9993	0,9993	0,9994	0,9994	0,9994	0,9994	0,9994	0,9995	0,9995	0,9995
3,3	0,9995	0,9995	0,9995	0,9996	0,9996	0,9996	0,9996	0,9996	0,9996	0,9997
3,4	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9998

APPENDIX XIX

Table Of T Distribution

$v = dk$

(Bilangan Dalam Badan Daftar Menyatakan tp)

v	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

APPENDIX XX

Documentation



